



'We learn so much and we can follow our dreams!' Pupil quoted by Ofsted January 2016

### Curriculum Overview

**Phonics** is taught using the Letters and Sounds approach from Nursery to Year 2. Children are grouped into ability phases and given specific phonics tuition in addition to their class-based English lessons, on a regular (Year 2) or daily (Year 1) timetable. In the EYFS phonics is taught in daily 15-20 minute sessions. Regular assessments enable children to make quick progress and move through the phases of phonics.

**English:** In Years 1 to 6 we allocate an 80 minute daily lesson. This includes all elements of the subject, including Guided Reading, writing, spelling, grammar and comprehension. We use our own long and medium term plans built on a range of high quality texts from different genres. Accelerated Reader is used in Years 2-6 to match children to books at exactly their reading level and to develop comprehension skills.

In the EYFS children work in small focus groups with staff for Guided Reading, and writing. Opportunities for reading and writing are woven into continuous provision activities throughout the Foundation Stage. Accelerated Reader is used in Years 2-6.

**Handwriting** is taught throughout school according to the Martin Harvey scheme, with the timing and number of lessons managed by each teacher.

**Maths** is taught using Singapore Maths in Years 1-3, and The National Curriculum for Years 4-6. We allocate a 70 minute lesson to Maths every day. We also use weekly basic practice skill tests from the Assertive Mentoring programme which are additional to our timetabled Maths sessions. Maths lessons use a flexible, needs-led approach, with a rotation of Counting, Number Facts and Mental Maths activities as well as a strong main core element of the lesson. Reception maths planning and teaching has developed from the Hamilton Trust scheme, with Nursery planning meeting the Development Matters statements. Children take part in a daily 20 minute whole class maths lesson followed by smaller group work differentiated by ability. Opportunities to practise maths skills and vocabulary are planned into provision for child led learning.

We teach **Science, History, Geography, Design Technology** and **PSHE** through cross curricular topics developed by building upon IPC themes to create our own bespoke schemes of work. Themes are generally matched to terms with separate IPC Science themes running alongside the main class theme. Humanities and Science provision have been reviewed in light of the new N/C. IPC in the Early Years covers all 7 areas of learning in the EYFS curriculum; themes are adapted following children's interests.

**Art** is a strong feature of our curriculum and our Artist in Education has supported us to plan the art elements of several IPC themes (generally alternate themes by half term for each class) as well as some of the stand-alone projects such as Horrors of War in Year 6 and Portrait of Place in Year 4.

**Music**, depending on the half term, is delivered through group percussion or guitar tuition by our visiting instructors, or by class music activities usually linked to the IPC, which are planned in collaboration with musicians and a composer from the Manchester Camerata Chamber Orchestra. Classes also participate in regular workshops and projects with Camerata.

In **R.E./P.S.H.C.E** we follow our own scheme of work which encompasses teaching and learning about all major religions and uses resources from the Peace Mala project. It also builds on our work as a Partner School of the National Holocaust Centre and Museum by embedding a whole school approach to PSHCE through learning about the Holocaust, which culminates in the Horrors of War project in Year 6.

In **P.E.**, gymnastics is taught weekly, with dance and games on a half-termly rotation. P.E. is further enhanced by visiting specialists who may deliver specific programmes of learning; e.g. football coaching from MUFC.