

## Curriculum Overview

### Curriculum

#### Curriculum Information

##### The Foundation Stage

Children in the Nursery (FS1) and Reception (FS2) 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.

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

Children access phonics daily and use the Read Write Inc programme. Children are taught in small groups appropriate to their level of development. 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 paint brushes 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.

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 and explore natural materials and 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.

## Key Stage One & Two

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.

The following skills are developed:

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. We have a daily Literacy lesson where key skills of reading and writing are taught. In Year 1 daily phonics lessons continue and Year 2 spelling activities are used to support the children in learning sounds in words and spelling patterns and how to apply their knowledge in reading and writing activities. The teaching of Literacy is also done through the topics the children are learning to make it creative, fun and meaningful. Drama plays a big part in Literacy lessons, with the emphasis upon children being active learners.

## Mathematics

We provide opportunities for children to make sense of maths and enjoy investigating numbers and solving problems and to develop the children's mathematical understanding and confidence. Children also learn to apply these number concepts, interpret data, study shape and space and explore measurement through practical investigations and problem solving activities.

## Science

At Wybers Wood 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 4 all children receive two weeks of swimming tuition.

## 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 each room has a bank of Ipads 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.

### **History**

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 changes in their own lives, their families and about the changes in their local environment.

### **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. 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, creative responses 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. In Y3 children receive a thirty minute music lesson every other week which teaches them to explore sound, rhythm and using their voices. In Y4 and 5 all pupils receive guitar tuition for half an hour each week. This teaches the children to read music as well as play the instrument. Pupils are given the opportunity to pursue music lessons further and can learn to play an instrument such as the guitar or the violin. All the children 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 & Lincoln Diocese syllabus (SACRE) 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 Principal.

### **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.

### **Assessment**

Assessment of your child is an integral part of teaching. It is used to identify the next steps in learning and 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 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 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 (and Year 2 for children who have not previously met the standard). 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. 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. A copy of the schools SRE policy is available to download in the policy section of the website.