
Curriculum Overview

Curriculum Vision and Aims

At Weelsby Academy we aim to provide all pupils with a broad and balanced curriculum, which encourages creativity and inspires in them a commitment to learning that will last a lifetime. We have worked hard to establish a creative curriculum that brings learning to life, explores real-life scenarios and events; creating a thirst to know more.

Our vision is to use creativity and aspiration as main driving influences within our curriculum. It is vital to enable children to achieve high standards, by inspiring children to learn to think for themselves; become adaptable and learn key skills for life. It plays an important part in the curriculum by motivating and engaging the children, enabling them to become more independent and confident learners.

Skills development: Our desire is to embed learning and curriculum skills that children will likely need in later life.

Cross-curricular links that encourage creativity: We work hard to establish links that require children to use their learning and skills imaginatively within applied contexts.

Meeting children's needs and interests: an inclusive approach in which children are able to receive appropriate challenge. The children's input in to what topics they would like to study is taken into account when planning and, where possible, the learning is fluid and flexible to allow the children to direct the experiences and opportunities they receive.

Within topics, we work hard to map and include a progression of skills within each child's spiritual, moral, social and cultural awareness. We carefully plan opportunities to encourage an understanding of core British values and introduce children to the community and culture that surrounds them on a day-to-day basis.

Curriculum Overview

Our curriculum focusses on the development of basic skills, providing children with a range of stimulating and exciting learning experiences.

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens for the 21st century.

Curriculum Information

The Foundation Stage

Children in the Nursery (FS1) and Reception (FS2) classes access the Early Years Foundation Stage Curriculum. They engage in learning that is primarily through first-hand experiences. The Foundation Curriculum has seven areas of learning. These are: Personal, Social and Emotional Development; Communication and Language; Literacy; Physical Development; Mathematics, Expressive Arts; and Understanding the World.

The children's progress is regularly assessed by observational assessment so that staff can plan effectively to support the development of each of the children.

Personal, Social and Emotional Development is vital in the Foundation Stage. We support the children in making relationships, building their self-confidence and in managing their feelings and behaviour. This is part of everyday learning but we teach specific skills in circle time.

Children access phonics daily and use the Read Write Inc programme. Children are taught in small groups appropriate to their level of development. By the end of the foundation stage, many children can blend simple words and read simple sentences. In literacy, children apply these skills in an environment rich in language. Activities include role-play, drama, small world activities and the reading area. There is a balance between adult and child led learning with the indoors and outdoors used equally to support learning. Children use their phonic skills when learning to read and write. They are supported in small groups in order to develop their basic skills and learn to label pictures, write simple sentences and make lists. In Physical Development, children learn to move with control and coordination; to balance and climb; to move with agility and self-expression. They learn to hold one-handed tools such as paintbrushes and scissors with control and to hold and manipulate a pencil with care. They are also supported in managing their own personal hygiene and are taught what they need to do to stay fit and healthy.

Mathematics in the early years focuses on practical skills- for example: counting, ordering, addition and subtraction, doubling, halving and sharing. In the Shape, Space and Measures element there is also an emphasis on play based learning- for example: using simple shapes, measuring and weighing, filling and emptying, whilst using the correct language to describe and compare.

Children are given the opportunity to use their skills imaginatively in Expressive Arts and Design. They are given the opportunity to explore and use media and materials such as paint, clay and construction equipment. Children are also encouraged to be imaginative in areas such as role-play, art and dance. In Understanding the World, children are encouraged to be curious and explore natural materials and learn about living things and compare different places. They learn about technology, using computers and programmable toys as well as the wider application of technology in everyday life. Moreover, they learn about people and communities; how they are different or similar to their friends and they learn about and celebrate other cultures.

Children in the Foundation Stage engage in high quality learning experiences both indoors and outdoors.

Key Stage One & Two

We follow the National Curriculum, which is skills based and appropriate for the age of the children. Our curriculum is topic based, encouraging cross-curricular links between the subjects. Each topic is planned to engage and stimulate the children's curiosity and interest through a variety of activities where children learn and apply new skills. There are also learning opportunities provided through extra-curricular clubs, out of school trips and academy visitors.

