



Primary Curriculum

Within Key Stage 1 and 2 we have due regard to the national curriculum at all times throughout the academic year.

The school will ensure every pupil has access to the following subjects:

- English (Reading, Writing, Phonics)
- Mathematics
- Science
- Computing
- PSHE, Relationships and Well-being
- RE
- History
- Geography
- Music
- Art and design
- Design and technology
- Physical Education (PE)
- Forest School

English

Reading

Aims

At Portland School, Trent Vale, we aim to create independent, confident readers, who can use their skills to access all areas of learning and life in general. Using the **Bug Club reading scheme**, we teach reading in line with pupils' Phonics levels. Children build their skills in phonic decoding to be able to read fluently and with confidence. In addition, pupils develop comprehension skills in areas such as: inference, prediction and summarising. At Portland, we aim to provide a wide range of reading materials on top of our reading scheme, including a diverse selection of fiction and non-fiction books in our library and access to online books.

All areas of the reading curriculum are covered, throughout the academic year, in line with the needs of the children.

Expectations

- Reading is planned for within English and theme lessons, as guided reading sessions and individual 1:1 reading sessions.
- All pupils take part in guided reading and individual reading sessions each week.
- Children will read a minimum of three times per week.
- Daily reading interventions are put in place for children who are not making expected progress; such as through precision teaching of key words, targeted phonics intervention, Rapid Read or Switch on to Literacy.
- The Salford reading assessment is completed once per year, providing all children with a reading age.
- Children are assessed in reading on a termly basis in line with the School Assessment Policy.

SEMH

Reading is a core skill which allows us access to a wider range of opportunities across our lives. In developing more confident readers, we also aim to develop more confident young people who become responsible citizens and actively engage in our community. In addition being able to read a wide range of genres, opens our children's eyes to the world in which they live, allows them to reflect on their own life and aspirations and supports the development of emotional literacy.

Writing

Aims

At Portland School, Trent Vale, we aim to provide children with the experiences they need to develop into confident, competent writers. Our writing content includes handwriting, spelling and grammar and the planning, writing and evaluation of extended pieces of writing. The genres covered include writing recounts, narratives, non-chronological reports and poetry among others. For many pupils who attend Portland, writing is a challenging area of the curriculum. Therefore, we aim to provide a range of alternative strategies to engage and enthuse our reluctant writers. This includes, use of laptops, writing for a purpose, taking on a role and linking learning to real life experiences.

All areas of the writing curriculum are covered, throughout the academic year, in line with the needs of the children.

Expectations

- Medium term plans are edited by teachers to ensure they meet the needs of the children.
- Weekly plans are written by teachers covering writing teaching and interventions to ensure all staff have a clear understanding of who they are working with and what they are covering.
- Writing is planned through our Narrative Immersion themes.
- English is taught on a minimum of 4 sessions throughout the week.
- Where necessary spelling and grammar are taught discreetly and then applied within extended writing.
- Daily writing interventions are put in place for children who are not making expected progress; such as through precision teaching of spelling, key words, targeted phonics intervention and handwriting.
- Children complete a minimum of 2 extended pieces of writing per half term.
- Children are assessed in writing on a termly basis in line with the School Assessment Policy.

SEMH

Confidence in writing is often very low when pupils arrive at Portland and the struggle to write closes a lot of doors in child's future. Therefore in developing writing skills within our pupils we hope to be able to raise their expectations and ambitions for the future ahead. This will allow them to aspire to a wider range of education and employment options when they are older.

Phonics

Aims

At Portland School, Trent Vale we aim to teach children to read and write effectively, using phonics to help achieve this. Using the **Letters and Sounds programme** the children will be taught the 6 stages of phonics, increasing their ability decode and encode words accurately and transfer this skill to their spelling. At Portland we believe that teaching children to read and write independently from an early age is vital to support further learning of the curriculum and build self-esteem and independence.

In Lower Primary Phonics is taught as discreet subject, with children accessing a phonics session daily, planned according to their level of understanding. Throughout the rest of the school Phonics is delivered as a daily intervention for children who need the additional support.

Expectations

- All children to be phonic assessed and this to be done termly to ensure that progress is being made.
- Phonics to be planned separately, with all teachers following the phonics overview.
- Lower Primary children to have daily phonics lessons and daily reading sessions to increase phonic knowledge.
- Rest of the school to have interventions where required, in line with the individual intervention plans.
- Phonics to be considered throughout all reading and writing tasks, children to be embedded with the understanding that phonics will support their reading and writing skills.
- We ensure that children are given the opportunity to develop their phonic skills creatively, using different resources to help support learning and make learning fun!
- Daily reading sessions for all students to help support the development of reading fluently and accurately.
- An action plan written and reviewed annually.

