

The Melbourne Curriculum

We have designed a curriculum for the children of Melbourne that will help them develop a love of learning and activate their enquiring minds. We fully support the children being involved in the design of their learning journey and encourage them to ask questions throughout the topic which they can all solve together. We expect there to be lively and engaging learning experiences for all the children with visitors and first hand experiences to help bring the curriculum to life.

English (Literacy)

In order to create meaningful and memorable learning experiences, our English lessons are planned with talk for writing in mind. Lessons often involve a hook, which will excite children and give them a purpose for writing. High quality, engaging class texts are used which usually have cross-curricular links to other current topics. We cover a range of writing skills and styles, in line with the National Curriculum guidance for each year group. Grammar, spelling and punctuation skills carry a heavy emphasis and are taught in context. Children are given opportunities to demonstrate Mastery of these skills by applying these in their independent writing, both in English and in other curriculum areas. We encourage children to be reflective and independent learners through teaching them how to edit and make improvements to their work. Children are provided with marking strips for their writing, which lists skills and features that they need to include in their writing so that they understand how to be successful. Speaking and Listening (including Drama) Opportunities for Speaking and Listening occur throughout the curriculum across the school, such as talking partners, group and class discussions/debates, reciting rhymes, poems, songs & stories, role play and drama. During these activities, children are taught to speak clearly and convey ideas confidently using Standard English to develop their vocabulary. They are encouraged to ask questions to check their understanding and develop their answers to justify ideas with reasons.

Handwriting

Handwriting is taught throughout school to develop the progression to cursive writing. Handwriting families are important to develop the correct formation. Children are provided with daily opportunities to practise the handwriting focus for that week. There are numerous fine and gross motor activities within the learning environment including the use of dough disco across the school.

Reading

In order to build a lifelong love of reading, children need to be exposed to texts that engage and excite them. It is so important for teachers and parents to work together to develop a love and desire to read.

Children are introduced to a range of authors and different text types through the texts used in all lessons. Whole class reading and guided reading are used to expose children to books beyond their ability and build vocabulary. 'Vipers' are used to encourage a deeper understanding of the books. Reading skills are taught and reinforced when using the class texts and through Guided Reading which help to develop understanding of the text through comprehension questions.

Children have access to a range of reading for pleasure books and mindful moment reading books to promote mindfulness in the classroom across the curriculum. Children are involved in raising money for, and choosing new books to buy for the classroom, playground and library, and encouraged to recommend books to their peers.

To support children in becoming an effective, independent and confident readers, we develop the knowledge of phonics and enable them to decode the different words they may come across. Books which match their phonic stage are provided through Bug Club and our Phonic Reading books (labelled Ph).

Reading together at home is one of the simplest and most important ways in which you can help your child. There are many opportunities for school's high quality texts to be shared at home.

Children are encouraged to choose another 'Reading for Pleasure Book' within a colour banded stage which is matched to their current reading ability. Our Banded Book system is designed for books to be shared at home as some of the books contain words that may not be known yet.

We have a well-resourced library where children are able to select a book and share at home. There are also class library books available in KS1 classrooms.

Phonics

Quality phonics teaching is a high priority at Melbourne. We use Bug Club, which is based around the Letters and Sounds programme. Phonic lessons allow children to learn about how letters link to sounds, how to blend sounds to read and how to segment letters to write words and sentences.

We are passionate about making learning fun. We provide active and varied sessions which challenge children to make progress. Phonics bingo, outdoor grapheme hunts and a range of ICT programmes such as Phonic Tracker and Phonics Play are just a few of the innovative ways we use to ensure that children get the most out of their learning.

This learning is then applied across the curriculum in order to embed the principles of phonics and to enable children to achieve their full potential. It is taught daily to Foundation Stage and KS1 children for 20 minutes per session with some children accessing daily, targeted support to catch up. Children are regularly assessed using Phonic Tracker. This allows teachers to understand which sounds children require more support in and interventions are swiftly put in place in order to

target such areas. Subsequently, children are able to learn, practise and consolidate their phonics knowledge in order for them to become confident readers and spellers during their time at Melbourne.

Children are also assessed in Year 1 using the 'Phonics Screening Check'. This is carried out nationally and is a short assessment to confirm whether individual children have learnt phonic decoding to an appropriate standard. It will identify the children who need extra help so they are given support by us to improve their reading skills.

Remember you can help your child by using practice materials such as these, use phonics flashcards in which children are able to practise sounds they have learnt or by using online programmes such as Phonics Bug and via your child's log in to enable them to practise their learning with you at home.

