

## Curriculum Overview

***The curriculum is broad and balanced, and incorporates all the requirements of the new national curriculum. It provides a range of good quality activities that promote enjoyment and a love of learning. A wide variety of activities, including school visits and visits from the Doncaster Arts group, have had a positive impact on pupils' achievement. Many clubs, school trips and artistic and cultural events enhance pupils' learning opportunities. The curriculum prepares pupils well for life in modern Britain through teaching pupils about a range of different religions and cultures and by celebrating special festivals, such as Chinese New Year.***

***(Ofsted June 2015)***

Our curriculum is imaginative, creative and purposeful; focussing both upon the promotion of essential key skills, attitudes and learning behaviours; doing so in a meaningful way using exciting themes and topics to motivate children to achieve, make progress and to "be the best they can be". All stakeholders are committed to this as we truly believe that "together we are stronger!"

### **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 cultural opportunities; understand, accept, respect and celebrate both British values and diversity.

### **The Foundation Stage**

Children in Little Grangers, the Nursery and Reception 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. Children's progress is tracked from the F1/Grangers baseline (as appropriate) through to the Foundation Stage judgement at the end of the reception year.

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, through Jigsaw, Time to Talk and in choosing time when the children lead their learning.

Children access phonics daily in both F1 and F2 (Nursery and Reception). This initially involves speaking and listening activities and progresses to learning about letters and sounds using Read Write Inc. 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 also are 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. Same Day Intervention is used from January in FS2 to accelerate progress and allow children to gain mastery in the level they are working at and to become ready for KS1.

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, explore natural materials, learn about living things, and compare different places. They learn about technology, using computers and programmable toys and 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. Children access the outdoors on a daily basis and engage in all aspects of the FS curriculum.

### Key Stage One

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 out of school trips and visitors. At the end of each topic, children are given the opportunity to review and evaluate their learning and experiences.

The following skills are developed throughout their time with us:

English	Mathematics	Science	Religious Education (RE)
History	Geography	Music	Physical Education (PE)
Spiritual, Moral, Social and Cultural Understanding	Computing	Art	Design and Technology

## 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 linked, as often as possible, to other subjects in the curriculum. Drama plays an important part in Literacy lessons, with the emphasis upon children being active learners.

### Strategies for the teaching of reading

All children in the Foundation Stage (FS) and Key Stage 1 (KS1) follow the Ruth Miskin Read,Write,Inc programme for phonics, where children learn sounds in words and spelling patterns and how to apply their knowledge in reading and writing activities. Children are assessed by the Principal on a half termly basis and tracked through the phonic phases to ensure that progress is being made in line with national expectations. Our aim is to teach pupils to read with fluency and understanding. We want them to develop a lifelong love of reading, both for pleasure and as a means to learn new ideas and information. Children experience a range of authors and styles of texts. As well as choosing and reading books for themselves including home RWInc readers, individual reading books and a library book. Books are carefully selected and organised so children can be successful readers from even the earliest stages.

### Shared Reading:

Throughout KS1 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 an afternoon for 30-40 minutes. We spend half a term in KS1 studying a text and also looking at other literature by the same author and linked fiction and non-fiction texts. 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 several pieces of written response per week. As a precursor to this, FS 1 and 2 have a daily reading response session, which encourages language development, a love of reading and the extension of vocabulary.

### Whole Class Reading Strategy

The reading strategy is a trust wide approach to develop reading comprehension skills. It takes place every day for 30 minutes. It incorporates age-appropriate, challenging texts which are rich in language and vocabulary. Pupils are therefore exposed to texts which enable them to respond using 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

All Delta schools teach the same text in each year group. This allows for better collaboration and shared planning for schools. There is a clear focus on core reading comprehension skills which are age appropriate and 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. All children have a reading response book in KS1-this contains three pieces of written response per week. These sessions are supplemented with non-fiction and poetry as well as other fiction to ensure a broad range of literature is experienced.

This strategy is supplemented by the Foundation Stage "Reading Response" which is for a shorter time (15 minutes) but again focuses on comprehension skills and language/vocabulary acquisition.

This strategy is in addition to READ WRITE INC which takes place daily in differentiated groups and individual and guided reading. Targeted pupils also receive interventions to improve phonics, word reading, fluency or decoding whether in groups or individually.

### **Rationale for the Reading Strategy**

This strategy has been developed in order to develop and support teaching and learning across the trust.

