

Curriculum Overview

Curriculum

There is an emphasis on the teaching of basic skills in English and Maths however our curriculum helps to develop pupils not just academically but also encourages perseverance; co-operation; personal, social and emotional and spiritual, moral, cultural development.

A range of visits and visitors bring the curriculum alive for children and 'active learning' in Key Stage 1 helps the transition from Foundation Stage. We work on a topic approach, linking with the children's interests, for English and teach stand-alone Maths via 'same day intervention'. In Foundation Stage the curriculum follows children's interests which is something we are developing through the rest of the school. Teachers find out what pupils know already and what they would like to learn. This has increased interest and motivation and is helping to ensure that tasks provide sufficient challenge. This has further been developed by children from across the school, being involved in the design of new curriculum topics from the 2016/2017 academic year.

The purchase of additional handheld devices and computers has impacted on improved links with ICT and provides opportunities for children to apply their ICT skills across the curriculum.

All pupils participate in 'The Golden Mile' which increases fitness and helps them to be ready for learning. Pupils have at least two hours physical education during the week.

Pupils in Key Stage 1 and 2 participate in circle times and regular acts of collective worship. Religious Education lessons cover Christianity and other religions. Pupils may be withdrawn from assemblies and Religious Education lessons if parents request this.

Maths

Maths is taught through same day intervention.

Foundation Stage

Basic counting and chanting of numbers in sequence is taught daily through 'Snappy Maths' games, songs and activities. Children will be taught mathematical concepts through the continual provision. There will be a mixture of group work, class inputs, and individual work with an adult. Maths will be taught in both the inside and outside provision. There is a dedicated maths base in the unit (Blue Room) where the provision directly supports mathematical development. All Reception children will spend some time in this room each day.

Year 1

A daily maths lesson with a mental oral starter reinforcing appropriate mathematical skills for the year group. This is followed by a short whole class input, where the teaching assistant may take a group out for a differentiated input. Children will then have access to a range of activities, some teacher led and some independently. There will be a short plenary to develop learning or address misconceptions at the end of the lesson. Same day intervention will be introduced as the year progresses.

Year 2

There will be a 'same day intervention' maths lesson each day. There will be a whole class input which will give the teacher the opportunity for assessment for learning to take place and groupings for the main part of the lesson to be identified. The teaching assistant may take a group for a differentiated input. The main part of the lesson will consist of differentiated activities (bronze, silver or gold challenges) appropriate for the Year 2

curriculum, becoming progressively more difficult. Silver challenges will be based on reasoning activities and the gold challenge will be based on mastery.

Key Stage 2

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Arithmetic will be taught daily in Year 5/6 and thrice weekly in Year 3/4.

Strategies for the teaching of reading

In the Foundation stage, reading is initially taught alongside Letters and Sounds. This initiative promotes a strong and systematic emphasis on the teaching of phonics to aid the teaching and learning of reading. All children in the Foundation Stage and Key Stage 1 have a whole class daily phonic session with additional opportunities being provided through 'learning challenges.' Children are tracked through the phonic phases to ensure that progress is being made in line with national expectations. Children have the opportunity to read from a range of books, including those from Project X, Oxford Reading Tree and Rigby Star.

Children who still need support in Key Stage 2 with their phonics received this through the Rapid Phonics scheme.

Throughout the school reading is taught through Shared Reading sessions, Guided Reading sessions and opportunities to practise and consolidate skills through independent reading. Reading tasks/books will be appropriately matched to individual abilities and needs in the classroom. During these sessions teachers/teaching assistants and volunteers will use a range of strategies to try and enhance the teaching of reading.

Guided Reading

All children in EYFS and Key Stage 1 will participate in two guided reading sessions each week, led by either the class teacher or the teaching assistant. In Key Stage 2 guided reading groups will take place where necessary to ensure children are confident with decoding skills. Children should be given the opportunity to 'problem solve' by reading independently during this session. The adult should offer a 'walk through' of the book and main learning points should be discussed before and after independent reading. In Year 2 focus of this session may shift to comprehension rather than developing reading strategies to work in line with 2014 new curriculum SATs papers.

This year, Year 1 upwards are using a new strategy whereby all children have access to a class book which is broken down into chapters and activities completed to allow opportunities for high skilled thinking following the 2016 SATS reading paper (see Shared Reading below).

Extra support is given to children initially in the form of daily reading sessions with a TA. Children may then be given further support to develop their reading through small group work or individual Reading Recovery sessions. Children involved in these strategies are assessed at the beginning and end of the programme to ensure progress has been made.

Shared Reading:

Throughout the academy the whole class reader has been introduced as a strategy for ensuring all children have access to high quality texts. These texts are pre-selected by a working party made up of staff within the trust. Reading lessons are daily, usually in a morning for 30-40 minutes. Children are expected to have the opportunity to read the text during each session. The children have a reading response book, where on a weekly basis there will be at least three pieces of written response per week. There is a focus of the domain of reading skills children will be developing each week.

Independent Reading Time

Volunteers from the community, governors, students and parents all give their time to increase children's individual reading miles. Children in Key Stage 2 are offered the opportunity to read books that interest them as well as school reading scheme books on a daily basis. Children are encouraged to move away from the reading scheme as soon as they are fluent at book band 'Gold' level in Key stage 2.

Writing

Talk for writing is used as a basis for how we teach writing across the academy. Children work on 2 – 3 week writing cycles, looking at the features of texts, learning how to edit and improve them before writing their own. Added to this, we use text interrogation to identify all of the key grammatical features in the texts and use these as a base to edit and improve in the middle of a writing cycle. Children use a range of text maps and timelines to help support and improve their writing.