English

We aim to provide opportunities for learning that develop the children's ability to become effective communicators through skills such as listening, speaking, reading and writing and phonics. The teaching of Literacy is also done through the topics the children are learning in order to make it creative, fun and meaningful.

At Weelsby Academy we aim to immerse children in a rich reading environment and to give them the opportunity to explore a wide range of quality texts. This provision supports phonics, word recognition, comprehension and vocabulary development.

Alongside the teaching of phonics, there is also an important focus on comprehension and reading for enjoyment in our school. To encourage this, a variety of books are available to pupils of all ages. Other methods we use to support children in learning to read include: looking at pictures, considering the context, reading ahead, and looking at word shape. At Weelsby Academy we use the Read, Write, Inc. phonics programme and children will work at developing their phonic skills in both Foundation Stage and KS1. 'Talk for Writing' is used to teach writing and children are introduced to a variety of different texts. They internalise the language and go through three stages: imitation, innovation and independent application.

Reading

The Reading Strategy is a trust-wide approach to develop reading comprehension skills, which takes place EVERY day for a minimum of 30 minutes. It incorporates age-appropriate, challenging texts which are vocabulary rich, therefore pupils are exposed to texts which enable them to respond using the application of a greater range of vocabulary. The chosen texts are:

	Autumn	Spring	Summer
Y1	Dogger	The Tin Forest	Traction Man
Y2	The Tunnel	The Owl who was afraid of the Dark	George's Marvellous Medicine
Y3	This Morning I met a whale (Window will compliment!)	The Firework Maker's Daughter	Charlotte's Webb
Y4	The Iron Man	Harry Potter and the Philosopher's Stone	Krindlecrax*
Y5	Cool	Street Child	Who let the Gods out?*
Y6	Black Powder	The Boy in the Striped Pyjamas	Floodland*

All schools teach the same text in each year group. This allows collaboration, shared planning and CPD across all schools. There is a clear focus on core age-appropriate reading comprehension skills across all reading domains which develops 'depth' in pupil's reading. The use of a clear structure supports staff and develops confidence in their delivery of reading. All pupils are exposed to high quality texts and discussions despite potential barriers to word reading and comprehension.

The core principles of the Reading Strategy are as follows:

- * A 30-40 minutes whole class text reading session (Additional reading time to be organised by the school)
- * Wherever possible, whole-class reading taking place during the morning.
- * This is a non-negotiable session, which must not be missed.
- * All Academies must use the set texts provided.
- * Texts will last for the term (or even more UKS2).
- * Text used in the reading session will be separate from literacy or wider curriculum work.

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- * Teachers identify children who are working below or well below ARE who will need support (in addition) for fluency and decoding.
 - * All year groups will have a Reading Response book. There should be 3 pieces of written response per week (independent/guided/ specific). These books reflect the pride and enjoyment in reading children have.
 - * These sessions will need to be supplemented with non-fiction and poetry to ensure a broad range of literature is experienced.

Rationale for implementing the Reading Strategy

The strategy has been developed in order to support and develop teaching and learning across our trust. The Strategy aims to:

- * Ensure that ALL children across the trust are exposed to high quality, challenging texts.
- * Allow for better collaboration both within individual schools in year groups and across academies to share best practice.
- * Reduce teacher workload through shared planning and resourcing.
- * Develop teacher confidence by allowing them to get to 'know a book' and 'well'.
- * Ensure that all staff, at all levels have a sound overview of each child's basic reading diet across their school.
- * Create greater opportunities for cluster school moderation- raising staff awareness of reading expectations in each year group.
- * Draw upon the expertise of teachers across the academy trust to support colleagues.
- * Strengthen the quality and quantity of CPD opportunities offered to academy staff.

Impact:

- * Increase in outcomes (see tracking and 3 year trend document).
- * Improvement in confidence in reading and comprehension skills.
- * All pupils but particularly LA pupils have developed a wide range of vocabulary.
- * Evidence of high quality written responses.
- * CPD has increased staff confidence in the teaching of reading.
- * Networking of teachers to provide high quality lessons and sharing of planning.
- * Allows better collaboration across schools, within year groups and across academies to share best practice.

