

# Beck Row Primary Academy Curriculum Document

2019 - 2020



## ATT and academy overarching vision and aims for curriculum:

### Curriculum Vision and Aims

Below are the overarching vision and aims for the curriculum which have been developed and shaped through collaboration with Trustees, staff and local academy committee members.

#### ATT Curriculum Commitment Top 10

All learners in an ATT academy will experience a curriculum that is:

1. **Ambitious**, challenging and engaging through knowledge and skills developed from Foundation Stage to Post 16 and Adult provision.
2. **Knowledge rich**, ensuring access to a wide, global cultural capital – thus maximising lifetime opportunities.
3. **Inclusive**, nurturing and tailored towards the needs of the individual.
4. Focused on developing the very best **literacy, numeracy and digital** skills – enabling access to the widest learning and the very best careers possible.
5. **Enriching**, ensuring all experience a rich variety of cultural, artistic and sporting activities.
6. **Broad** in terms of coverage and (at least) encompassing the breadth of the 2014 English National Curriculum.
7. Celebrates the uniqueness of each educational setting in terms of **localised knowledge and skills**.
8. **Develops** character, personal pride and the highest moral standards.
9. Celebrates **diversity**, challenges **injustice**, promotes **equality** and encourages the creation of a better world.
10. Delivered by very well-qualified, up to date, skilled, passionate **professionals**.

#### Beck Row Primary Academy Overarching Curriculum Statement

All learners at Beck Row Primary Academy will experience a curriculum that:

1. Is consistent with the ATT curriculum commitment to be ambitious, challenging and engaging.
2. Develops pupils' understanding and enables them to acquire key knowledge and skills in each subject of the national curriculum.
3. Prepares pupils are able to achieve in the next stage of their education and adult life.
4. Enables pupils to apply our key values of enquiry, resilience, adaptability, cooperation, respect, morality, thoughtfulness and international mindedness in their learning.
5. Develops pupils' personal, spiritual, moral, social and cultural development alongside academic achievement.

We are implementing the International Primary Curriculum(IPC) which addresses all of the above. This is taught through a thematic topic approach, where our carefully chosen topics incorporate different areas of the curriculum. As part of our overall development of the wider curriculum, through the International Primary Curriculum, we have created an action plan to ensure that each subject area will have be further developed when the subject leader will carry out training for staff, focus on monitoring the quality of teaching and learning in their subject. This enables leaders to evaluate the impact of the curriculum over time.

## **Literacy Curriculum Statement:**

### **English Curriculum at Beck Row Primary Academy**

We believe that teaching a child to read and write will provide them with a lifelong skill and unlock future learning and opportunities. The skills of reading and writing go hand in hand. In order to read children need to learn the mechanics, decoding, and the skills to understand what they have read, comprehension. Similarly in order to write children need to learn the skill of how to write and form letters, words and sentences as well as develop the vocabulary and imagination to create an interesting piece of writing.

#### **Learning to read (the mechanics)**

Children begin their reading journey in Reception where children follow a phonics program using LCP Phonics, based on Letters and Sounds. This systematic program teaches children the phonemes and their corresponding graphemes and is taught in a daily discrete phonics session. Children practise reading words and sentences to build accuracy and fluency. The phonics programme continues into Year 1 and 2. In Year 1 children continue to learn phonemes and alternate spellings of each phoneme. They have plenty of opportunities to apply their phonics reading and rereading a range of texts. In Year 2 children become fluent readers, relying less on sounding out individual words.

Decoding words and sentences alone does not make a child a reader. Alongside this skill children need to be able to understand what they have read. Our literacy lessons work around a core text. The children have opportunities to hear the text being read, talk about and question the text and undertake a variety of activities to develop their literacy skills. We believe that in order to develop comprehension children need to deepen their knowledge so they can talk about what they are reading and make links with other experiences and knowledge. The learning is supported by the teaching of related information and specific vocabulary.

Children are also heard to read by an adult at least weekly which takes place individually and/or in a small group. During these sessions the skills learnt in phonics are reinforced along with book and comprehension skills.

Once children have learnt to read independently, they will develop their comprehension skills through our Text Led Literacy Curriculum. Teaching and learning focuses on developing comprehension skills and writing. Learning is focused around carefully chosen high quality texts which vary in text type and

include important and relevant authors. Throughout their time at the academy children are exposed to a range of authors and text types to provide them with a rich and varied literacy curriculum that builds knowledge, promotes a love of reading and deepens their comprehension skills. Questions are carefully planned to develop understanding of what they are reading. Vocabulary acquisition is a key component of the curriculum. The variety of texts and links to topic work enable children to encounter new words and lessons are carefully planned to allow children to use these in their speaking and listening and writing. Reading tasks and questions develop the children's ability to understand what they have read both literally and to enable them to look for deeper meaning.