Maths

At Melbourne Infant School we plan lessons based on National Curriculum objectives with the aim of achieving maths mastery. We use the White Rose Documents to plan from as we recognise the importance of each 'small step' of learning and follow these small steps to ensure children have the knowledge and skills they need to be lifelong mathematicians. We make sure Maths is taught in a fun, creative, and engaging way to promote the love of maths and create children who see maths all around them.

We make sure to count in different ways every lesson, developing fluency. We start each lesson with a 'Flashback 4' as a recap of prior learning from yesterday, last week, last term, and last year; which aids retrieval and develops sticky learning. Typical lessons will involve the use of different manipulatives as we follow the 'concrete, abstract, pictorial' method to ensure children have a good understanding of mathematical processes, skills, and concepts. We focus on providing learning opportunities that, through problem solving, make maths relatable to the real world. We also make sure children have the opportunity to, and develop their skills to reason their understanding.

Science

At Melbourne Infant School we integrate science into the rest of our curriculum, with the aim of providing the children with a range of first hand, meaningful experiences. Children participate in open ended activities in order to develop their investigative skills. They are taught to observe changes, look for patterns, identify and classify, carry out a fair test and conduct research using secondary sources. We enrich our curriculum using a range of outdoor resources including the wildlife garden, vegetable patch and other aspects of our school grounds. We also invite visitors into school to further develop the experiences of the children. Recently pupils have had the opportunity to meet a bee keeper, experience a planetarium, take part in a rocket

building workshop and meet exotic animals. The children are encouraged to reflect on their experiences and their ideas and questions are used to inform further curriculum provision.

Computing

Computing is an integral part of our curriculum. The children are supported to become confident users of technology to prepare them for lifelong learning; using technologies to create, program and research, and develop computational thinking and problem-solving skills. Using the NCCE Teach Computing resources, the children are taught a progression of skills required to use technologies effectively and, most importantly, safely. We use a range of applications, topic related websites and interactive software to enhance learning. To support this, the school has interactive whiteboards in every classroom, the library and the hall to ensure provision for all children at all times. Children have access to iPads and a range of programmable devices. At home, the children can access learning remotely through the use of websites such as Spelling Shed and Bug Club. Online Safety plays an integral part of the children's computing education and a program of learning is in place to support this.

RE

Religious Education is taught following the Derbyshire Agreed Syllabus for Religious Education 2020-2025. The children learn about Christians and Muslims as a minimum. All children will experience RE as an exciting subject that feeds into an understanding of what it means to live in Derbyshire and our wider world communities and to promote harmony and good community relations. Children participate in assemblies with a broadly Christian focus. Time is given for personal reflection and spiritual development throughout every school day.

History

History develops children's curiosity about the past and about the ways things have changed over time. Pupils learn about peoples' lives and lifestyles, events and places from the recent and distant past and develop an awareness of time. History is about people and helps children to understand past events and to make sense of the world they live in today. At Melbourne Infant School, the Spring term has a History focus in which the children can find out about different periods of time, famous historical figures and significant local historical events.

Geography

Geography helps children understand the environment in which they live and the part they can play in it for future generations. In the Autumn term, Geography is the overarching focus at Melbourne Infant school. Children are given opportunities to investigate their local surroundings and develop their geographical skills. They also

learn about the wider world by studying and finding out about the similarities and differences of a variety of different places both in the UK and abroad.

Music

Music is taught using the Charanga scheme of work which ensures coverage of the inter-related dimensions of music. The programme introduces a variety of songs, rhymes and chants for the children to learn including songs from different cultures and eras and those with different structures and dimensions. Children have access to a range of tuned and un-tuned instruments, the use of which is incorporated into music lessons. Children participate in a range of musical experiences, building up their confidence at the same time. They develop their understanding of rhythm and pitch and learn how music is structured, as well as learning the technical vocabulary related to music. Each unit of work covers learning outlined in the EYFS and National Curriculum for Music in a progressive manner so that children are able to build upon the knowledge and skills that they have already acquired. Children also engage with an 'Artist of the month' where they are provided with further opportunity to learn and listen to a range of styles of music, discussing and sharing preferences and family interests. Music is used as a tool for exploring feelings and emotional health as well as for motivation and celebration in school.

PE

At Melbourne Infant School we provide wide-ranging opportunities that enable children to become physically literate; developing the motivation, confidence and competence in the fundamental movement skills required to be successful in all physical activities. We aim to develop children's enjoyment of physical activity through creativity and imagination, allowing them to progress in their fundamental skills and enhance their agility, balance and coordination. As well as providing all children with high quality PE lessons, we provide daily opportunities to take part in physical activity; active lessons, outdoor learning, Go Noodle etc.

