

Curriculum Overview

Curriculum

There is an emphasis on the teaching of basic skills in English and Maths however our curriculum helps to develop pupils not just academically but also encourages perseverance; co-operation; personal, social and emotional and spiritual, moral, cultural development.

A range of visits and visitors bring the curriculum alive for children and 'active learning' in Key Stage 1 helps the transition from Foundation Stage. We work on a topic approach, linking with the children's interests, for English and teach stand-alone Maths via 'same day intervention'. In Foundation Stage the curriculum follows children's interests which is something we are developing through the rest of the school. Teachers find out what pupils know already and what they would like to learn. This has increased interest and motivation and is helping to ensure that tasks provide sufficient challenge. This has further been developed by children from across the school, being involved in the design of new curriculum topics from the 2016/2017 academic year.

The purchase of additional handheld devices and computers has impacted on improved links with ICT and provides opportunities for children to apply their ICT skills across the curriculum.

All pupils participate in 'The Golden Mile' which increases fitness and helps them to be ready for learning. Pupils have at least two hours physical education during the week.

Pupils in Key Stage 1 and 2 participate in circle times and regular acts of collective worship.

Religious Education lessons cover Christianity and other religions. Pupils may be withdrawn from assemblies and Religious Education lessons if parents request this.

Maths

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 pupil 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 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 some questions independently. This whole section lasts approximately 30 minutes and promotes active collaborative and independent learning.
- Pupils then have approximately 15 minutes away from their teacher (attending an assembly, arithmetic/times tables activity or break) while the teacher marks their answers using a rapid marking code. During this progress pit-stop, the teacher can group the children based on which pupils need that extra support, and which learners need to develop their depth of understanding.
- The remaining 30 minutes of the lesson is an intervention session, where the teacher groups children together based on how they answered the independent questions so that 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.

Summary of lesson structure	
Whole class input	Ping-pong style teaching – I do, you do – high quality modelling. Differentiation through support, use of manipulatives and questioning.
Diagnostic task	5 – 6 progressively challenging questions towards ARE. Mainly fluency with elements of reasoning.
Lesson Break (Progress pit-stop)	Marking time to assess and group pupils
Same day intervention session	Immediate intervention or challenging practise for pupils.

Rationale for the Same Day Intervention Strategy

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.
- 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

- Increase in outcomes.
- 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.

THE READING STRATEGY

The Reading Strategy is a trust-wide approach to develop reading comprehension skills, it takes place EVERY day for a minimum of 30 minutes. It incorporates age-appropriate, challenging texts which vocabulary rich therefore pupils are exposed to text which enables 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
Y3	This Morning I met a whale (Window will compliment!)	The Firework Maker's Daughter	Charlotte's Webb
Y4	The Iron Man	Harry Potter and the Philosopher's Stone	Krindlecrax*
Y5	Cool	Street Child	Who let the Gods out?*
Y6	Black Powder	The Boy in the Striped Pyjamas	Floodland*

All schools teach the same text in each year group. This allows for better collaboration and development and shared planning for CPD for all schools. There is a clear focus on core reading comprehension skills which are age appropriate and the strategy 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.

The core principles of the Reading Strategy are as follows:

- A 30-40 minutes whole class text reading session (Additional reading time to be organised by the school)
- Wherever possible, whole class reading should take place during the morning.
- This is a non-negotiable session which must not be missed
- All Academies must use the set texts provided.
- Texts will last for the term (or even more UKS2)
- Text used in the reading session will be separate from literacy or wider curriculum work
- Teachers identify children who are working below or well below ARE who will need support (in addition) for fluency and decoding.
- All year groups will have a reading response book. There should be 3 pieces of written response per week. (independent/guided/ specific). These books reflect the pride and enjoyment in reading children have
- These sessions will need to be supplemented with non-fiction and poetry to ensure a broad range of literature is experienced.

Rationale for implementing the Reading Strategy

The strategy has been developed in order to support and develop teaching and learning across our trust. The Strategy aims to:

- Ensure that ALL children across the trust are exposed to high quality, challenging texts.
- 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.
- Develop teacher confidence by allowing them to get to 'know a book' and 'well'.
- Ensure that all staff, at all levels have a sound overview of each child's basic 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 academy trust to support colleagues.
- Strengthen the quality and quantity of CPD opportunities offered to academy staff.

Impact

- Increase in outcomes (see tracking and 3 year trend document).
- Improvement in confidence in reading and comprehension skills.
- All pupils but particularly LA pupils have developed a wide range of vocabulary.
- Evidence of high quality written responses.
- CPD has increased staff confidence in the teaching of reading
- Networking of teachers to provide high quality lessons and sharing of planning
- Allows better collaboration across schools, within year groups and across academies to share best practice.
- More effective use of NC objectives to raise staff awareness of reading expectations in each year group
- Peer to peer support for reading provides scaffolding for LA pupils and enables HA pupils to develop mastery.
- Ensures that all staff have a sound overview of each child's basic reading diet across their school

Next Steps

- Trust wide training for the next set of books developing the pedagogy established this year
- Developing links within the MEGA curriculum

All children in the Foundation Stage and Key Stage 1 have a whole class daily phonic session, taught through Letters and Sounds.