It aims to:

- Ensure that all children are exposed to high quality, challenging texts
- Allow for better collaboration both within academies and beyond to share best practice
- Reduce teacher workload through sharing planning and resourcing
- Develop teacher confidence
- Ensure that all staff, at all levels, have a sound overview of each child's 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 trust to support colleagues
- Strengthen the quality and quantity of CPD opportunities offered to academy staff

Impact:

- Increase in outcomes ( see tracking/3 year trend documentation)
- Improvements in confidence in reading and comprehension skills
- All pupils have developed a wide range of vocabulary
- High quality written responses are evidenced in books
- CPD has increased staff confidence in the teaching of reading
- Networking of teachers to produce high quality lessons and the sharing planning
- Better collaboration across schools, within year groups and across academies
- More effective use of National Curriculum objectives to raise staff awareness of reading expectations in each year group
- Peer to Peer support for reading scaffolds low ability pupils and enables high ability pupils to develop mastery

- Ensures that all staff have a sound overview of each child's basic reading diet across the school

Next steps:

- Trust wide training for the next set of books developing on the pedagogy established this year

## **Speaking and listening**

Children develop their ability to discuss and express ideas, to speak clearly and confidently, and to respond appropriately to others. Drama and role-play are used to help them develop their communication skills and expressive use of language, as well as to deepen their understanding of other areas of the curriculum. For those children with speech and language difficulties interventions such as "Time to Talk" and "Black Sheep" support their development

## **Writing**

Writing is a key life skill as well as an important vehicle for self-expression. At Grange Lane Academy writing takes place across all of the curriculum subjects to ensure that children's skills are embedded and that they are generalised into their everyday writing habits. Our pupils are motivated to see themselves as writers and to take pride in, and ownership of, their written work. They are taught to write for different purposes and in different forms, both factual and creative. They are also taught handwriting on a daily basis.

## **Mathematics**

Maths at Grange Lane is taught using the SDI (Same Day Intervention) model. SDI Maths focuses on developing children's fluency, problem solving and reasoning skills to enable the children to have a mastery of maths.

The Same Day Intervention (SDI) model follows a specific structure of 'My Turn, Your Turn' teaching, followed by a diagnostic challenge grid where the children will be working on answering age related questions that will be marked by the teacher. After a short break, the children will return to class to work on tasks that have been tailored to their own personal understanding of the lesson. Bronze task will work with the support of a teacher or TA, Silver task will be working at ARE (age related expectations) and Gold/Platinum tasks will be set activities to challenge and deepen the children's understanding.

The SDI session across KS1

10:40 – 11:00 My Turn, Your Turn teaching

11:00 – 11:10 Challenge grid / diagnostic task

11:10 – 11:25 Assembly

11:25 – 11:45 Bronze, Silver, Gold activities

There are also cross-curricular opportunities to develop Mathematical understanding particularly in terms of teaching Shape Space and Measures

### **The Same Day Intervention Strategy**

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 child 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 to provide 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 questions independently to assess understanding. This whole section lasts approximately 30 minutes and promotes active collaboration and independent learning.
- Pupils then have 15 minutes away from their teacher (assembly time) while the teacher marks their answers using a rapid marking code. The teacher then groups the children based on whether they need extra support (SDI) or to develop their depth of understanding.
- The remaining 30 minutes of the lesson is an intervention session, where the teacher groups the children together according to how they answered the independent sessions. This is so 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.

<b>SUMMARY OF LESSON STRUCTURE</b>	
Whole Class input	My turn/Your turn-ping pong style teaching-high quality modelling. Differentiation through support, use of manipulatives and questioning
Diagnostic task	Around 5 progressively challenging mathematics questions towards ARE. These are mainly fluency questions containing elements of reasoning
Lesson Break	Marking time to assess and group pupils

Same day intervention session	Immediate intervention or challenging practise for pupils
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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.
- To improve outcomes for even more children in regards to mathematics
- To improve attainment in mathematics
- To 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
- Promote 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

- Improvement in outcomes ( see three year trend)
- 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

Children are engaged and excited about science through our termly topics. We also hold an annual Science Week, which incorporates many fun and unusual experiments. The emphasis at Grange Lane Infant Academy is on practical science, with lots of opportunity for hands on investigations. Through science we want the children to explore, problem solve, observe, predict, think, make decisions and talk about the world around them.

