

## Curriculum Organisation and Intent

At Southcoates Primary Academy, we have devised a knowledge-based curriculum in line with the knowledge promoted in the National Curriculum (both declarative and procedural). We have chosen to deliver this knowledge through a whole school themed approach. All children from Year 1 through to Y6 study the same theme, but the knowledge being taught is appropriate to their age group. EYFS follow their own age-appropriate themes. The knowledge being taught in each year group is outlined in the Curriculum Overview document for each subject. Each phase has their own focus within each whole school theme, as outlined below.

<b>Cycle A</b>		<b>Autumn 1 Time Travel</b>	<b>Autumn 2 Planet Earth</b>	<b>Spring 1 Heroes and Villains</b>	<b>Spring 2 What's in the News?</b>	<b>Summer 1 Food for Thought</b>	<b>Summer 2 Incredible Humans</b>
	EY	All About Me	Celebrations	People Who Help Us	Down on the Farm	Get Growing	We're All Going on a Summer Holiday
	1/2	Back to the Stone Age	Hidden Habitats	From Book to Film	Save the Rainforests	Take me to Italy	Amazing Amy
	3/4	Vikings	Up in Smoke	The Second World War	Our City	Chocolate: is it worth it?	On Your Marks, Get Set, Gold!
	5/6	Ancient Greece	Disaster!	Shakespeare	Our Changing World	Great Southcoates Bake Off	A Gentleman's Game?
<b>Cycle B</b>		<b>Autumn 1 Kings and Queens</b>	<b>Autumn 2 A drop in the ocean</b>	<b>Spring 1 A stitch in time</b>	<b>Spring 2 A helping hand</b>	<b>Summer 1 Battle of the Authors</b>	<b>Summer 2 Survival of the fittest</b>
	EY	All About Me	Celebrations	People Who Help Us	Down on the Farm	Get Growing	We're All Going on a Summer Holiday
	1/2	The Victorians	Penguin Parade	Magical Memories	999 – Emergency!	Beatrix Potter vs Oliver Jeffers	Predators
	3/4	Henry VIII	Searching for Jellyfish	The Romans	How can I help?	Walliams vs Williams	Deadly Sixty
	5/6	Boudicca	The Journey	Shakespeare	Looking after others	Joseph Coelho vs Barbara Mitchelhill	Running Wild

## **Underlying themes within the curriculum**

The curriculum reflects the requirements of the National Curriculum, but within it, we have identified some key themes, which we feel, have a greater importance for the children of Southcoates. These are:

**S**afe Behaviour

**P**ositive role models

**A**wareness of the world

These themes have been identified as we feel that the area the school is located in has a number of social issues. The use of drugs is high in the area and it is considered a domestic violence 'hot spot' within the city (which in itself is considered to have levels of domestic violence and abuse). We want our pupils to leave us being able to make good choices in life and to become productive and considerate members of society. We also want them to know that the limit of their world is not the estate on which they live. The world and all it has to offer is available to them just as it is to everyone else. If they work hard and want to, they can go anywhere and do anything.

## **History, Geography, Art and Design Technology**

History and Geography are taught on a weekly basis (usually, History will be taught in one half term and Geography in the other). The declarative and procedural knowledge that are found in each subject overview document were decided upon by staff using the 2014 National Curriculum and the Chris Quigley Skills Curriculum as a foundation. Planning is designed to be engaging, creative and inspiring, whilst still being rooted in the requirements for each curriculum subject and the basic skills of literacy and mathematics. In the Early Years, the theme focus is intertwined through all subjects on an ongoing basis throughout the term.

To enrich the learning experiences for our children, as well as covering objectives linked to the National Curriculum through classroom based learning, Southcoates Primary Academy have developed a **Cultural Passport** which outlines the experiences that we aim to provide for each child over the course of their time at Southcoates. Southcoates Primary Academy gained Silver Level Artsmark status in September 2018 and Platinum Level status in spring term 2022. Families were surveyed about children's cultural experiences, in June 2018 and again in autumn 2021. We received positive comments from parents such as:

*"So much effort is put into the children and the things they enjoy. It is a really great place of learning and experiencing new things for children."*

A Senior Officer at Artsmark commented:

*"Southcoates has succeeded in drawing out the arts elements within teaching and learning and finding ways that celebrate their impact and effect."*

For more information about the experiences provided for children, please refer to the Southcoates Cultural Passport.

## **Theme links - Maths and English**

Where possible, the maths and English planning throughout the school will use the theme focus as a stimulus. For more information, please refer to the maths and English progression documents.

## **Science and Computing**

Science and computing are taught as standalone subjects although, where possible, the subjects are linked to the theme. For example, during the Planet Earth theme, KS1 will focus on the habitats unit of science.

In Computing, we follow a bespoke programme created by the Enquire Learning Trust (this has been adapted to fit our mixed year groups).

## **Religious Education**

Our agreed syllabus for RE follows the "Jigsaw RE" scheme.

## **Music**

In music, we follow the Charanga scheme of work.

## **Modern Foreign Language (MFL)**

At Soutcoates Primary Academy, Spanish is taught in KS2, following the i-Learning scheme. Spanish is taught across KS2.

