



Ark Atwood Primary Academy

Primary Curriculum

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Aims

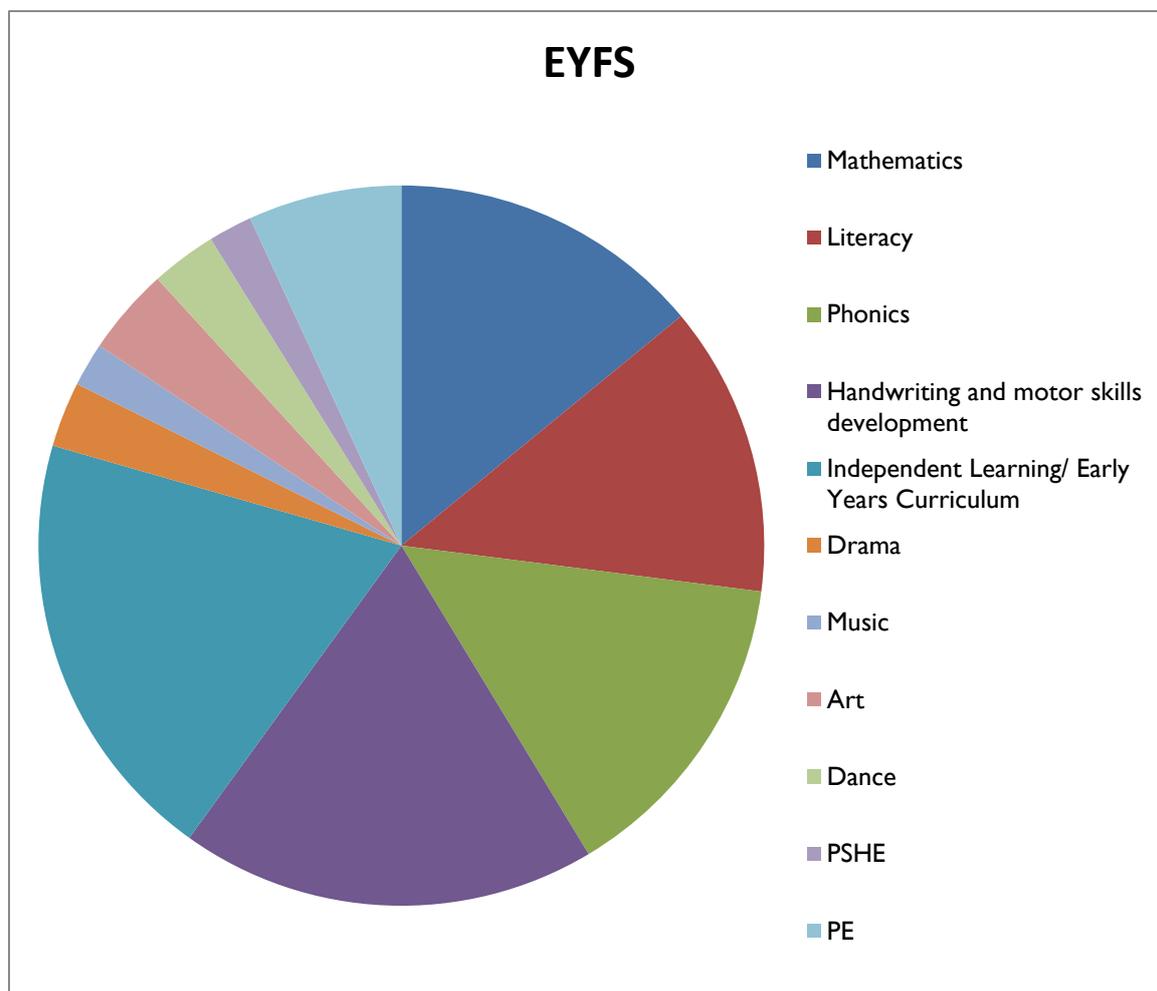
Ark Atwood Primary Academy is committed to providing a curriculum that inspires excellence and ignites our pupil's ambitions to succeed and achieve. All aspects of our curricula provision have been designed in line with the 2014 National Curriculum to ensure the statutory requirements are fully adhered to and our pupils are prepared to meet the requirements of the National Curriculum yearly objectives and tests in Year 2 and 6.

