

GLPA Curriculum



English

Ethos

Every pupil in this Academy has an entitlement to fulfil their potential. This is achieved by ensuring the well being of all pupils in relation to the all encompassing aspects of life. All pupils have the right to a broad, balanced and progressive English curriculum as English permeates every area of our lives.

In teaching English we aim to develop children's ability to listen, speak, read and write for a wide range of purposes, in order to use language to learn, communicate and reflect on ideas, views and feelings, and evaluate the work of others. Children learn how language works by looking at its patterns, structures and origins. We have a strong partnership with parents with teaching English skills and run parent workshops to support this,

What We Teach in English

We use the new National Curriculum as the basis of all teaching and learning throughout KS1 and KS2. In EYFS, we use the Early Years Framework.

For writing we use the Ros Wilson 'Big Writing' scheme to develop the writing and assess progress from EYFS - UKS2. Writing is taught through topic and a range of texts, fiction and non-fiction. SPAG is taught discreetly weekly from Year 1 to Year 6.

Phonics is taught from EYFS to the end of KS1 using 'letters and sounds' and a range of materials that are selected to best suit the needs of our children. LKS2 pick up phonics with individual children that are still progressing. Spellings are taught throughout KS1 and KS2 using the new curriculum and appropriate resources.

We now have a separate **handwriting policy* detailing how we teach cursive handwriting on a weekly basis. Structured guided reading sessions take place weekly in KS1 and daily in KS2 in-line with the new curriculum. Children are listened to read when appropriate on a 1:1 basis by either the Teacher or TA. Daily readers are identified and listened to more regularly to increase attainment and progress,

How We Teach in English

At Green Lane we use a variety of teaching and learning styles in English lessons. Our principle aim is to develop children's knowledge, skills and understanding. We do this through lessons that have a high proportion of whole class and group teaching. We make cross curricular links between English and the rest of the curriculum, including computing where it enhances learning, as is part of the Academy's long term plan.

We carry out the curriculum planning in English in three phases (long term, medium term and short term) long term planning is generally done in phases or teams in conjunction with the creative curriculum, individual teachers are responsible for the format and delivery of medium / short term planning. Planning is based on EazMag stats and the new curriculum. Teachers work together in teams and cohorts to plan and use Hamilton Trust for current ideas, Learning styles are also planned for in each class, taking into consideration kinaesthetic, visual and auditory learners.

We use support assistants to support teaching and learning and to further enable work to be matched to the needs of individuals. Teachers do use the school grounds and outdoor classrooms when appropriate. Children have regular homework to support skills covered in class in the form of reading, comprehension, spellings (Iacawac) and writing.

Maths

Ethos

Every pupil at GLPA has the right to fulfil their potential and access a broad, balanced and relevant Mathematics curriculum that reflects the use of mathematics in everyday life. In teaching maths we aim to provide children with skills required for the routines of life and develop pupil's ability to question and explore mathematical problems and puzzles.

What We Teach in Maths

We use the National Curriculum (2014) in KS1 and KS2 along with the Early Years Framework.

How We Teach Maths

A variety of teaching and learning styles are used to teach Mathematics. Where possible lessons are presented in a practical way and are linked to real-life situations. Classes utilise outdoor learning areas where possible to engage and enthuse.

Lessons may be taught through whole class or small group situations and links are made to ICT and other curriculum areas where possible.

Planning is the responsibility of the individual teacher.

Science

Ethos

At GLPA we believe that light bulb moments occur when teaching and learning is:

Child-centred: All children are enjoying asking and answering their own questions and are making decisions about what they are doing and how.

Involves good practical experience: All children are engaged with and enjoying high quality hands on experiences; exploring how scientific processes relate to everyday life.

Inspires thinking and learning: All children are engaged with challenging science topics, delivered in a cross-curricular way, exploring and discovering the great outdoors.

What We Teach in Science

GLPA follows 'Understanding the World' from the EYFS Statutory Framework and the Science Programmes of Study across Key Stage 1 and 2, as detailed in the National Curriculum. Planning across all phases ensure full coverage of these documents.

How We Teach in Science

Scientific enquiry is at the heart of Science teaching at GLPA, and all children are given regular practical opportunities in order to develop their scientific knowledge and understanding. Children are supported to articulate scientific concepts clearly and precisely, using appropriate scientific vocabulary. Educational visits and visitors to the academy from scientific backgrounds, help children to appreciate the relevance of science to their everyday lives. Where appropriate, the academy's outdoor environment is used to enhance teaching and learning in Science, as is ICT.