## **Physical Education (PE)**

Each class takes part in two hours of PE per week.

## **PSHE (Jigsaw)**

Every year group, from Early Years through to Y6, follow the 'Jigsaw' scheme of work. This is taught on a weekly basis and, over the course of each year, in every year group, covers the following units:

- New beginnings;
- Getting on and falling out;
- Going for goals;
- Good to be me;
- Relationships;
- Changes.

## **English**

At Southcoates Primary Academy English is split into five main areas: reading, writing, spelling, punctuation & grammar and talk. Read, Write Inc, Read, Write Inc Spelling, Talk

for Writing, Inference and RSC Rehearsal Room Techniques are used to support the teaching of English.

In Early Years phonics and story time are taught daily. Mark making is offered as continuous provision and formal writing is introduced in the Spring term. Stories and writing stimulus are based on the Phase's focus of the whole school theme.

Writing in Early Years is often done through pictures, mark making and initial sounds. The Talk for Writing process is used here too. 'Drawing Club', alongside a range of stories, books, videos and music is used too, fitting with the above themes and tying in with children's interests.

In KS1, phonics is taught every day using the Read, Write Inc. programme. Spelling, punctuation and grammar are also taught daily during a 'basic skills' slot on the timetable. A range of texts linked to the whole school theme are used as stimulus.

In KS2 the children have two hours of English each day. This comprises of an hour of reading and spelling and an hour of writing, which includes punctuation and grammar. Each half term the children learn a text linked to the whole school theme using Talk for Writing strategies. A range of genres are then covered each half term linked to the Phase focus.

## **Maths**

At Southcoates Primary Academy, maths is split into nine main areas: Number and place value; Addition, subtraction, multiplication and division; Fractions (including decimals and percentages); Ratio and proportion; Measures; Geometry; Properties of shape; Position and direction; Statistics and Algebra.

In Early Years, maths is taught daily. Maths is also taught across the curriculum tied into the whole school theme.

In Key Stage One an hour of maths is taught every day using the strategy of concrete / pictorial / abstract.

In Key Stage Two, the children have one hour of maths each day. Maths is taught following the progression of objectives as set out in our Academy curriculum overview documents.

Throughout the Academy, children are taught a mathematical concept, they then apply this concept in a range of scenarios including problem solving.

## **An Inclusive Curriculum**

Southcoates Primary Academy is committed to the inclusion of all pupils, within the school curriculum and participation in all aspects of school life.

### **Teaching and Learning**

We ensure that all pupils receive quality first teaching. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to embrace every opportunity by providing the highest standard of education and care. Children take responsibility for and participate fully in their own learning. Our balanced curriculum meets all statutory requirements and caters for all pupils to help them fulfil their potential and achieve optimal educational outcomes.

The approach to teaching pupils with special educational needs varies, dependent upon the need of the child. Children with special educational needs are supported and scaffolded, using additional resources or modified work, to ensure that they reach their full potential. Provision is planned and reviewed regularly, and interventions are organised for children who require specific help to develop skills, such as speech and language, fine motor skills or social skills. Some of the interventions that are used at Southcoates Academy are:

- In class support, where a teaching assistant or teacher may support one or more children to understand the content of the lesson.
- Small group withdrawal, where a member of staff may deliver a short-term literacy, numeracy or other intervention to a small group of pupils.
- One to one withdrawal, where there may be a targeted support in their area of need, e.g. Precision Teach, Speech and Language Therapy.
- Social skills or friendship groups where appropriate.
- Lego Therapy.
- Fine Motor Skills or Gross Motor Skills groups where appropriate.

All requirements for equipment and facilities will be assessed for each pupil individually. Dependent upon the nature of the need, funding may be provided by the Academy or requested from other appropriate agencies. These may include specialist equipment for physical, visual, and hearing needs.

### **Monitoring Progress**

The Academy closely monitors the progress of all pupils, including those with special educational needs in termly Pupil Progress Meetings. The effectiveness of the provision for these pupils is evaluated by ensuring that they make adequate progress.

The school follows a graduated approach system to identify children who are not making the required progress, and to identify and plan for children who have special educational needs. The pupil support plan is reviewed termly between the class teacher and SENCO, and the class teacher and parents.

Pupils who are receiving support that is additional to or different from their peers, due to special educational needs, will be assessed on a termly basis in all of their subjects in line with the whole Academy policy of termly assessment of progress. In addition, these pupils may be assessed in more specific terms using more detailed testing, to evaluate their level of progress in their specific area(s) of difficulty. For example, the Maths Co-ordinator, may carry out Sandwell Testing to identify specific areas of difficulty.

Pupils who do not make adequate progress through the graduated approach may be further assessed by external agencies, such as the Educational Psychologist, IPASS, and Speech and Language Therapy Services.

### **Staff Training**

The staff at Southcoates Primary Academy are signposted to relevant training as and when needs arise. The SENCO has a diploma in Inclusive Education and staff training already undertaken has included safeguarding, understanding and supporting learning which included working memory, learning styles and metacognition. Staff have also undertaken training around differentiation, attachment and autism.

It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment, which caters to the needs of every child as an individual.

Our ethos is to be **supportive** and **positive** – ensuring that everyone is **achieving**.