Our Curriculum

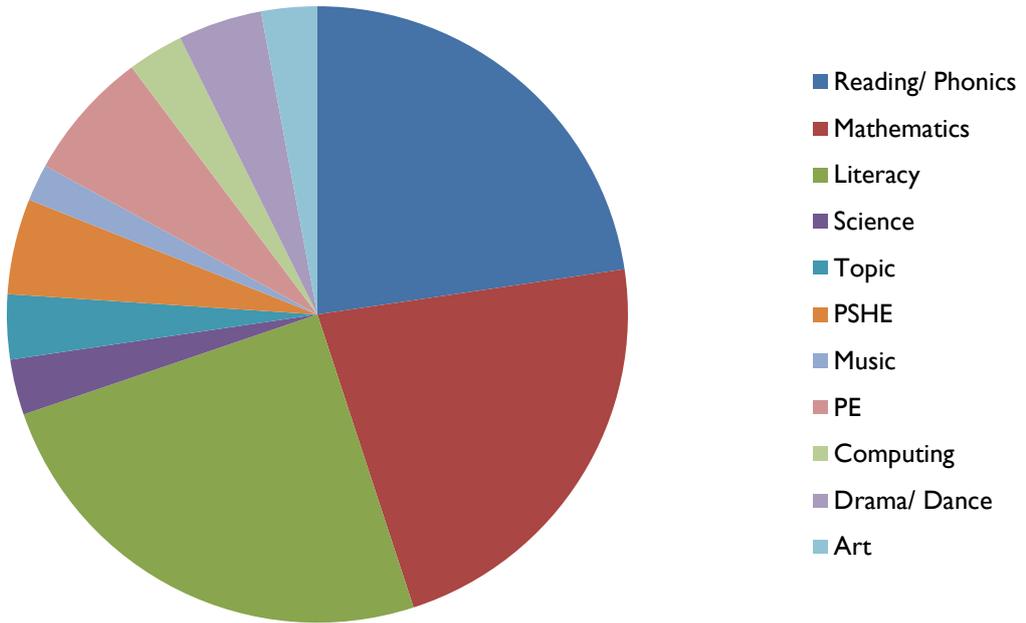
- takes a depth before breadth approach. We focus on ensuring all children have a firm mastery of reading, writing and maths as early as possible. Our first priority is to build a secure foundation in literacy and numeracy as the basis for all other learning.
- is language rich. We believe pupils acquisition and command of vocabulary to be key to pupils learning and progress. We aim to develop vocabulary actively in all subjects, building systemically on pupils' current knowledge. Pupils will be taught to speak clearly and convey ideas confidently; justify ideas with reasons; ask questions; negotiate and evaluate ideas of others.
- develops the whole child. Our curriculum aims at fostering pupils' confidence, independence, good habits and breadth of interests. Pupils are taught a variety of subjects from debating to Djembe stimulating new interests and enhancing learning experiences. Children will learn through trips and events as well as visits/workshops from professionals to discuss their careers, stimulate learning and develop pupils' aspirations.
- is creative. Performing arts are at the core of the Atwood community. They are key to our learning and how we have fun. Collective participation in the performing arts builds a sense of community and develops skills in self-expression and performance. Our performing arts programme enables pupils to gain the knowledge and skills to enjoy and develop their interests. The primary programme focuses on dance, drama, singing and learning instruments which is taught and played across a variety of year groups. Our aim is for every pupil to play an instrument and sing confidently during their time at Atwood.