SEMH

Phonics is a crucial tool for reading and writing. Teaching the children, the key skills they need to decode fluently and spell accurately. Being able to read and write accurately ensures the children are reading for the next step in their lives and gives them the confidence they need to be able to tackle different situations. This impacts on the future of the children, providing them with the tools they need to gain employment or take on future education.

Mathematics

Aims

At Portland School, Trent Vale, we aim to provide all children with the Mathematical experiences, knowledge and confidence which will allow them to develop lifelong skills. Therefore, our emphasis is on building children's understanding of number and their ability to use the four calculations of addition, subtraction, multiplication and division. As well as a secure base in number skills, we strive to enable our young people to be confident in handling money, telling time and understanding the various strands of measurement including length, distance, height, weight and volume.

All areas of the mathematics curriculum are covered, throughout the academic year, in line with the needs of the children.

Expectations

- The school yearly overviews are used in all classes.
- Medium term plans are edited by teachers to ensure they meet the needs of the children.
- Weekly plans are written by teachers covering mathematical teaching and interventions to ensure all staff have a clear understanding of who they are working with and what they are covering.
- All planning is in line with the School Calculation Policy.
- Mathematics is taught on a minimum of 4 sessions throughout the week.
- Mathematic daily interventions are put in place for children who are not making expected progress; such as through precision teaching.
- Mathematics work is marked in line with the School Marking Policy.
- Children are assessed in maths on a termly basis in line with the School Assessment Policy.

SEMH

Mathematics teaches many life skills, imperative for a positive future. This includes, number skills, money management and measuring skills needed for cooking, personal health management and travel. Creating children confident in mathematics will help them to develop self-respect and allow them to take ownership and responsibility in their own lives in the future.

Science

Aims

At Portland School, Trent Vale, we aim to teach our children the skills, knowledge and understanding they need to question and understand concepts and phenomena that occur in the world around them and equip them with the motivation to seek explanations for these. Children learn the skills required for scientific enquiry and they will begin to appreciate the way science will affect their future on a personal, national and global level.

Science is taught by class teachers and is incorporated throughout other subjects and the relevant theme at the time. This ensures a holistic approach in the acquisition of scientific skills and knowledge.

Expectations

- Specified unit overviews for years 3 to 6 are followed in Hazel, Mulberry, Cherry and Maple classes while unit overviews for years 1 and 2 are followed in Willow and Holly Classes.
- Science is planned through the medium term Theme.
- Science which cannot be covered by the Theme is taught discreetly.
- The class teacher is responsible for planning science lessons and adapts activities as needed to ensure that all children are able to achieve the objectives of the national curriculum.
- Science skills are embedded in the learning of other curricular areas.
- We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and ensure that the children are increasingly challenged as they make progress.
- Enrichment opportunities are offered, often in partnership with Forest School. Also a whole school engagement on the Annual Big School Bird Watch with the RSPB Charity with each class making bird feeders and recording their observations of birds around the school grounds.
- Children are assessed in science on a termly basis in line with the School Assessment Policy.
- An action plan is written and reviewed annually.

SEMH: Science teaches matters of citizenship, social welfare, healthy eating and exercise as well as providing opportunities to take part in debates and discussions. It promotes the concept of positive citizenship and raises self-esteem. Science teaches children about the reasons why people are different and, by developing the children's knowledge and understanding of physical and environmental factors, it promotes respect for themselves and other people.

Computing

Aims

Our aim is to ensure all children at Portland School, leave with a secure knowledge of how to safely use technology and the internet. This involves making children confident in using a range of technology including, digital cameras, laptop and desktop computers and programmable toys. Developing skills in accessing the internet for a range of purposes and being able to do so safely. Our children are growing up to live in a world that is increasingly dependent on technology and the internet, therefore we feel it is our duty to make them as prepared for this as we can.

Computing is not only taught as a discreet subject, but also use as a tool throughout all areas of the curriculum and offered as an extra during our Added Learning morning and Golden Time.

Expectations

- Yearly overviews are followed in all classes.
- Computing is planned through the medium term Thematic Units.
- Computing which cannot be covered by the Thematic Unit is taught discreetly.
- Computing skills are embedded in the learning of other curricular areas.
- E-Safety is taught discreetly and reinforced on a regular basis.
- Classes participate in Safer Internet Day every year.
- Children are assessed in computing on a termly basis in line with the School Assessment Policy.

SEMH

Computing skills are crucial to the world we live in today and will become even more so in the future. Developing these skills will allow our children to communicate effectively through online methods with others and in turn improve their ability to communicate effectively with people in person. In addition, the E-safety curriculum allows pupils to explore their personal safety, find ways to seek help when they feel worried about something and become more aware of the dangers facing us in the world today.