Children who still need support in Key Stage 2 with their phonics received this through the Rapid Phonics scheme.

Guided Reading

All children in EYFS, Key Stage 1 will participate in a minimum of two guided reading sessions each week, alongside the reading strategy. In Key Stage 2 guided reading groups will take place where

necessary to ensure children are confident with decoding skills. Children should be given the opportunity to 'problem solve' by reading independently during this session. The adult should offer a 'walk through' of the book and main learning points should be discussed before and after independent reading. In Year 2 focus of this session may shift to comprehension rather than developing reading strategies, once decoding is fluent.

Extra support is given to children who are having difficulties with reading, initially in the form of daily reading sessions with a TA. Children may then be given further support to develop their reading through small group work or individual Reading Recovery sessions. Children involved in these strategies are assessed at the beginning and end of the programme to ensure progress has been made.

Independent Reading Time

Volunteers from the community, governors, students and parents all give their time to increase children's individual reading miles. Reading buddies are created through classes in Key Stage One joining with a class in Key Stage Two; giving younger children the opportunity to hear older children read and show off their own skills in return. The academy uses a variety of different reading schemes including Bug Club, Rigby Star and Project X.

Writing

Talk for Writing is used as a basis for how we teach writing across the academy. Children work on 2 – 3 week writing cycles, looking at the features of texts, learning how to edit and improve them before writing their own. Added to this, we use text interrogation to identify all of the key grammatical features in the texts and use these as a base to edit and improve in the middle of a writing cycle. Children use a range of box up plans, text maps and timelines to help support and improve their writing.

Science

At Macaulay Primary Academy we foster the children's natural curiosity and help them to develop an understanding of themselves and the world around them. We aim to develop their scientific knowledge, by means of exploration, questioning and investigation and provide opportunities for them to communicate and reflect upon their ideas in a variety of ways instilling an awareness of how science relates to their everyday lives.

Physical Education

Physical education comprises of Dance, Games and Gymnastics. Children are involved in the process of planning, performing and evaluating their performance. Health related exercise is also part of this curriculum. Children learn about the changes that occur to their bodies as they exercise and the importance of a healthy and active lifestyle. In Year 3 and 4 all children receive two weeks of swimming tuition every academic year.

Computing

Computing is taught as a discreet subject but it also supports learning and teaching across the curriculum. There are interactive whiteboards in each classroom. In addition children have access to iPads, laptops and iPods to support learning. The school is well resourced with appropriate hardware and software. The school also has Internet provision with an appropriate educational filtered system being used.

Topic Based Curriculum:

History

A variety of recording methods are used across topic, including, but not limited to: cross-curricular writing, artwork, cross-curricular maths, debates, PowerPoints and videos. History develops the children's understanding of the past. We aim to develop their curiosity about historical events and the achievements of some of the people who lived in the past. This enables the children to learn how past events influence their lives today. Children learn about the social, cultural, economic changes over time in the UK, including changes in their local environment, and compare their lives to the lives of people from the past.

Geography

We aim to stimulate children's interest in their surroundings and in the variety of human and physical conditions on the Earth's surface. Children have the opportunity to study weather, landscapes and map work. They will also gain an understanding of people and places in more distant areas, so they can begin to realise the great and rich variety of our world and help them to further understand and respect people from other cultures, as per the British Values desired outcomes. We also aim to help children to begin to develop an informed sense of responsibility about the quality of their immediate environment.

Art

Art is an integral part of our school curriculum. It is used as a stimulus, as a creative response for topics, and to illustrate work children have done in other subjects. The children learn both practical skills, and knowledge and understanding of art. Knowledge and understanding allows the children to reflect on their own and others work. They learn about other artists and genres. Children have the opportunity to experiment with a variety of media or learn about specific skills and techniques. The range includes sculpture, printing, painting, drawing, textiles and clay.

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. From Year 1 upwards, children are taught music by a specialist music teacher. Children in Year 3 and 4 learn to play the trumpet, having a weekly 45 minute music session. This teaches the children to read music as well as play the instrument. Children in Year 5 and 6 learn to play taiko drums and the Ukulele. Pupils are given the opportunity to pursue music lessons further and can learn to play an instrument, commonly the guitar. Children have the opportunity to take part in singing for the wider community at various events, performances and concerts.

Design and Technology

Children learn how to think imaginatively, and talk about what they like and dislike when designing and making. They build on the experience gained in the Early Years through investigation and play. They explore how familiar things are designed and how they work. They talk about, draw and model their ideas. The children learn how to use tools safely, to use I.C.T. as

part of their design and making, and to consider the health and safety aspects of food technology.