Lesson Weighting

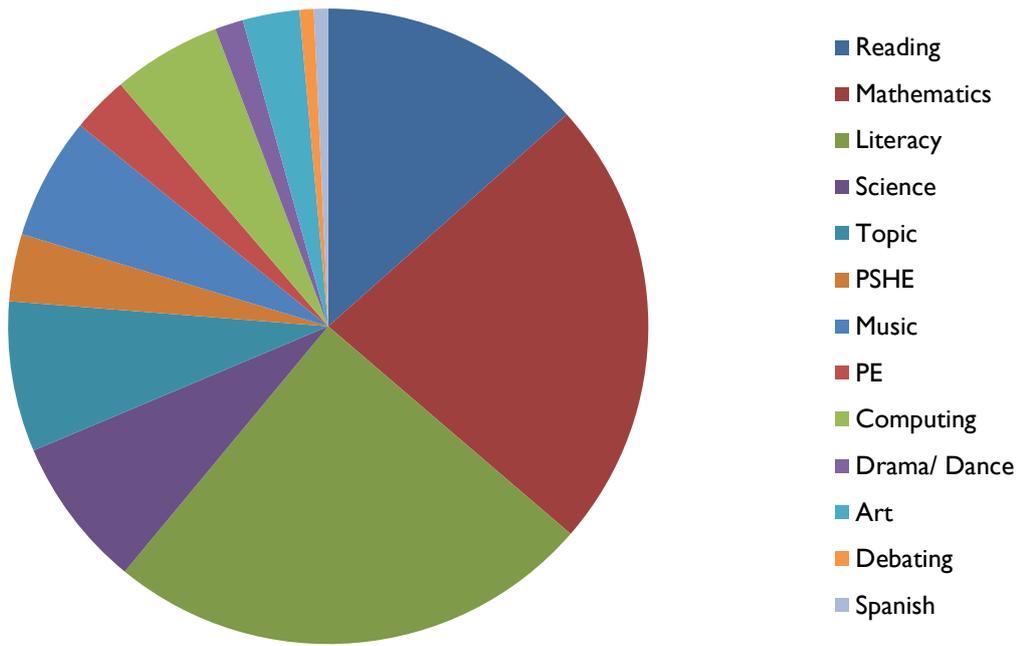
As part of our depth before breadth approach we understand strong foundations of Literacy and Mathematics is the gateway to all other learning. We prioritise depth before breadth so that all pupils secure firm foundations in these core subjects as early as possible, allowing them to flourish across the breadth of the full curriculum.



KS1



KS2



The Early Years Curriculum

Reception pupils follow the Early Years Foundation Stage curriculum;

The 7 areas of learning are:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding the world
- expressive arts and design

We will provide a stimulating indoor and outdoor learning environment where children will be motivated to communicate, explore and learn independently. A carefully planned range of activities will provide a rich, age appropriate learning experience across the curriculum.

We will promise to give every child a firm foundation:

English – focusing on speaking and listening, reading and writing using synthetic phonics and other reading strategies.

Mathematics – our world-leading mathematics programme uses practical and written activities that help children develop their numerical and problem-solving abilities.

Across the primary curriculum we aim for our pupils to exceed national expectations for achievement

Inclusion

At Ark Atwood our priority is to have happy children. If our children are happy; self-regulation, resilience, the school values and learning is accessible to all. Each half term the team of adults involved in the children's learning and members of the leadership team meet to discuss individual support in class, with adults specialising in areas of support within school, and with specialist adults who come in to advice school on meeting specific needs. We ensure all levels of learning needs are met, from those who need additional support to access the learning in their class, to the children who need to be provided with opportunities to access a greater depth of learning and challenge. Class teams work together to develop the curriculum for all to access through; pupil progress meets, planning and resourcing for the needs in each class. The assess-plan-do-review approach to learning and wellbeing allows us to meet each half term formally and informally between that, to ensure we get it right.