Science

At Macaulay Primary 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 and provide opportunities for them to communicate and reflect upon their ideas in a variety of ways instilling 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 3 and 4 all children receive two weeks of swimming tuition every academic year.

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. In addition children have access to iPads, laptops and iPods to

support learning. The school is well resourced with appropriate hardware and software. The school also has Internet provision with an appropriate educational filtered system being used.

Topic Based Curriculum:

History

A variety of recording methods are used across topic, including, but not limited to: cross-curricular writing, artwork, cross-curricular maths, debates, PowerPoints and videos. 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 social, cultural, economic changes over time in the UK, including changes in their local environment, and compare their lives to the lives of people from the past.

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 and help them to further understand and respect people from other cultures, as per the British Values desired outcomes. 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, as a creative response 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. They learn 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. From Year 1 upwards, children are taught music by a specialist music teacher. Children in Year 3 and 4 learn to play the trumpet, having a weekly 45 minute music session. This teaches the children to read music as well as play the instrument. Children in Year 5 and 6 learn to play taiko drums and the Ukulele. Pupils are given the opportunity to pursue music lessons further and can learn to play an instrument, commonly the guitar. Children have the opportunity to take part in singing for the wider community at various events, performances and concerts.

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, Hull, N.E. Lincolnshire and N Lincolnshire 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 Head of Academy.

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. Core values have now also been integrated into school, following discussions with children on what key values pupils at Macaulay should exhibit. These are celebrated weekly during celebration assembly. All SMSC objectives are included and mapped into Topic units to ensure adequate opportunity are given for children to develop these skills.

Assessment

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

Children are also engaged in self- assessment and peer- assessment/critique 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. Other year groups in KS2 are internally assessed using NFER assessments termly.

Open evenings are held termly, when your child's achievements and targets for improvement will be shared with you.

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.

Macaulay Primary Academy - Curriculum Overview from September 2016

Key Stage 1	Autumn HT1	Autumn HT2	Spring HT1	Spring HT2	Summer HT1	Summer HT2
Cycle 1 2017 - 2018	Toys Using our senses (Y1) Take care (y2) Growing up (y2) 8,9	Celebrations Lesson on Autumn Everyday materials (Y1) Materials - good choices (y2) 1,2,3	Day & Night Lesson on Winter Finish Everyday materials (Y1) Finish Materials - good choices (y2) 17,18	I'm Alive Lesson on Spring Our changing world - animal antics (Y1) Our changing world (y2) 10,11,12	Circus Our changing world - plants or Plant detectives (Y1) Apprentice gardener (y2) 4,5,6,7	Structures Lesson on Summer Looking at animals (Y1) What is your habitat? (y2) 13,14,15,16
Cycle 2 2016 - 2017	Holidays (as above) 13,14,15,16,17	Jobs (as above) 18,1,2,3	Time Detectives -Victorians (as above)	Myths & Legends- Superheroes (as above) 4,5,6,7,17	Flowers & Insects (as above) 8,9,10	Our Local Area (as above) 11,12

Lower Key Stage 2	Autumn HT1	Autumn HT2	Spring HT1	Spring HT2	Summer HT1	Summer HT2
Cycle 1 2017 - 2018	London <i>(In a state Y4)</i> 1,2,3,4,5,6,7	Earthquakes & Volcanoes <i>Who Am I? (Y4)</i> 8,9,10,11,12,13,14	Dinosaurs <i>(Rock detectives Y3)</i> 21,22,23,24,25	Chocolate <i>(How does your garden grow? Y3)</i> 29,30	Anglo Saxons & Vikings <i>(Can you see me? Y3)</i> 26,27,28	Animation (Wallace & Gromit, Morph) <i>(Switched on Y4)</i> 15,16,17,18,19,20
Cycle 2 2016 - 2017	The Tudors <i>(Good vibrations Y4)</i> 1,2,3,4,5,6,7,	Young Entrepreneurs <i>(The power of forces Y3)</i> 15,16,17,18,19,20	Our Fishing Heritage (Local History) <i>(Human Impact Y4)</i> 29,30	Rivers & River Creatures <i>(Where does all the food go? Y4)</i> 29,30,21,22,23,24,25	Egypt & Archaeology <i>(Our Changing World Y3/4)</i> 26,27,28	Health & Fitness <i>(Amazing bodies Y3)</i> 8,9,10,11,12,13,14

...Changing lives

Upper Key Stage 2	Autumn HT1	Autumn HT2	Spring HT1	Spring HT2	Summer HT1	Summer HT2
Cycle 1 2017-2018 <i>To fit in: All Change! Y5</i>	Rainforests <i>(The circle of life Y5)</i> <i>(Reproduction in plants Y5)</i>	Crime <i>(Danger live voltage Y6)</i> <i>(Get sorted Y5)</i>	WW2 <i>(Light up the world Y6)</i>	Cities of the World <i>(Marvellous mixtures Y5)</i>	Olympics & Drugs All objectives	Production/ Sex Education/ Domestic Violence <i>(Body health Y6)</i> <i>(reproduction in animals Y5)</i> All objectives
Cycle 2 2016-2017 <i>To fit in: the nature library Y6.</i>	Space <i>(The earth and beyond Y5)</i>	Local Study <i>(Everything changes Y6)</i>	Enterprise <i>(Feel the force Y5)</i>	Extreme Weather <i>(Everyday materials Y5)</i>	How Britain has changed All objectives	Production/ Sex Education/ Domestic Violence <i>(Body Pump Y6)</i> <i>(reproduction in animals Y5)</i> All objectives

