

## **Our Curriculum - An Overview**

At Lakey Lane Primary School all the children follow the National Curriculum 2014.

We teach English, maths, RE (religious education), PSHE (personal, social and health education), PE (physical education) and computing as separate subjects.

The remaining subjects - science, geography, history, design and technology and art - are taught as a part of a topic. Topic lessons usually take place in the afternoon, although teachers will look for links to writing and maths if this is appropriate.

There are details on the school website ([lakeyln.bham.sch.uk](http://lakeyln.bham.sch.uk)) of what each year group will be learning in all of these different areas of the curriculum over the year. These plans are an outline of what the children will be taught over each term. The teachers plan in more detail for each week. In English and maths this planning will be based on the progress each child has made in the previous lesson, as this is the key to ensuring they make the best possible progress.

Our motto of 'Safe, Secure, Successful' is fundamental to everything that happens in school. If a child does not feel physically safe and emotionally secure they will not be ready to learn and succeed.

### **English**

#### Overview

Literacy is a fundamental life skill. We recognise the importance of developing our children's skills in speaking and listening, reading and writing in order that they are literate and can communicate effectively and confidently. The children are taught in their class groups for English. One lesson a day will have a greater emphasis on writing and another will have a reading focus. Developing the children's speaking and listening skills will be addressed across the whole curriculum as these are key skills.

In Key Stage 1 we have a writing lesson each morning, a 30 minute guided reading lesson in the afternoon and a daily 30 minute phonics/spelling lesson.

In Years 3 - 5 we have 10 one hour literacy sessions per week. These lessons will include time for writing, reading, spelling and phonics, speaking and listening and handwriting.

In Year 6 we have 5 writing lessons taught in ability groups and 5 reading lessons.

## Reading

We use a range of reading materials in school to support the teaching of reading. We predominately use the Oxford Reading Tree Scheme with the children but will supplement this scheme with other reading materials. The key skills the children need to develop are around developing strategies to read unfamiliar words and understanding what they are reading. However, we also really want to develop a love of reading for its own sake. So please encourage your child to look out for reading clubs and activities that we run to support this.

The children will bring a reading book home and we would ask all parent and family to read with your child as often as possible as this will make a big impact on their progress in reading. The children in Key Stage 1 have a home reading log and those in Key Stage 2 are given a reading journal for them to record their own reading.

## Writing

In writing we place the focus on our children understanding why they are writing and who they are writing for (purpose and audience). This should enable them to understand how to set their writing out and the sort of vocabulary they should be using. It also helps them to see that there is a real reason for completing a particular piece of written work.

Writing lessons will also include a grammar element.

## Handwriting

We use the Penpals handwriting scheme in school.

## Spelling and Phonics

In Years 1 and 2 phonics is taught daily across 4 ability groups in each year. We use the Letters and Sounds programme.

In Years 3 to 5 spelling and phonics are taught using the Support for Spelling materials, 3 times a week.

Spellings are sent home each week.

There is further detail on the school website of what each year group will be learning over the year.

## **Maths**

In Key stage 1 the children are taught maths in their class groups. In Key Stage 2 they are taught in ability groups, with some year groups having an extra member of staff so that we can teach maths in smaller groups.

In the Autumn term the teachers focus on number, as this is a key life skill. So counting, ordering, place value, addition, subtraction, multiplication and division will take precedent over other areas of the maths curriculum. These will be covered later in the school year. We recognise the importance of both mental calculation skills and more formal written methods and these are taught side by side. We have developed a written calculation policy to ensure consistency in the way our children are taught formal written methods (LINK).

In key stage 2 and Year 2 the children have a weekly times tables challenge, in which they have to complete a series of timed challenges and receive certificates for moving onto the next stage.

The children need to be able to apply their mathematical skills to more practical tasks, so each class takes part in a weekly 'maths challenge', where they may work individually or as part of a group to solve a given problem. These can be great fun and involve the children applying what they know as well as developing their team skills.