Atwood prides itself in supporting the children to be in an environment that allows pupils to feel safe, happy and to be our best self at all times. Mindfulness takes place in each class each day, and weekly circle times/discussion times to talk about relevant areas for each class. In addition to the academic support that takes place inside and outside the classroom, we have sessions to help in areas such as support with play skills, communication skills, self-esteem and self-confidence are a priority. Members of the school team specialise in these areas of support across the school and within each classroom. The restorative approach to resolve challenges the children face in the classroom, playground or other areas of the school support our pupils to identify harm caused in a situation and the responsibility of fixing that and learning from the experience. Building independence and understanding in pupils of how to recognise and manage their emotions is a part of the day the school team invest a high level of time and support to do.

Each class has pupils with a wide range of needs. Lessons are planned to support access for all, and specialist assessment, equipment and resources are used within each class as needed. The SEN code of practise outlines and provides guidance for what needs to be done to best support these pupils. The school team understands its duty under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.

Subjects

English

Learning to Read

We teach pupils to read through **Read Write Inc.** Phonics. This programme is designed to teach pupils between the ages of 4 to 8 to read. Pupils will be part of the phonics programme until they are confident readers; reading around 80- 100 words per minute. This is a complete literacy programme taught for 45 minutes a day in Reception and 50 minutes a day in Year 1 and above.

Children learn the English alphabetic code: initially learning one way to read 40+ sounds and blending these sounds into words, then learning to read the same sounds with alternative graphemes. The children write every day, rehearsing out loud what they want to say, before spelling the words using the graphemes and 'tricky' words they know. They practise handwriting every day: sitting at a table comfortably, they learn correct letter formation and how to join letters speedily and legibly. Children's composition (ideas, vocabulary and grammar) is developed by drawing on their own experiences and talking about the stories they read.

Young readers develop at different rates and the ability of readers in a class can vary therefore we set our pupils by ability for these sessions **only**. Regular assessment allows us to track our pupil's attainment and therefore our phonics groups are regularly reviewed and changed. We aim to ensure 100% of pupils pass the year one phonics screening check.

Guided reading

In order to prepare children for the rigours of literary life beyond the primary age, children are exposed to texts of steadily increasing challenge. Whilst all readers may not develop at the same rate, it is nevertheless important that children read a range of texts about things that are unfamiliar to them. Teachers carefully select a range engaging texts which appeal to children's imagination – texts rich in language that introduce formal and

longer sentences. It is these text types that put children in good stead for tackling classics in later life.

Children then study the text in-depth – as academic success often requires that children not only read, but master text by re-reading it several times.

Text is read each day in order to methodically break it down and build resilience – analysing the vocabulary, language, characters and settings. Throughout the reading week, children are required to interrogate the text by:

- Answering a series of sequenced questions – moving from those that are text-dependent though to those that require children to draw on their inference skills – reading ‘between the lines’.
- Ordering events in the text and summarising it in their own words.
- Developing opinions on the text – what they liked or didn’t like, and any questions they have about the text (what they would like to find out).
- Building connections between texts – thinking about the ‘secret strings’ between the current text, and any other texts they have read. Children are encouraged to make links between stories – thinking about common themes, similar characters or plots.
- Finally, a written response to the ‘bigger picture’ – the main theme of the text. To develop oracy skills, children take part in debates – articulating opinions with justifications from the text.

Above all, a passion and enthusiasm for reading permeates our teaching. Children are enthused and always delighted to find out the next part of the story!

Learning to Write

Pupils start mark making from an early age and our Early Years develop the gross and fine motor skills needed for pen control through fine motor workshops. In Reception and Key Stage 1 pupils learn letter formation alongside letter sounds through the Read, Write Inc programme and start forming words and short sentence.