As well as the formal teaching of reading our aim is to promote a love of reading in all we do. Each class has a carefully stocked, inviting book corner where children can relax and read a book of their choosing. Books are organised in a way that promotes them being cared for. Children may borrow books to read at home to encourage a shared love of reading in families. As well as attractive and inviting book corners the school has a fantastic library that is well stocked with a wide variety of books. Children have the chance to use the library to share books as well as the opportunity to borrow library books.

## **Maths Curriculum Statement:**

### **Maths Curriculum at Beck Row Primary Academy**

The 2014 National Curriculum for Maths aims to ensure that all children:

- Become fluent in the fundamentals of Mathematics
- Are able to reason mathematically
- Can solve problems by applying their Mathematics

At Beck Row Primary Academy, these skills are embedded within Maths lessons and developed consistently over time through the use of the White Rose Maths scheme. We are committed to ensuring that children are able to recognise the importance of Maths in the wider world and that they are also able to use their mathematical skills and knowledge confidently in their lives in a range of different contexts. We want all children to enjoy Mathematics and to experience success in the subject, with the ability to reason mathematically. We are committed to developing children's curiosity about the subject, as well as an appreciation of the beauty and power of Mathematics.

## **Broader Curriculum**

### **Wider Curriculum Statement**

Our wider curriculum encourages the pupils at Beck Row Primary Academy to unpick the skills that they are learning and use these, alongside prior learning, to make progress in all areas of the curriculum. Whether the knowledge, skill or subject has been taught in the same year, same key stage or prior key stages, teachers ensure that this is considered when planning lessons to ensure that learning is developmental , progressive and ambitious for all learners.

The curriculum, at Beck Row Primary Academy, is planned to ensure links are made with the local area, wider environment and the children's immediate needs and interests.

We use the International Primary Curriculum, which is underpinned by the following values:

Enquiry

Respect

Morality

Cooperation

Thoughtfulness

Resilience

Adaptability

International Mindedness

The built-in progression and continuity within each of the topics through the three milestones is measured through our assessment using skill ladders for each of the curriculum subjects. This ensures coverage of the curriculum objectives and provides subject leaders and teachers with a clear view of progression. Full documentary detail of this is available at the academy.

## Broader curriculum subject focus:

Year		Curriculum Development Area
2019-20	AU 1 and 2	Roll out of new thematic curriculum using the IPC, develop assessment process to track progression and coverage.  Development of our English Curriculum
	SP 1	Continued focus on English Curriculum
	SP 2	Begin specific improvement schedule for <b>Science</b> – improve subject leadership, plan progression for conceptual knowledge, skills and understanding, develop staff effectiveness teaching the subject
	SU 1	Continue focus on <b>Science</b>  Begin specific improvement schedule for <b>PSHE</b> – improve subject leadership, plan progression for conceptual knowledge, skills and understanding, develop staff effectiveness teaching the subject
	SU 2	Begin specific improvement schedule for <b>Geography</b> – improve subject leadership, plan progression for conceptual knowledge, skills and understanding, develop staff effectiveness teaching the subject
2020-21	AU 1	Begin specific improvement schedule for <b>History</b> – improve subject leadership, plan progression for conceptual knowledge, skills and understanding, develop staff effectiveness teaching the subject
	AU 2	Begin specific improvement schedule for <b>Computing</b> – improve subject leadership, plan progression for conceptual knowledge, skills and understanding, develop staff effectiveness teaching the subject

Year	Curriculum Development Area	
	SP 1	Begin specific improvement schedule for <b>Art</b> – improve subject leadership, plan progression for conceptual knowledge, skills and understanding, develop staff effectiveness teaching the subject
	SP 2	Begin specific improvement schedule for <b>Design Technology</b> – improve subject leadership, plan progression for conceptual knowledge, skills and understanding, develop staff effectiveness teaching the subject
	SU 1	Begin specific improvement schedule for <b>RE</b> – improve subject leadership, plan progression for conceptual knowledge, skills and understanding, develop staff effectiveness teaching the subject Begin specific improvement schedule for <b>PE</b> – improve subject leadership, plan progression for conceptual knowledge, skills and understanding, develop staff effectiveness teaching the subject
	SU 2	Begin specific improvement schedule for <b>Music</b> – improve subject leadership, plan progression for conceptual knowledge, skills and understanding, develop staff effectiveness teaching the subject Begin specific improvement schedule for <b>MFL</b> – improve subject leadership, plan progression for conceptual knowledge, skills and understanding, develop staff effectiveness teaching the subject