

Elliston Primary Academy Curriculum Overview

Intent – *How can we develop Critical, Respectful Thinkers and Learners?*

Elliston Curriculum is knowledge rich with personal development at the heart.

We aim for our children to be well prepared for the next stages in their education so we work hard give them a secure grounding in basic skills, including reading, writing, spelling, grammar, secure mathematical understanding and confidence in the use of ICT. We firmly believe in furnishing our young people with a set of learning tools, attitudes and habits that they will be able to use throughout their lives, even when faced with unfamiliar challenges. We believe in delivering a curriculum that is designed to meet the needs of OUR children and serves to challenge them to reach their full potential academically, socially and emotionally. Above all, we strongly believe our work in developing independent thinkers and learners ensures excellence throughout all curriculum areas.

Critical thinking is a key focus ensuring children develop learning skills which will stand them in good stead for any situation in our academy and beyond.

There is an emphasis on quality across the curriculum. ‘Fewer things in better quality’ is a focus in classrooms and allows us to develop a depth of learning. The theory behind ‘Austin’s Butterfly’ is our mantra when it comes to improving performance; pupils support each other with clear and precise guidance for improvement through Critique.

We believe in developing a ‘mastery of learning’ approach so every child is challenged and supported to a secure foundation of understanding. Strategies are used to ensure they are given a chance to practise and perfect performance; Rubrics, Critique and Collaboration are key. We recognise children grasp learning in different ways and at different speeds and our practice reflects this.

Elliston invests time and money into Computing as we believe that IT skills are crucial for the world our children live in now and the future. We ensure high standards in explicit Computing lessons as well as when IT is used to enhance learning in other curriculum areas.

We also ensure they are respectful and tolerant members of society, by developing an understanding of different beliefs and cultures; this is reflected in our spiritual, moral, social and cultural curriculum and is supported by the four Academy Drivers of Key Skills and Communication, Enquiry, Teamwork and Respect.

Implementation – *What knowledge is important for our children and how is this best delivered and then retained?*

Elliston is an enquiry driven school; we believe that learning is about retaining knowledge as well as developing lifelong skills and we recognise that our role is to develop learners for the 21st Century. We follow the National Curriculum and the Early Years Foundation Stage Framework as this suits the needs of our pupils. We focus on planning an academic grounding for children that meets their needs in the world they live in and allows them to make progress with us and beyond in the next stage of their education

Maths

Follow the White Rose Materials
Spine materials from NCETM

On session daily
Additional Intensive
Number sessions daily

Time is taught as a continuous ‘non-negotiable’ across all year groups. All classes have analogue and digital clocks as well as calendars

English

Use Power of Reading to drive our teaching of English
Babcock: No Nonsense Spelling KS2
Monster Phonics FS & KS1

Daily lessons

Writing genres are linked to the Power of Reading texts

Science

Use Engaging Science to support teaching and learning

1 ½ hours a week KS2 or a
block as appropriate

Seasonal Change is a continuous non-negotiable in KS1

Design and Technology		
Use of The Design and Technology Association Projects Links to Computing software as appropriate	Spring term – taught in a block	One focused project per year – Spring Term – taught Christmas cards made in Autumn Term – links to year group objectives Cooking and nutrition - Summer Term for all year groups
Art		
Awesome Art materials used to support	Twice per year - Autumn and Summer	Choice given in some terms to teach art where best fits Every year – one specific artist focus and one specific skills focus Skills are repeated to ensure practise
PE		
Primary Steps in PE 2 hours a week Statutory swimming in Y4 Additional swimming given to Y3 – (one week block) and Y5 (8 sessions)	Two hours per week	Supplemented with after clubs and competition Orienteering is taught in Y6 only Active Maths and Active Literacy is used effectively to boost both these subjects and physical activity During school closure, daily physical activity used well – investigating how this can be continued
RE		
In addition to this, the school follows the East Riding Agreed Syllabus for Religious Education. Discovery RE is used across all year groups.	Approximately 1 hour a week KS2 or a block as appropriate	Whole school Christingle service at Grimsby Minster held annually
Computing		
Follow the Enquire Learning Trust Computing Curriculum	Two hours per week but also covers Computing aspects in DT curriculum	Extras added in as appropriate and time allows e.g. photo editing in KS1
French		
Jolie Ronde is used to teach French across KS2	KS2 only approximately 1 hour a week.	Link to the topic where possible. Currently, investigating the use of Teams to enable the French expert to share expertise
PSHE		
Resources from the PSHE Association Scheme are referred to, to support teaching and learning	Approx 30 minutes per week or blocked as appropriate	Additional non-negotiable elements to support PSHE – all children are taught introduction to CPR, Y6 children are taught basic First Aid, Financial capability, Mental Health Activities
History		
Drives the majority of the context of each topic across school	Teams make decision - all the other subjects must be covered appropriately	The chronology strand from the curriculum is the starting point for each topic.

Geography

Drives the majority of the context of each topic across school	Teams make decision - all the other subjects must be covered appropriately	Non-negotiable locational knowledge is the starting point and is woven into the topic e.g London is England's capital city Drives the majority of the context of each topic across school
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In addition to the academic curriculum, we provide children with an Elliston Experience that ensures they know their place in the world and is built on the belief that key activities, visits and experiences are key to childhood enjoyment and learning. Please see the document detailing this.
Details of individual National Curriculum subjects for each academic year group can be found at: <https://www.gov.uk/government/collections/national-curriculum>

Impact – Do children leave Elliston with the necessary skills and knowledge to cope at Secondary school? Do the learning opportunities we provide in all year groups contribute towards this? How do we ensure that the answers to these questions is always 'yes'?

The impact of the Curriculum and learning is constantly tracked, monitored and assessed to ensure we continue to give the children the very best. We adapt plans as necessary to suit the needs of individuals and groups but we do not lower our expectations for pace, coverage or progression but rather adjust the delivery.

Curriculum Areas are monitored by four teams; Key Skills, Knowledge and Understanding, Creative and Physical Health and Well-being. They use a variety of Monitoring processes to ensure coverage, progression and high standards in their subjects. Standards attained in the core subjects are demanded in cross-curricular work.

- Impact can be seen in
- Children's books
 - Conversations with pupils and staff
 - Assessments of learning – verbal and written on planning
 - Marking and feedback recorded alongside children's learning
 - Celebrations of learning – performances and displays that provide an understanding of experiences, opportunities and progression.
 - Statutory assessments
 - Curriculum Team scrutiny looks at all the above