We follow the *Real PE* scheme of work across the school to ensure quality PE lessons that provide the knowledge and progression of skills to become competent in activities such as running, throwing, catching and dance. Through team games and healthy competition, the children build important communication, social and cooperative skills, embedding values such as fairness and respect. They are taught how to keep their bodies and minds healthy with the benefits of an active and healthy lifestyle, enabling them to pursue happy, healthy and active lives.

Staff and external agencies provide additional extra-curricular clubs at lunchtime and after school for children to participate in, these include gymnastics, football, street dance, martial arts and many others. Children have the opportunity to join clubs and attend Festivals organised by the South Derbyshire Sporting Partnership. Throughout the year we celebrate physical activity and hold whole school enrichment activities, we

also have an annual Sports Week where children can sample wide variety of sports and physical activities not on offer in the curriculum.

Art and Design

In Key Stage 1, Art and Design is taught as part of the three termly topics. In the Autumn and Spring terms, children are taught key drawing and painting skills. In the Summer term, Art and Design is the overarching focus, with disciplines such as printing, textiles, sculpture and collage being taught. Children are given the opportunity to work creatively and imaginatively within these mediums. They are taught to think about colour, pattern, texture, shape and space in relation to their work. Children are introduced to the work of famous artists and designers. They are encouraged to take inspiration from these famous artists and designers as well as developing their own ideas.

We also provide opportunities for children to develop their Art and Design skills by accessing classroom creative areas and during special theme days where pupils often collaborate to produce whole school artwork.

Design and Technology

Design and Technology teaches children how to design and make purposeful, appealing products. Children are encouraged to generate and develop their own ideas based on given criteria. They are encouraged to talk about their ideas and evaluate their final products, identifying what works well and what could be improved. Children are taught the skills to enable them to work safely with a range of tools and equipment. They are given opportunities to explore and use mechanisms such as levers, sliders and wheels, and are encouraged to consider ways in which to make structures stiffer, stronger and more stable. As part of their work on cooking and nutrition, children are taught where food comes from and the basic principles of a healthy diet.

PSHE

PSHE is a vital curriculum area in our vision to create lifelong learners with the skills they need to live in the modern world. Teaching focuses on developing children personally, socially and emotionally, thinking about the whole child. We plan learning opportunities that cover the different areas as set out in the guidance from the PSHE Association: identity, relationships, healthy balanced lifestyles, risk, diversity and equality, rights, change, power, careers. We also follow a growth-mindset approach that is woven into our behaviour policy and STAR standards. As well as planned and taught lessons, PSHE is never taught in isolation and staff make the most of every learning opportunity that arises in and out of the classroom.

Global Learning

Global Learning aims to provide all children with the Knowledge, Skills and Values to make sense of the world in which they live, and to develop understanding of their role in a global society. The children develop Spiritually, Morally, Socially and Culturally; they are supported to become confident, resilient, responsible, active and respectful, ready for their next step into the wider world. We:

- provide creative learning opportunities through whole school activity days or themed weeks
- provide all children with a sense of belonging in their local and global communities
- promote equality of opportunity, where difference is a positive and uniqueness is truly valued
- support the teaching of British Values across the school
- engage children in Global Learning through cross curricular teaching

Global Learning lends itself especially to the curriculum areas of RE, Music, PSHE, RSE, Geography etc. but also has opportunities in core subjects -English (stories from around the world / reading for pleasure), Maths (problem solving in real world contexts) and Science (how things are made / discussion / working scientifically).

Early Years Foundation Stage

Children in Reception follow the Early Years Foundation Stage Curriculum. Their learning challenges and encourages them to develop into independent, resilient, motivated learners and thinkers, full of curiosity about the world around them within a fun, happy and secure environment. Our Early Years Foundation Stage curriculum is based on seven areas of learning: Communication and Language; Personal, Social and Emotional Development; Physical Development; Maths; Literacy; Understanding the World; and Expressive Arts and Design. Children have opportunities to explore, enquire and take risks through practical, hands-on learning experiences. At Melbourne, we have a high quality indoor and outdoor learning environment which the children use throughout the day, independently accessing the continuous provision, following their interests.

Assessment and Reporting to Parents

Children are assessed continuously by their teachers both formally and informally throughout the year. At the end of your child's reception year, a final judgement will be made against the Early Learning Goals. In Year 1, the children will sit the National Phonic Screening test. This score is then reported to parents. At the end of Year 2, the children are assessed by their teachers and the National Standard Assessment Tasks (SATs). The teacher judgement is then reported to parents in their child's annual report. The school offers a parents evening in Autumn 2 and also in the Spring.

Class teachers are always available at the beginning or end of the school day to discuss concerns you may have. All children receive an annual report each Summer Term and parents have the opportunity to discuss the report with the class teacher if they wish.