RE

Ethos

In the Academy R.E. has the capacity to help children develop an awareness of spiritual and moral issues in life experiences, and should provide them with opportunities to reflect on these experiences. Teaching aims to foster in children a greater understanding of identity and diversity of their local community and others. Children should gain an understanding of Christianity and other major world faiths. It remains important for RE to encourage both the development of knowledge and the ability to reflect.

What We Teach in RE

R.E. meets the requirements for the 2015- 2020 (SACRE) and is based on the Leeds Agreed Syllabus for RE and National Framework for R.E. Teachers also use the Green Lane Enhanced Rainbow Curriculum Plan and RE will be taught using 1 cycle from 2016. GLPA will teach about Christianity and another 5 world faiths: Buddhism, Hinduism, Islam, Judaism and Sikhism. EYFS will follow the new curriculum.

How We Teach RE

Teachers enable children to develop investigative and research skills, and allow them to extend their knowledge and understanding by encouraging them to think about their views and those of others. Teachers will consider needs of the pupils and set suitable learning challenges. Children may be asked to work alone, in pairs or groups. Visits out of school, and visitors into school enhance teaching and learning

PE

Ethos

All pupils have the right to experience broad, balanced Physical Education (PE) and school sport. Experiences should focus on the progressive development of physical literacy while promoting lifelong participation and a healthy lifestyle.

What we teach in Physical Education

The National Curriculum (2014) is used as the basis for all teaching and learning throughout KS1/2. In Early Years, we use the Early Year Framework (2012). The academy's Long Term Plan for PE mainly focuses on the development of agility, balance and co-ordination from EYFS through KS1. Gross and fine motor skills are the main focus in KS2 with a greater emphasis on strategic and perceptual awareness in UKS2. These skills are taught through a wide range of lesson activities. Other areas of learning include the benefits of personal health and fitness and the promotion of competition and associated values.

How we teach Physical Education

In PE, all children have the opportunity to be active, have fun and achieve their personal best. Talented children are identified through PE and challenged through encouragement to participate in school sport. Open trials are offered for all children to take part in school sport before each squad is chosen for competition. Teamwork and sportsmanship are at the heart of every session. Children are taught both indoors and outdoors, depending on the activity and the weather. All classes have two 1 hour blocks of timetabled PE per week, except Early Years who have 1 block (their outdoor provision contributes to children's daily physical activity.)

Art

Ethos

Every pupil in this inclusive school has an entitlement to fulfil their optimum potential. Art and design contribute to the development of the whole child, emotionally, aesthetically, spiritually, intellectually and socially. It creates a sense of wonder, a sense of enjoyment, a sense of purpose. Art allows children to explore creativity enabling them to be challenged, inspired and engaged in not only the creation of art but also the exploration of existing artwork. It encourages children to express themselves to communicate what they see, feel and think through the use of a range of technical skills and media. Art and design offers children the opportunity to learn about the visual world exploring and discussing how the features of different art movements changed the way practitioners captured the world they lived developing critical thinking. It also opens a window to the past highlighting how artists, architects and designers have interpreted the world they lived in throughout history, contributing to the shaping of society and different cultures. The appreciation and enjoyment of the visual arts enhances all our lives.

What we teach in Art

The scheme of work is under constant review and combines work in the N.C. (2014) programmes of study. When writing our schemes of work, we try to match our planning to the topics. Our schemes of work and medium term planning are organised to include the knowledge, skills and understanding in the programmes of study, which come under the four headings:

1. Exploring and discussing existing artwork
2. Investigating and making art, craft and design
3. Evaluating and developing work
4. Developing understanding of technical skills and language.

Often, work in Art will have cross-curricular connections. Where this is the case, these links will be shown in teachers planning for the curriculum areas involved.

- When planning lessons involving the use of Art, teachers identify activities in which the emphasis is on both the development of artistic skills and the subject being supported. This may include exploring art in history and using artwork as a stimulus for literacy.
- The teachers will also be following an Art scheme of work which runs through the school, ensuring the children's Art skills are developed year on year.

How we teach Art

The teaching method employed will vary according to the age, ability and experience of the children and the concept being taught.