In both key stage one and key stage two pupils are expected to produce an extended piece of writing each week which is based on the genre of writing they are currently focussing on. Across the course of the year children will be exposed to and write both nonfiction and fictional texts and will include narratives,

explanations, descriptions, comparisons, summaries and evaluations always linking back to books they have read. The writing genres are often cross curricular topics linked to the foundation subjects for example history and geography or science. We use subjects like Creative to support writing and often children will act out and role play key sections and segments of their writing to help guide and reinforce elements of characterisation and use of descriptive language. Across the year pupils are taught to develop the stamina and skills to write at length, with accurate spelling, grammar and punctuation which are built on year after year.

Handwriting

With a focus on always doing our best, handwriting is key in taking pride in our work. We believe that developing a handwriting style we can be proud of, is an important life skill worth securing early on. All pupils receive 15 minutes of handwriting practise every day. During Key Stage 1, the focus is on correct letter formation with some pupils ready for joining by the end of Year 1, as they emerge into Year 2. Our expectation is for pupils to have fluent, legible and neat handwriting before they enter Key Stage 1 so that all are ready to start learning to join once they enter Key Stage 2 Following three basic principles: starting all letters from the bottom, keeping our pen/pencil on the page but not joining capital letters, children develop a fluid, cursive style. Children can earn their pen license once they can demonstrate accuracy and consistency in joining.

Speaking and Listening

At ARK Atwood 'speaking and listening' is integrated into all subjects. Pupils are taught from the first day at Atwood to speak clearly and convey ideas confidently using standard English and in full sentences. A non-negotiable in all Atwood lessons in that key vocabulary is discussed at the beginning of a lesson; talk tasks then build on this key vocabulary using sentence stems to reinforce expectations.

In English, during key stage 1 pupils learn to speak confidently and listen to what others have to say, beginning to engage with each other's answers. We ensure in all lessons children have the opportunity to work with partners, in small groups and as a class, joining in discussions and making relevant points. They also learn how to listen carefully to what other people are saying, so that they can remember the main points and respond to one another in a polite and respectful manner.

In key stage 2 pupils learn how to speak in a range of contexts, adapting what they say and how they say it to the purpose and the audience. Taking varied roles in groups gives them opportunities to contribute to situations with different demands. They also learn to respond appropriately to others, thinking about what has been said and the language used. Debating in upper key stage two begins to develop children's ability to reason and justify their own thoughts as well as to engage with the thoughts of others, evaluate and negotiate.

Mathematics

At Ark Atwood Primary Academy we adopt a mastery approach to teaching mathematics, with all year groups following the **Mathematics Mastery** programme. Our curriculum is cumulative; with the most fundamental concepts (such as place value) being taught at the beginning of each year group. With fundamental skills and knowledge secured first, we can then use connections to build mathematical fluency and conceptual understanding throughout the school year. This approach means that curriculum content is taught in considerable depth from an early stage.

To build this depth of understanding, we place problem-solving at the heart of our maths curriculum. Pupils are given every opportunity to explore the maths they are learning and are empowered to seek solutions, make new discoveries and reason about their findings. This emphasis on problem-solving is achieved through the adoption of **Mathematics Mastery's** Dimensions of Depth. These are:

Conceptual Understanding

In order to develop a deep, conceptual understanding of mathematics we use concrete manipulatives (such as Dienes, bead strings, fraction tiles and counters) to represent abstract concepts. This allows learning to be firmly rooted in experiences alongside real objects and pictorial representations; otherwise learning becomes rote repetition of memorised procedures. We strongly believe that adopting the concrete-pictorial-abstract approach is essential to achieving mastery in mathematics.

Mathematical Thinking

Our curriculum is designed to make our pupils *think* like mathematicians. Rather than just being able to do the maths, we place huge emphasis on the importance of pattern-seeking, conjecturing, comparing, classifying, predicting and generalising our findings. This is achieved through the use of well-planned questioning and talk-tasks that prompt pupils to discuss and explore the maths they are learning about.