- * More effective use of NC objectives to raise staff awareness of reading expectations in each year group
- * Peer to peer support for reading provides scaffolding for LA pupils and enables HA pupils to develop mastery.
- * Ensures that all staff have a sound overview of each child’s basic reading diet across their school

Next Steps:

- * Trust wide training for the next set of books, developing the pedagogy established this year.
- * Developing links within the MEGA curriculum.

Mathematics

We provide opportunities for children to make sense of maths and enjoy investigating numbers and solving problems to develop the children’s mathematical understanding and confidence. Children also learn to apply these number concepts, interpret data, study shape and space and explore measurement through practical investigations and problem solving activities.

Maths at Weelsby Academy follows the Same Day Intervention model.

The Same Day Intervention Strategy is a trust-wide approach to develop fluency, reasoning and problem solving skills in maths. It takes place every day across two sessions, each lasting approximately 30 minutes. This approach to mathematics teaching aims to ensure that no pupil is left behind, built on a culture that everyone can achieve. The lesson is structured to allow marking and assessment time in the middle of the session, in order to provide appropriate intervention immediately to address any misconceptions as well as appropriate challenge.

The core principles of the Same Day Intervention strategy are as follows:

- Teaching input and high quality modelling to the whole class. Each concept is modelled step-by-step to ensure all learners can keep up. After modelling using an ‘I do, you do’ approach, pupils answer some questions independently. This whole section lasts approximately 30 minutes and promotes active collaborative and independent learning.
- Pupils then have approximately 15 minutes away from their teacher (attending an assembly, arithmetic/times tables activity or break) while the teacher marks their answers using a rapid marking code. During this progress pit-stop, the teacher can group the children based on which pupils need that extra support, and which learners need to develop their depth of understanding.
- The remaining 30 minutes of the lesson is an intervention session, where the teacher groups children together based on how they answered the independent questions so that they can efficiently address common misconceptions. The aim is to use the additional support to ensure that all children reach a certain level of understanding by the end of the day, preventing an achievement gap from forming.

Summary of lesson structure	
Whole class input	Ping-pong style teaching – I do, you do – high quality modelling. Differentiation through support, use of manipulatives and questioning.

Diagnostic task	5 – 6 progressively challenging questions towards ARE. Mainly fluency with elements of reasoning (dependent on learning objective).
Lesson Break (Progress pit-stop)	Marking time to assess and group pupils.
Same day intervention session	Immediate intervention or challenge for pupils.

Rationale for the Same Day Intervention Strategy:

The strategy was developed in order to support and develop teaching and learning across our trust.

The Strategy aims to:

- Provide a systematic approach to mathematics teaching.
- Improve outcomes for even more children in regards to mathematics.
- Improve attainment in mathematics.
- Have a positive impact on children’s attitudes and resilience towards mathematics.
- Ensure that all children across the trust are exposed to challenging activities based on their starting points and support children in becoming inquisitive problem solvers.
- Allow for better collaboration both within individual schools (in year groups) and across academies to share best practice.
- Reduce teacher workload through shared planning and resourcing.
- Implement fast paced effective marking to support pupil progress.
- Draw upon the expertise of teachers across the academy trust to support colleagues.

Impact of the Same Day Intervention Strategy:

- Increase in pupil outcomes.
- Improvement in the confidence and resilience shown by pupils in mathematics.
- Evidence of clear challenge in books.
- A systematic approach has increased staff confidence in the teaching of mathematics.
- Increased collaboration across schools, within year groups and across academies to share best practice, has resulted in high quality lessons and planning.
- Open classroom events have led to a consistent and clear systematic approach.

Science

At Weelsby Academy we foster the children's natural curiosity and help them to develop an understanding of themselves and the world around them. We aim to develop their scientific knowledge, by means of exploration, questioning and investigation as well as providing opportunities for them to communicate and reflect upon their ideas in a variety of ways. This instils an awareness of how science relates to their everyday lives.

Physical Education

Physical Education comprises of Dance, Games and Gymnastics. Children are involved in the process of planning, performing and evaluating their performance. Health related exercise is also part of this curriculum. Children learn about the changes that occur to their bodies as they exercise and the importance of a healthy and active lifestyle. In Year 4 all children receive two weeks of swimming tuition and all pupils in Year 5 receive annual Bikeability.