We use a range of interventions to support our teaching of maths such as Numicon and Mathletics.

There is further detail on the school website of what each year group will be learning over the year.

## **Personal, Social and Health Education (PSHE)**

During their time at Lakey Lane children will follow a programme that will help to prepare them for their adult life. They will learn how to care for themselves, value their own rights and the rights of others to hold different viewpoints. They will learn how to resolve conflicts. Children learn about our society, how they can effectively contribute to our community and wider society. We use the "Miss Dorothy" materials to support this work.

As part of our citizenship programme the school has a very active School Council. This provides the children with the opportunity to see democracy working at first hand as they elect representatives who have a very real voice in the development of our school.

Junior pupils are invited to apply for the role of peer tutors where they give up part of their lunchtime to help infant children with their reading and other basic skills. In addition, we have a very dedicated team of "Young Leaders" who plan and organise games at lunchtime for the younger children.

## **Sex and Relationships Education (SRE)**

The Governors offer a programme of sex and relationships education appropriate to the children's age and experience. It is presented within a moral, family-orientated framework. The work covered is part of the Health Education section of the National Curriculum Science guidelines. Parents are invited into school to see the resources before the children are taught any of the materials.

Parents have the right to withdraw their children from the non-science aspects of the SRE lessons.

### **Topic**

Science, geography, history, design and technology and art are taught as part of a topic. Over each key stage the children will cover all the requirements of the National Curriculum 2014 in these subjects. The teachers may also look for links that can be made to maths and English if this is appropriate.

The topics have been developed and written by our curriculum team of staff in school. The themes and content for each topic have been chosen to engage the children and make their learning fun, practical and purposeful. Each topic is usually launched with a dilemma or problem which the children can engage in. We want them to see that there is a purpose to their learning and that they can lead their own learning by being involved in deciding how to reach a goal.

For example:

In Year 3 Horrid Henry comes into the classroom and leaves a poster saying he is looking for children to join him. The children then have a series of tasks to complete in order to do so. These include; designing and making a flag, making an intruder alarm and creating a stink bomb. At the end of the topic 'Henry' then comes into class to see what the children have produced and see if they can part of his team.

Each year group will usually cover 5 topics of the school year. Visits will be arranged and events planned in school to support the children's learning.

## Ensuring the children make the best possible progress

### Assessment

Assessment is key to ensuring that all our children make the best possible progress. Assessments in school can range from an informal classroom observation to a formal test. We believe that assessment for learning (AFL) is key to ensuring this progress. Essentially this means that at the end of each lesson the staff will decide on the next step based on the progress the children have made in that lesson.

These ongoing assessments, along with more formal end of term assessments in some subjects, will contribute to a discussion at the end of each term about each child's progress. This is then discussed as a team to ensure any child who needs additional support gets it.

### Additional support

#### *Focus children*

In reading, writing and maths some children may be identified as 'focus children', to support their progress in class. This may mean they work more often with the teacher or teaching assistant in small groups or individually, they are asked more questions during whole class work or they have more of an opportunity to discuss and improve their independent work with the adults they work with. This would usually be for the duration of a term. We let parents know if their child has been identified as a focus child and inform them of the reason why.

#### *Targeted intervention*

Many of our children take part in small group or individual support for a period of time. This may be for a number of reasons. It may be because they have a particular strength that we feel could be developed further. We may feel they could do with a boost to ensure they maintain their progress. Or, it may be because they are working below the level we would hope and would benefit from some individual support. Again, parents are always informed if your child is receiving this support.

A few of the interventions we run in school are: Project X Code, Phonics Counts, First Class at Number.

#### *Learning mentor*

It may be that some children do not need additional learning support but that they are not progressing as well as we would hope because they have additional social/emotional needs. In which case, they may work with our learning mentor for a period of time.

#### *National tests and assessments*

All the children complete the national tests and assessments in the summer term at the end of Key Stages 1 and 2. The children in Year 1 complete the Year 1 Phonics Check, this also takes place in the summer term.