Language and Communication

Using mathematical language is crucial to developing mathematical thinking and deepening conceptual understanding. Throughout the school, our maths classrooms are language rich with an emphasis given to communication in the following ways:

- Key vocabulary is shared at the beginning of every lesson and referred to throughout
- Clear sentence structures are modelled and pupils are expected to respond using full sentences
- Talk Task activities are planned to allow pupils the opportunity to discuss their thinking
- Questions are carefully planned for the key points in lessons and are targeted to particular children

Science

At ARK Atwood, we emphasize the hands-on and practical aspect of conducting experiments in science to ensure children develop their own sense of curiosity and build a sense of wonder towards the natural world. We ensure children are challenged with ideas that extend beyond the National Curriculum by combining teacher-led demonstrations with experiments children can conduct independently. Children develop their scientific skills by asking questions, developing hypotheses and observing phenomena within a context that feels purposeful, exciting and inspiring. We encourage children to share their misconceptions and provide them with the opportunity to correct themselves through discovery, rather than providing all the answers.

Each term the whole school focuses on a strand of science and particular skillset. We are explicit about these different areas of learning and children are aware of their learning journey over the year. Cross phase discussions of experiments occur in the playground and at home as children share their class' experience of science with their peers.

- **Autumn - Physics**
 - Planning: asking questions, hypothesizing
- **Spring – Chemistry**
 - Conducting: observing, measuring, recording
- **Summer – Biology**
 - Evaluation: classifying, presenting, concluding, writing

We present our ideas in innovative ways and encourage children to share their learning creatively. We develop links between maths, literacy, computing and art to support children communicating their ideas clearly and accurately. For example, children may create drawings, graphs or PowerPoint presentations as a result of scientific experiments. By the end of each Key Stage, children are equipped with a foundation of skills that supports them to enter the next phase of their learning and an enthusiasm for discovery.

Topic- History and Geography

History and Geography provide the students with the opportunity to produce high quality work where students are experienced in developing their contextual knowledge of significant places and events that have occurred in the past. It also allows students to understand key physical and human characteristics, collect and analyse data, interpret a range of sources, understand key factors and time periods throughout history. Finally, it provides the students with a chance to communicate their findings and research using a variety of methods. Many lessons provide hands on experiences for the pupils and a selection of our school based trips are centred on our topic learning.

As pupils progress, their understanding of place knowledge, fieldwork, physical geography, periods throughout time in chronological order, historical concepts and gaining perspective by places their knowledge in different contexts progresses as well. Outstanding topic lessons both engage and inspire pupils preparing them for an innovative future. As pupils continue to learn, their thoughts and perspectives on diversity, society and their own identity will bring out curiosity and inspiration.

Our curriculum for topic is ensuring that all pupils:

- Understand historical concepts using evidence
- Gain historical perspective by connecting historical facts to their own lives
- Know the history of Britain and the rest of the world
- Describe and understand human and physical geography
- Complete and partake in fieldwork
- Develop place and locational knowledge

Computing

New for 2018, ARK Atwood is redeveloping an ambitious Computing curriculum to ensure children from EYFS to end of KS2 experience and practice varied forms of computational thinking and digital literacy. We value the use of technology to teach logical thinking and as a tool to enhance all other areas of learning. Using a range of different software and practical hardware, children are given the opportunity for a diverse and relevant Computing curriculum. We have a duty to ensure all children feel confident to use technology responsibly: e-safety is taught regularly in PSHE and we work with parents to build a community of respectful internet-users.

ARK Atwood is committed to delivering the three strands (Computer Science, Information Technology, Digital Literacy) of the Computing curriculum to ensure our children can thrive in an increasingly digital world. Children learn the principles of Computer Science and develop the skills to create their own applications. Developing perseverance to establish a positive culture around mistakes to support debugging is central to our approach to coding. We want our children to create meaningful projects throughout their time and have ownership over what they create. Within Information Technology we ensure all children have a secure understanding of the types of systems that they interact with daily and feel confident understanding the world around them. All children are given the opportunity to practice their Digital Literacy through cross-curricular work and explicit teaching of key skills.