Computing

Computing is taught as a discreet subject but it also supports learning and teaching across the curriculum. There are interactive whiteboards in each classroom and children have access to laptops and I-Pads. The school is well resourced with appropriate hardware and software. It also has Internet provision with an appropriate educational filtered system being used.

History

History develops the children's understanding of the past. We aim to develop their curiosity about historical events and the achievements of some of the people who lived in the past. This enables the children to learn how past events influence their lives today. Children learn about the changes in their own lives, their families and about the changes in their local environment.

Geography

We aim to stimulate children's interest in their surroundings and in the variety of human and physical conditions on the Earth's surface. Children have the opportunity to study weather, landscapes and map work. They will also gain an understanding of people and places in more distant areas, so they can begin to realise the great and rich variety of our world. We also aim to help children to begin to develop an informed sense of responsibility about the quality of their immediate environment.

Art

Art is an integral part of our school curriculum. It is used as a stimulus, creative responses for topics, and to illustrate work children have done in other subjects. The children learn both practical skills, and knowledge and understanding of art. Knowledge and understanding allows the children to reflect on their own and others' work alongside learning about other artists and genres. Children have the opportunity to experiment with a variety of media or learn about specific skills and techniques. The range includes sculpture, printing, painting, drawing, textiles and clay.

Music

From an early age children experience music in various forms; for example – nursery rhymes, background music, songs and games. We aim in school, to nurture and build on these experiences in order to develop an understanding and enjoyment of music. Children are given opportunities to sing, play a variety of simple percussion instruments, explore sounds, compose, perform and listen to music from a range of times and cultures.

Design and Technology

Children learn how to think imaginatively and talk about what they like and dislike when designing and making. They build on the experience gained in the Early Years through investigation and play. They explore how familiar things are designed and how they work. They talk about, draw and model their ideas. The children learn how to use tools safely, to use I.C.T. as part of their design and making and to consider the health and safety aspects of food technology.

Religious Education

The school follows the agreed local East Riding, North Lincs and North East Lincs Agreed syllabus which encourages children to respect the religious, spiritual and moral values of others and to consider thoughtfully their own values and beliefs. The teaching of Religious Education in this academy is non-denominational. It is informing children about world religions and is not about imparting a faith. Although based mainly on Christian beliefs, other world religions are studied so children develop a greater understanding of other cultures and global diversity. All the children share a collective worship time each day.

Parents have the right to withdraw their child from the teaching of Religious Education: if this is the case then they are asked to contact the Principal.

Spiritual, Moral, Social and Cultural Understanding

All pupils have planned opportunities to explore beliefs and experience; recognise right and wrong; understand consequences; use social skills in different contexts; work well with others; understand how to stay safe through planned learning opportunities; appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Assessment

Assessment of your child is an integral part of teaching. It is used to identify the next steps in learning and to monitor the progress that children make. Assessment is about informed observation, monitoring of work and effective questioning, which enables us to note what each child can do and what they need next in their learning.

Children are also engaged in self-assessment at an age-appropriate level, so that they can explain what they have done well and how they can improve their work even more.

Children are also assessed in line with statutory requirements. An Early Years Foundation Stage Profile is completed at the end of their Reception year and Statutory Assessment Tests are administered at the end of Year 2 & 6. Phonics screening also takes place at the end of Year 1.

Open evenings are held termly, when a child's achievements and targets for improvement are shared with the parents/carers.

Sex and Relationship Education

This is included as part of Science and Health Education topics in school and is introduced informally where it is felt there is a natural link with other parts of the curriculum. Any questions that may be asked by the children are answered in an honest and sensitive way, appropriate to the age of the child. In Year 5 & 6, more formalised sessions are taught to allow the pupils to understand the changes they are going through.

Topic Overview September 2018 Autumn Term

Foundation: Ourselves

Year 1: Dinosaurs

Year 2: Castles: Towers and Tunnels

Lower Key Stage 2: Blue Abyss

Upper key Stage 2: Time Travellers