Personal, Social, Health and Economic (PSHE), Relationships & Well-being

Aims

Our children are growing up in a rapidly changing world, full of opportunities. At Portland our approach to teaching PSHE aims to prepare the children for life and work, to help keep them safe, healthy and boost their life chances. We aim to deliver our PSHE curriculum combined with a strong emphasis on Life Skills, Emotional Regulation and Mental Well-being.

We aim to ensure our children are equipped with the skills to be able to:

- keep themselves safe both online and offline
- be physically healthy
- understand how to improve their emotional health and well-being
- develop mental toughness
- understand healthy relationships
- achieve their academic potential
- develop a strong sense of character

Our PSHE Curriculum is underpinned by our school values. These form part of an annual overview and teaching focus along with half termly well-being themes:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Value	Respect	Team Approach	Belonging	Responsibility	Independence	Mental Toughness
Well-being Focus	Kindness	Giving	Being Grateful	Helping Others	New Things	Acceptance

PSHE and Relationships Education Curriculum is delivered by Class Teams (Planned by Class Teachers) and is incorporated into themes where ever possible. There are some elements of the curriculum that may be taught through discrete PSHE lessons.

We have used guidance from the 'PSHE Association' to produce a comprehensive programme of study which incorporates all statutory requirements as set out by the Department for Education (DfE). The PSHE programme of work is covered by learning opportunities across three core themes: Health and Well-being, Relationships and Living in the Wider World.

Expectations

- PSHE is planned as part of medium term curriculum themes.
- Each primary Class will have same half termly focus on a school value and well-being focused as detailed in the annual overview.
- PSHE which cannot be covered by the Theme is taught discreetly.
- The class teacher is responsible for planning PSHE and adapting activities as needed to ensure that all children are able to achieve the objectives of the national curriculum.
- Science skills are embedded in the learning of other curricular areas.
- We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and ensure that the children are increasingly challenged as they make progress.
- Our PSHE curriculum is further enriched by key annual events on a two year rolling programme. (Please see PSHE planning folder)
- Children are assessed in PSHE on a termly basis in line with the School Assessment Policy.
- FAGUS is used to set Social Emotional and Mental health targets which will also support progress in PSHE.
- An action plan is written and reviewed annually.

SEMH:

As a specialist provision for children with Social Emotional and Mental Health Difficulties, it is vital that our PSHE curriculum is at the heart of everything we do at Portland. PSHE is a 'thread' which runs through our primary curriculum themes, whilst also living and breathing in our whole school ethos.

History

Aims

At Portland School, Trent Vale, we aim through the teaching of history to provide all children with a range of skills, concepts, attitudes and methods of working. This will enable them to find out about the lives of people, societies and events that have happened in the past and how our locality, Britain and the wider world has changed and influenced the environments that we live in today. Children will learn the skills of chronology, enabling them to place significant events and people over time. They will also learn enquiry skills where they will gather and interpret evidence from a wide range of both primary and secondary sources, weighing up the evidence and reaching their own conclusions. The teaching of history will spark a curiosity in our children where they will have the freedom to ask and answer questions whilst understanding about their heritage and human experiences, which in turn will help them understand more about themselves. History is taught by class teachers and is taught discreetly within the theme of the class.

Expectations

- Yearly overviews are followed in all classes which were collated by the class teachers and leadership team collaboratively.
- History is planned through the medium term thematic units.
- The class teacher is responsible for planning history, ensuring that the ability, aptitudes and physical, emotional and intellectual needs of all children is taken into account whilst meeting the agreed objectives of the national curriculum.
- Where relevant, history skills and knowledge are embedded in the learning of other curricular areas.
- We seek imaginative ways to bring history alive for our children which is partly achieved by organising trips to relevant Historical sites and museums. We also invite visitors into school to talk to our children about their own personal experiences of the past and encourage children to speak to members of their family and older friends about changes in their own and other people's lives.
- Children are assessed in history on a termly basis in line with the School Assessment Policy.
- An action plan is written and reviewed annually by the Subject Leader to ensure that the teaching and development of History at Portland, Trent Vale remains relevant and up to date.

SEMH: All teachers at Portland, Trent Vale will ensure that the teaching of History and the themes under which it will be taught are relevant and stimulating for our children. History provides the opportunity for children to work collaboratively and independently, gives them the opportunity to raise their self-esteem by providing them with the opportunities to discuss and debate their own, informed point of view. It opens the door to new, exciting experiences and gives them a sense of identity and people to aspire to emulate.