We are excited that our students are able to engage with new technologies and skills in the Computing curriculum. It is important to model and develop a curious and courageous approach that will support our students interacting with new technology in the future.

Physical Education

In PE children develop their physical competence as well as their ability to perform in a range of activities such as football, tag rugby, hockey, netball, basketball, gymnastics, dance and tennis. Children also have swimming lessons for half a term in selected years. We believe PE provides opportunities for children to be creative, competitive and to tackle challenges as individuals, groups and in teams building on their confidence. Children regularly compete against local schools in borough tournaments reinforcing our values of perseverance, scholarship and aspiration and importantly sportsmanship. It also promotes positive attitudes towards active and healthy lifestyles. Ark academies are committed to ensuring all pupils have access to a fantastic PE education, and are also committed to ensuring impact on pupil outcomes and experiences through judicious use of the PE premium.

Personal, Social and Health Education

PSHE at Atwood focuses on how to support our children in being happy each day, and to be armed with strategies to support our own mental health, understand our feelings and respond to them in a responsible and appropriate way. As well as understanding, respecting and gaining knowledge about differences in our community. The children do mindfulness each day, to support our self-awareness, and use circle times to discuss, talk and express their views and opinions around any concerns they may have. A focus is how peers can support each other, in addition to adult input to resolve conflicts and to be responsible for our choices. The skills, knowledge and understanding needed by our students to keep themselves and others physically and mentally healthy and safe are included as part of our developmental PSHE curriculum and identified on the class Graduated Response charts. These are reviewed at the start and end of each half term with each year group team, the SENCo and SEN teaching assistants for each key stage. The PSHE curriculum focuses on developing resilience, the ability to make friends and how to repair relationships when needed, develop independence and express emotions. The specific content of lessons will be determined by the specific needs of the cohort we're teaching but there will always be an emphasis on enabling students to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others. Drugs Education and Sex and Relationship Education are part of PSHE teaching, as are British Values.

Music

Our music curriculum works to develop children's musicality through a focus on vocalisation in EYFS and Key Stage 1 which progresses into instrumental work at Key Stage 2. Our children's musical skills are developed via two main strands:

- **Musical knowledge** – where children learn about the core dimensions of music (pitch, pulse, rhythm, beat, tempo and dynamics) to help them understand, imitate and analyse a variety of music styles.
- **Composition and performance** – where children experiment with sound; using differing pitches and rhythms to create unique melodies through voice, instruments and digital software (SonicPi). Children also develop their performance skills, using dynamics and tempo to convey an intended message to an audience, whilst also enhancing an awareness of working as a team in an ensemble.

At Atwood, we understand that great music making fosters a community that is respectful, aspirational and joyful. This is why we try and embed music firmly in our school way of life, through a variety of different means. Whether it's starting the day with community singing assemblies, learning to play instruments (woodwind, strings or samba drums), discovering the complexities of playing in a rock band, developing vocal pitch and tone, singing in choral ensembles that perform at a variety of venues or showcasing talents in our annual school concerts, music underpins a core part of what makes us an Atwood community.

Religious Education

Review... Spring 2019

Modern Foreign Language

Review... Spring 2019

Art, Design and Technology

Art and design provides pupils with the opportunity to respond to the world in a unique and sensory way.

Children will be immersed in a high-quality art curriculum which aims to develop an appreciation for art and design through learning about influential artists and pieces of art work exploring their meaning and ideas behind them. Through trips to galleries and artist workshops children will learn how to invent and create their own pieces of art, thinking critically about design and how it can represent our history and culture. Our pupils will work with a variety of mediums to produce their own pieces of art and design which are then shared through gallery walks, art auctions and displayed around school to actively involve parents in our creations.