### Health and Well Being

Health and Well-Being is at the heart of everything we do in school. It is important for children to be physically, socially, emotionally and mentally ready to learn. Within Physical Education (PE) the children access 2 hours per week through teacher led sessions, Mini-Kicks and outdoor play. They learn how to perform the various skills, including those in dance, gymnastics, athletics and games. In addition, all children in fulltime school access the daily mile. For children needing support with their physical development "Motoron" provides specialist support on a daily basis for fine and

gross motor skills. Within Personal, Social and Emotional Education (PSE) the children learn how to deal with their emotions and how to interact with others as well as learning about our Golden Rules. This is both woven in the curriculum and taught explicitly by using the Jigsaw programme. Other aspects of Health and Well-Being include healthy eating, self-care and independence, safety and mental health.

## **History**

We aim to develop the children's existing knowledge of the past and inspire them to interpret, question and debate key historical events. In addition, they will be introduced to the achievements of some of the most significant people in the past and what impact this has had on life today. The children will be encouraged to understand the process of change and what influence such changes have had on the UK and over time. The study of history should inspire the children to identify similarities and differences between their own lives, families and local environment to those in the past. The study of History is explored across our curriculum and can be recorded within the children's cross-curricular writing and maths, art, design technology and drama.

## **Geography**

Through the study of Geography, we intend to ripen the children's interest in their surroundings looking specifically at the diversity of human and physical conditions on the Earth's surface. We aim to equip the pupils with a deeper knowledge and understanding of people and places across the globe and enable them to make interpretations about their own families, culture and immediate environment to those across the world. The children will also have the opportunity to study different types of weather, landscapes and begin to locate different areas using maps. We also aim to help children to begin to develop an informed sense of responsibility about the quality of their immediate environment.

## **ICT**

At Grange Lane all children have access to ICT to enhance their work across all areas of the curriculum and to cover the skills in the ICT curriculum. Each classroom has an interactive smartboard and a class set of ipads are available for children to use in the classroom. Children are also encouraged to access ICT resources from home. Safety is extremely important whilst using these technologies therefore we teach children the fundamentals of keeping safe when using the internet.

## **Art**

Art gives children the opportunity to develop their creativity and imagination by exploring a range of materials and processes. Art is an integral part of the school curriculum and often links to class topics.

Children are taught a range of skills and techniques in drawing, painting and sculpture, and they use what they have learnt to share their experiences and ideas. They explore colour, pattern, texture, shape, form and space in two or three dimensions.

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Every half term parents are invited into school to 'Stay and make' sessions and they work with their child on an art task.

### **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. Charanga is also used by staff as an online support to deliver the music curriculum

All the children take part in singing for the wider community at various events.

### **Religious Education**

At Grange Lane Infant Academy we teach Religious Education using the Discovery RE scheme. Through the enquiry based approach children not only learn knowledge but crucially develop an understanding of the world of religion and how beliefs impact on daily lives.

Teachers will plan and deliver challenging Religious Education that helps children develop into empathetic, confident students who can discuss, debate, ask questions and seek answers in a compassionate way. We encourage leaders from different religions to visit our academy and work with children on a regular basis. Children are also given the opportunities to visit different places of worship to enhance their own learning and understanding of the world around them.

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

### **Design Technology**

Within Design and Technology, children are taught to design purposeful and functional products for themselves and others with relevance to their topic. They will be encouraged to select from a range of tools and resources to perform practical tasks and have opportunity to present their ideas through talking, modelling and drawing. We aim to build on the children's technical knowledge and use of I.C.T equipment and evaluate their ideas against criteria. The children will have opportunity to share and develop their design knowledge during Stay and Make sessions. Throughout Foundation and Key Stage 1, all children will be reminded to consider the health and safety aspects of food technology.

### **Sex Education**

This is included as part of Science and Health Education topics in school and in Jigsaw. It 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. The school nursing team also deliver the "Pants rule" to all Y1 pupils". A copy of the school's Sex and Relationships policy is available on request from the Principal. Parents have the right to withdraw their child from any session. If this is the case then they are asked to contact the Principal.

## **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. Phonics screening also takes place at the end of Year 1.

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

## **Out of School Clubs**

We run a number of free /low cost out of school clubs which further enhance the creative curriculum. These include: gardening, ICT, Cookery, Art/Craft, Film Club, Minikicks and Popstar club. This list is not exhaustive and we are always open to new ideas!