Geography

Aims

At Portland School, Trent Vale, through the teaching of geography we aim to provide all children with a range of skills, concepts, attitudes and methods of working. This will enable them to find out about the world around them and how it has evolved. They will not only understand their own locality, but that of contrasting localities in the United Kingdom and the wider world and how and where people fit into their overall structures. The children will develop skills such as efficient map drawing and reading, using charts and interpreting geographically data which will 'open up' opportunities for them now and in the future. The teaching of geography will instil a sense of responsibility through learning about 'human' and 'physical' features, how these can impact on the future of our planet and understanding how they and others impact on improving the environment.

Geography is taught both discreetly and indiscreetly within the theme of the class.

Expectations

- Yearly overviews are followed in all classes which were collated by the class teachers and leadership team collaboratively.
- Geography is planned through the medium term thematic units.
- The class teacher is responsible for planning geography, ensuring that the ability, aptitudes and physical, emotional and intellectual needs of all children is taken into account whilst meeting the agreed objectives of the national curriculum.
- Where relevant, geography skills and knowledge are embedded in the teaching of other curricular areas, particularly forest school, science, computing and maths.
- Class Teachers provide opportunities for children to carry out fieldwork and use a variety of materials and equipment and utilise other peoples experience and knowledge to work geographically.
- Children are assessed in geography on a termly basis in line with the School Assessment Policy.
- An action plan is written and reviewed annually by the Subject Leader to ensure that the teaching and development of geography at Portland, Trent Vale remains relevant and up to date.

SEMH: All teachers at Portland, Trent Vale will ensure that the teaching of geography and the themes under which it will be taught are relevant and stimulating for our children. Geography provides the opportunity for children to work collaboratively and independently, gives the opportunity to raise self-esteem and prepare them for opportunities that the world, the United Kingdom or their local environment may hold for them. It provides an opportunity to learn all about their local environment, the future of the planet and how they can contribute to its future, no matter how small. Through learning all about other cultures and traditions the children will learn tolerance and understanding.

Physical Education (PE)

Aims

At Portland School, Trent Vale, we aim to offer children the opportunity to develop their physical fitness, through PE lessons once per week. In addition to developing their awareness of the need to stay physically fit, we explore the impact this has on their body and mind. In a busy world where technology is becoming a larger part of our children's lives, we aim to show them the positive influence Physical Activity can and allow them to experience a wide range of activities.

PE is taught as a discreet subject including games, athletics and gymnastics with some classes getting the opportunity to attend swimming lessons. In addition PE is offered as an extra option during our Golden Time clubs.

Expectations

- Yearly overviews are followed in all classes.
- Medium term plans are written by teachers to ensure they meet the needs of the children.
- Links are made between PE and activities at play time and learning in Science and Cooking.
- Classes participate in National Fitness Day, Mental Health Awareness Day and Health Day on alternate years.
- Children are assessed in PE on a termly basis in line with the School Assessment Policy.

SEMH

At Portland, many of our pupils require support with their own mental health and their ability to emotionally regulate. PE not only improves their physical health, but also their mental wellbeing. It is encouraged and used as a way to release stress, anger and anxieties and therefore offers the children an alternative relaxation technique moving forward in life. We hope our pupils will develop healthy habits to carry on into their adult life, allowing them to use exercise to improve their wellbeing.

Forest School

Aims

The philosophy of Forest Schools is to encourage and inspire individuals of any age through positive outdoor experiences.

At Portland children participate in engaging, motivating and achieving tasks and activities in a woodland environment, each participant has an opportunity to develop intrinsic motivation, sound emotional and social skills. These, through self-awareness can be developed to reach personal potential.

Forest Schools has demonstrated success with children of all ages who visit the same local woodlands on a regular basis and through play, who have the opportunity to learn about the natural environment, how to handle risks and most importantly to use their own initiative to solve problems and co-operate with others. Children use full sized tools, play, learn boundaries of behaviour; both physical and social, establish and grow in confidence, self-esteem and become self-motivated.

Expectations

Forest Schools will to challenge the children by developing:

- Self-Awareness
- Self-Regulation
- Intrinsic motivation
- Empathy
- Good social communication skills
- Independence

We aim to do this by establishing a positive school ethos which:

- recognises, rewards and celebrates positive behaviour
- develops behaviour management and modification strategies which challenge inappropriate, unacceptable, destructive, negative behaviours in a proactive manner;
- operates a restorative approach where possible
- Ensures true pupil ownership.
- Promotes self-regulation and raises self-esteem.

SEMH: Forest School, through its application of Accelerated Learning techniques creates a unique learning vehicle that is used to encourage a range of individuals, community groups and larger organisations to utilise their local open space for interactive play, health, recreation and personal development uses.

Children, and more and more, adults need time to thoroughly explore their thoughts, feelings and relationships. This time and reflective practice develops understanding of the world, the environment and everything within it through the use of emotions, imagination and senses.