- Teachers aim to provide at least an hour of Art per week or equivalent through Unit work, Art Days etc.
- Children will be given opportunities to work individually, in groups and as a whole class.
- Art may be taught in a cross-curricular way. However, if some techniques have not been covered, these should be taught separately.
- Sketchbooks will be used as a tool by which to develop the use of key skills.
- Children will be given the opportunity to increase their awareness of art in the environment and enrichment activities will be encouraged e.g. gallery visits, work with local artists and through outdoor learning etc.
- Displays provide a stimulating environment from which to develop topics of conversation and discussion. Displays will enable children to celebrate their work to create pride and a sense of achievement and reinforce learning.
- Artwork, artists and art movements will be discussed and explored using key vocabulary. These will be displayed when appropriate to inspire pupil discussions.

DT

Ethos

Design and technology prepares children to take part in the development of tomorrow's rapidly changing world. This requires children to create and develop the ability to take risk, use their initiative and become resourceful, helping to create rounded individuals with essential skills. It is an inspiring, creative and forward thinking subject that is hands on evolving and developing critical thinking. The subject encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team.

It enables them to identify real life relevant needs, wants and opportunities. Design and technology requires children to make cross-curricular links to subjects such as science and maths drawing on their subject knowledge in order to solve the problems identified. This enables them to develop an understanding of how things work and respond by developing ideas, making products and systems and evaluating them. It also enables children to gain a secure understanding of healthy eating and nutrition gaining the basic skills to prepare food in a safe environment. Exploring Design and Technology in a range of areas from the present and past enables children to see the importance of design to the world we live in and how it has helped to shape society and culture throughout the years. Highlighting to pupils how fundamental it has been to every aspect of modern day life as well as historical importance.

What We Teach in DT

We use the National Curriculum (2014) as the basis of all teaching and learning throughout KS1 & 2 and in EYFS, we use the Early Year Framework.

We have adapted the National Schemes of work to the local themes/circumstances of our school and the topics. When writing our schemes of work, we try to match our planning to the topics. We organise our medium term plans to incorporate the four key elements of design:

- Design
- Make
- Evaluate
- Technical Knowledge

Often, work in Design and Technology will have cross-curricular connections. Where this is the case, these links will be shown in teachers planning for the curriculum areas involved.

- When planning lessons involving the use of DT, teachers identify activities in which the emphasis is on both the development of design skills and the subject being supported. This may include combining subject areas in order to solve problems identified.
- The teachers will also focus their schemes of work on the four main elements to ensure that design skills are developed year on year.
- Food will be an important element of teaching in order to promote healthy eating and nutrition deepening children's understanding and cooking skills.

How We Teach DT

The teaching method employed will vary according to the age, ability and experience of the children and the concept being taught.

- Teachers aim to provide at least an hour of DT every two weeks or equivalent through Unit work, cooking Days etc.
- Children are given the opportunity to work both on their own and to collaborate with others including whole class projects.
- Their projects will often link to topics and will focus on designing for a range of scenarios including in the home, playground and school dinners.
- Design and technology may be taught in a cross-curricular way. However, if some techniques have not been covered, these should be taught separately.
- Children will be given the opportunity to increase their awareness of design and technology in the environment and enrichment activities will be encouraged e.g. visits from designers, work

with local community and through outdoor learning etc.

- Displays provide a stimulating environment from which to develop topics of conversation and discussion. Displays will enable children to celebrate their work to create pride and a sense of achievement and reinforce learning.
- Designers and designs from a range of areas will be discussed and explored using key vocabulary. These will be displayed when appropriate to inspire pupil discussions.

Children in KS2 critically evaluate existing products, their own work and that of others. They have the opportunity to use a range of materials and resources including ICT.

Geography

Ethos

Geography teaching at GLPA should inspire a curiosity and fascination within each child about the world and its people that will remain with them for the rest of their lives.

What We Teach in Geography

We teach the National Curriculum requirements for geography in Key Stage 1 and 2 over a two year cycle. In the EYFS, geography objectives are covered through the topic 'Understanding of the World'. By so doing, we ensure that children have complete coverage of the National Curriculum and opportunities to develop skills, but do not have to repeat topics.

How We Teach Geography

We are **skill** focused - teaching should nurture and develop children's geographical skills (for example interpreting sources of geographical information). High expectations, challenge and active learning should be visible in lessons throughout the academy. Teachers may use ICT where appropriate (for example Oddizzi - www.oddizzi.com), a variety of grouping structures, varying levels of adult support and an insistence on geographical specific vocabulary. It is up to the individual teacher how they plan and manage their lessons and there will be an on-going focus on child led learning in all Key Stages.

History

Ethos

To help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world.

What We Teach in History

We teach the National Curriculum requirements for history in Key Stage 1 and 2. In EYFS, history objectives are covered through 'Understanding of the World'. At GLPA we plan on a two-year rotation cycle. By so doing, we ensure that children have complete coverage of the National Curriculum and opportunities to develop skills, but do not have to repeat topics.

