

# The Melbourne Curriculum

2024 / 2025

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 a clear purpose in mind. In Reception, we use Drawing Club. This is a way of immersing children in the world of story in a fun and exciting way. Children develop their creativity and imagination whilst improving and extending children's vocabulary. In KS1 we have developed Curious Club which follows on from Drawing Club. Lessons are based around high quality, engaging class texts which often involve a hook. This is used to excite and motivate the children. Books chosen have cross-curricular links to the current topic. We cover a range of writing skills and styles, in line with the National Curriculum 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 opportunities occur throughout the curriculum across the year groups. Examples include: 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 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. Children are 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.

We have a well-resourced library where children are able to select a book and share at home.

### *Phonics*

Quality phonics teaching is a high priority at Melbourne. We use Bug Club, which is an accredited systematic synthetic phonic programme. Phonic lessons allow children to learn about how letters link to phonemes, how to blend phonemes to read and how to segment letters to write words.

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. Phonics is taught daily to across the school for 20 minutes. Some children access daily, targeted support to catch up. Children are regularly assessed using Phonic Tracker. This allows teachers to understand which phonemes children require more support with and interventions are swiftly put in place to target such areas. Subsequently, children are able to learn, practise and consolidate their phonics knowledge to help them become confident readers.

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

You can help your child by: reading phonic books, using phonics flashcards, playing games such as phoneme finder, log in to Bug Club to see the range of books, games and resources to support your child.

## **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.

We also deliver Mastering Number sessions, a fundamental part of our approach to developing strong numerical foundations. In Reception, these sessions form the core of daily Maths learning, ensuring children develop a deep and secure understanding of early number concepts. In Key Stage 1, Mastering Number is delivered as an additional session alongside the main Maths lesson, providing children with regular opportunities to revisit, consolidate, and strengthen their numerical fluency.

This whole-class intervention is designed to build children's confidence and flexibility with number, focusing on key concepts such as subitising, number bonds, and additive reasoning. By embedding these essential skills, Mastering Number provides a solid foundation upon which children can develop more advanced mathematical understanding in their main Maths lessons. The carefully structured sessions encourage mathematical thinking, discussion, and problem-solving, helping children to develop fluency and confidence when working with numbers.

A range of practical resources is used to support children's learning in Mastering Number sessions. Equipment such as Rekenreks, Hungarian dice frames, and ten frames

provide children with hands-on, visual representations of number concepts. These tools help children to develop a deep understanding of number relationships, encouraging them to recognise patterns, explore different ways of making numbers, and strengthen their mental arithmetic skills. Through regular use of these resources, children become more confident in manipulating numbers and applying their knowledge to a variety of mathematical problems.

### **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 and our school grounds. We also invite visitors into school to further develop the experiences of the children. The children are encouraged to reflect on their experiences and their ideas and questions are used to inform further curriculum provision.

### **Computing**

Computing is embedded throughout our curriculum, equipping children with the skills and confidence to use technology effectively in their lifelong learning. Through engaging activities in creating, programming, researching, and developing computational thinking, children build problem-solving skills essential for the digital world.

Following the NCCE Teach Computing program, we deliver a carefully structured progression of skills, ensuring children learn to use technology efficiently and, most importantly, safely. Online safety is a key aspect of our computing curriculum, with a dedicated program in place to support responsible digital citizenship. Staff play a crucial role in this by actively modelling the safe and appropriate use of technology, including responsible search engine use, navigating websites critically, and operating digital tools effectively.

We enrich learning through a variety of applications, topic-related websites, and interactive software. Every classroom, as well as the library and hall, is equipped with interactive whiteboards, ensuring all children have access to high-quality computing provision. Additionally, children benefit from iPads and programmable devices to enhance their learning experiences. Beyond the classroom, children can continue their learning remotely through platforms such as ClassDojo, Spelling Shed, and Bug Club.

### **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 and have opportunities to visit to different religious buildings. 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.

Parents have the right to withdraw their child from all or part of the RE curriculum. If this is something you intend to do, please make an appointment to speak to Mrs Gibbs.

### **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 historical vocabulary, time and chronology. 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 explore different periods of time; famous historical figures; and significant historical events - locally, nationally and globally.

### **Geography**

Geography helps children understand the environment, the people and the places which make world 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 the school environment, their local surroundings and develop their geographical vocabulary and 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. Music is used as a tool for exploring feelings and emotional health as well as for motivation and celebration in school.

## PE

Melbourne Infants is an active school where 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. Our PE curriculum forms part of our wider offer of Physical Activities and School Sport. 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 in class; active lessons, outdoor learning, Go Noodle etc., as well as our Active Playtimes and POLO [Play Outside, Learn Outside].

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 after school for children to participate in, these include gymnastics, dance, martial arts and many others. Throughout the year we celebrate physical activity and hold whole school enrichment activities, we also have an annual Sports Week where children can sample a 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 through the cross-curricula learning as part of the three termly topics. Children are taught key skills in drawing and painting, as well as collage, printing, and sculpture. In the Summer term, Art and Design is the overarching focus. Children are given the opportunity to experiment and 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 from around the world, both contemporary and historical. 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 [DT] teaches children how to design and make purposeful, appealing products. Children are encouraged to generate and develop their own ideas based on given criteria with creativity and imagination. 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, axels and sliders, 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; families and friendships, safe relationships, respecting ourselves and others, belonging to a community, media literacy and digital resilience, money and work, physical health and mental wellbeing, growing and changing and keeping safe. We use SMILERS as a tool to support the children's wellbeing and 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 continuous, 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; Mathematics; 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, and 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.