Religious Education

The school follows the agreed local East Riding, Hull, N.E. Lincolnshire and N Lincolnshire syllabus which encourages children to respect the religious, spiritual and moral values of others and to consider thoughtfully their own values and beliefs. The teaching of Religious Education in this academy is non-denominational. It is informing children about world religions and is not about imparting a faith. Although based mainly on Christian beliefs, other world religions are studied so children develop a greater understanding of other cultures and global diversity. All the children share a collective worship time each day.

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 Head of Academy.

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 culture opportunities; understand, accept, respect and celebrate diversity. Core values have now also been integrated into school, following discussions with children on what key values pupils at Macaulay should exhibit. These are celebrated weekly during celebration assembly. All SMSC objectives are included and mapped into Topic units to ensure adequate opportunity are given for children to develop these skills.

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 and peer assessment, 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 & 6. Phonics screening also takes place at the end of Year 1. Other year groups in KS2 are internally assessed using NFER assessments termly.

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

Sex and Relationship Education

This is included as part of Science and Health Education topics in school and is introduced informally where it is felt there is a natural link with other parts of the curriculum. There is also a dedicated time for each year group from Nursery onwards to have SRE training from an

independent provider. This is age appropriate SRE, which parents are invited to view materials and talk to staff before the sessions. Any questions that may be asked by the children are answered in an honest and sensitive way appropriate to the age of the child. In Year 5 & 6 more formalised sessions are taught to allow the pupils to understand the changes they are going through.

Macaulay Primary Academy – Curriculum Overview from September 2018

Key Stage 1	Autumn HT1	Autumn HT2	Spring HT1	Spring HT2	Summer HT1	Summer HT2
Cycle 1 2019-2020	Toys Using our senses (Y1) Take care (y2) Growing up (y2)	Celebrations Lesson on Autumn Everyday materials (Y1) Materials – good choices (y2) 1,2,3	Day & Night Lesson on Winter Finish Everyday materials (Y1) Finish Materials – good choices (y2) 17,18	I'm Alive Lesson on Spring Our changing world – animal antics (Y1) Our changing world (y2) 10,11,12	Circus Our changing world – plants or Plant detectives (Y1) Apprentice gardener (y2) 4,5,6,7	Structures Lesson on Summer Looking at animals (Y1) What is your habitat? (y2) 13,14,15,16
Cycle 2 2018-2019	Holidays (as above) 13,14,15,16,17	Jobs (as above) 18,1,2,3	Time Detectives-Victorians (as above)	Myths & Legends-Superheroes (as above) 4,5,6,7,17	Flowers & Insects (as above) 8,9,10	Our Local Area (as above) 11,12

Lower Key Stage 2	Autumn HT1	Autumn HT2	Spring HT1	Spring HT2	Summer HT1	Summer HT2
Cycle 1 2019-2020	London <i>(In a state Y4)</i> 1,2,3,4,5,6,7	Earthquakes & Volcanoes <i>Who Am I? (Y4)</i> 8,9,10,11,12,13,14	Dinosaurs <i>(Rock detectives Y3)</i> 21,22,23,24,25	Chocolate <i>(How does your garden grow? Y3)</i> 29,30	Anglo Saxons & Vikings <i>(Can you see me? Y3)</i> 26,27,28	Animation (Wallace & Gromit, Morph) <i>(Switched on Y4)</i> 15,16,17,18,19,20
Cycle 2 2018-2019	The Tudors <i>(Good vibrations Y4)</i> 1,2,3,4,5,6,7,	Young Entrepreneurs <i>(The power of forces Y3)</i> 15,16,17,18,19,20	Our Fishing Heritage (Local History) <i>(Human Impact Y4)</i> 29,30	Rivers & River Creatures <i>(Where does all the food go? Y4)</i> 29,30,21,22,23,24,25	Egypt & Archaeology <i>(Our Changing World Y3/4)</i> 26,27,28	Health & Fitness <i>(Amazing bodies Y3)</i> 8,9,10,11,12,13,14

Upper Key Stage 2	Autumn HT1	Autumn HT2	Spring HT1	Spring HT2	Summer HT1	Summer HT2
Cycle 1 2019-2020 <i>To fit in: All Change! Y5</i>	Rainforests <i>(The circle of life Y5)</i> <i>(Reproduction in plants Y5)</i>	Crime <i>(Danger live voltage Y6)</i> <i>(Get sorted Y5)</i>	WW2 <i>(Light up the world Y6)</i>	Cities of the World <i>(Marvellous mixtures Y5)</i>	Olympics & Drugs All objectives	Production/ Sex Education/ Domestic Violence <i>(Body health Y6)</i> <i>(reproduction in animals Y5)</i> All objectives
Cycle 2 2018-2019 <i>To fit in: the nature library Y6.</i>	Space <i>(The earth and beyond Y5)</i>	Local Study <i>(Everything changes Y6)</i>	Enterprise <i>(Feel the force Y5)</i>	Extreme Weather <i>(Everyday materials Y5)</i>	How Britain has changed All objectives	Production/ Sex Education/ Domestic Violence <i>(Body Pump Y6)</i> <i>(reproduction in animals Y5)</i> All objectives