How We Teaching History

We are **skill** focused - teaching should nurture and develop children's historical **skills** (for example critical thinking, weighing evidence and developing perspective and judgement). High expectations, challenge and active learning should be consistently visible in lessons throughout the academy. Teachers are encouraged to use a variety of grouping structures, varying levels of adult support, an insistence on history-based vocabulary and create learning opportunities which cater for a range of abilities. It is up to the individual teacher how they plan and manage their lessons and there will be an on-going focus on child led learning across all key stages. In each key stage we give children the opportunity to visit sites of historical significance. We encourage visitors to come into school and talk about their experiences of events in the past. We recognise and value the importance of stories and role play in history teaching and we regard this as an important way of stimulating interest in the past.

MFL

Ethos

Global issues are an important part of the lives of our students living in a world where economies are increasingly independent and global communication is a daily reality. A high quality language based education should help pupils develop a curiosity and deepen their understanding of the world. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

What We Teach in MFL

Spanish is the foreign language that we teach across Academy age range, for 40 minutes each week in KS2 and 30 minutes in KS1. We base the teaching on the guidance material in the Jolie Ronde scheme of work for modern foreign languages for Key Stage 2. We have adapted this to the context of our Academy and the abilities of our children. We also have a resource called Language Angels to support teaching and learning, the children are also able to access this from home.

The curriculum that we follow is based on the guidance given in the revised National Curriculum (2013). Pupils in the academy are taught to:

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly

How We Teach MFL

We use a variety of techniques to encourage the children to have an active engagement in modern foreign language, these include games, role-play and songs (especially action songs). We often use puppets and soft toys to enhance the MFL curriculum. We frequently use mime to accompany new vocabulary in the foreign language, as this serves to demonstrate the foreign language without the need for translation. We emphasise the listening and speaking skills over the reading and writing skills. We also use a multi-sensory and kinaesthetic approach to teaching, i.e we try to use a physical element into some of the games, as we believe this serves to reinforce memory. We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages. We build children's confidence through constant praise for any contribution they make in the foreign language.

Music

Ethos

All pupils have the right to a broad, balanced and relevant music curriculum. Music is a unique way of communicating that can inspire and motivate children. We provide opportunities for all children to create, play, perform and enjoy music here within the academy, in projects with other schools and academies and within our extended community.

What We Teach in Music

We use the National Curriculum (2014) as the basis of all teaching and learning throughout KS1 & 2. In EYFS we use the Early Years Framework. We use Charanga as our main scheme of work supplemented by resources such as Music Express and Singup.

How We Teach Music

Music is taught in a way that is engaging and fun. The style is designed to make music as accessible as possible for children with simple steps to enable them to progress.

Children have the opportunity to listen, enjoy and appraise music from EYFS all the way through to Year 6. Musical instruments are also introduced at EYFS and the children have the chance to play and improvise in groups and by themselves. More structured instrument teaching is introduced in Year 2 which progresses using a variety of different instruments up to Year 6.

In KS2 children will be taught how to further master key skills when it comes to playing a musical instrument. Music history study is also introduced at this level.

PHSE

Ethos

Every pupil at GLPA has an entitlement to fulfil his or her optimum potential. This is achieved by ensuring the well-being of all pupils in relation to: being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving social and economic well-being. Personal, Health, Social Education (PSHE) enables children to become healthy, independent, responsible members of society and be prepared for life in Modern Britain. We encourage our pupils to play a positive role in contributing to the life of the Academy and the wider community. In doing so we help develop their sense of self worth. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

What We Teach in PHSE

We use the non-statutory framework for PSHE as the basis of all teaching and learning throughout KS1 & 2 along with Go-Givers themes. In EYFS, we use the Early Years Framework to plan to the appropriate age related statements. The first session every year is based on e-safety as we feel this is something that needs recapping and building on each year. We also deliver themed weeks such as 'anti-bullying week' and 'British Values' week.

How We Teach PSHE

We plan an emphasis on active learning by including the children in discussions, investigations and problem solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship. We offer children the opportunity to hear visiting speakers, such as health workers, police and representatives from the local church, whom we invite into the academy to talk about their role in creating a positive and supportive local community. Children take part in weekly PSHE sessions (this may take the form of circle time) where they are encouraged to join in discussions based on moral and social issues. Teachers are encouraged to adapt the curriculum where necessary if they feel a more relevant issue, appropriate to a classes needs discussing with the children.