



Maltby
Manor Academy

Curriculum Statement

2026-2027

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Curriculum Intent

At Maltby Manor Academy, we provide an ambitious, knowledge-rich curriculum that enables every child to achieve their full potential. Our curriculum is carefully sequenced to build knowledge, skills and understanding over time, ensuring pupils are well prepared for future learning and life in modern Britain. Through engaging and memorable learning experiences, we develop curious, confident and responsible learners who value their place within the local and wider community.

Curriculum Aims

Unique

We recognise the strengths, interests and needs of every child. Our curriculum is inclusive, responsive and ambitious for all learners.

Engaging

We inspire pupils through meaningful learning opportunities that promote curiosity, challenge and a love of learning.

Enriching

We enhance learning through visits, visitors, real-life experiences and wider opportunities that broaden horizons and strengthen cultural capital.

Curriculum Implementation

Our curriculum is carefully sequenced from EYFS to Year 6, ensuring knowledge and skills build progressively over time. Learning is designed around clear progression, regular retrieval of prior knowledge and meaningful opportunities to apply learning. Subject progression documents, assessment systems and a consistent teaching approach ensure high-quality curriculum delivery across the school.

Building on Prior Learning

Teachers build new learning on what pupils already know and understand. Retrieval practice and assessment are used to strengthen long-term memory and help pupils make meaningful connections across the curriculum.

Progression

Progression documents clearly identify the knowledge, vocabulary and skills pupils are expected to learn at each stage. This ensures learning builds systematically and prepares pupils for future learning.

Our Learning Sequence

1. **Retrieve** – Recall prior learning and activate existing knowledge.
2. **Teach** – Introduce and explain new learning and vocabulary.
3. **Model** – Demonstrate skills and thinking processes.
4. **Practise** – Apply learning with support and guidance.
5. **Apply** – Use learning independently.
6. **Deepen** – Extend thinking through challenge, reasoning and discussion.

Curriculum Coverage

Our curriculum is rooted in the Early Years Foundation Stage Framework, the National Curriculum and the locally agreed Religious Education syllabus. Knowledge, skills and vocabulary are carefully sequenced to ensure pupils build secure understanding and make sustained progress throughout their primary education.

Curriculum Impact

Pupils develop secure knowledge and understanding across all subjects and can apply their learning confidently. They demonstrate positive learning behaviours, achieve well from their starting points and are fully prepared for the next stage of education. Through a broad and ambitious curriculum, children leave Maltby Manor as knowledgeable, responsible and engaged learners who are ready to contribute positively to their communities and wider society.

Core Learning Characteristics

Through our curriculum, we are committed to developing the whole child by nurturing both character and knowledge. Alongside academic success, we promote six core learning characteristics that enable our children to thrive in school, contribute positively to society and succeed in their future education and lives.

These characteristics underpin our curriculum, culture and wider opportunities across the academy.

1. The Resilient Child

We develop resilient learners who embrace challenge, persevere through difficulties and recognise that mistakes are an important part of learning. Our children understand that success requires effort, determination and a positive attitude.

We achieve this by:

- Creating a culture where challenge is welcomed and mistakes are valued as learning opportunities.
- Teaching children strategies to manage setbacks, resolve conflict and overcome difficulties.
- Providing opportunities through sport, music and enrichment activities that promote perseverance and determination.
- Encouraging children to reflect on their learning and celebrate progress.

2. The Curious Child

We inspire children to be inquisitive and enthusiastic learners who ask questions, seek answers and develop a deeper understanding of the world around them.

We achieve this by:

- Delivering an engaging, knowledge-rich curriculum that sparks interest and wonder.
- Providing meaningful experiences that encourage exploration and enquiry.
- Using real-life contexts to make learning relevant and purposeful.
- Encouraging children to think critically and ask thoughtful questions.

3. The Confident Child

We nurture confident individuals who believe in their abilities, value their achievements and communicate effectively with others. Our children are prepared to take risks, share ideas and contribute positively to their communities.

We achieve this by:

- Celebrating achievement and recognising individual strengths.
- Providing regular opportunities to perform, present and share learning.
- Developing strong communication and oracy skills across the curriculum.
- Exposing children to a rich and ambitious vocabulary.

4. The Considerate Child

We promote kindness, empathy and respect, enabling children to understand others, value diversity and contribute positively to their communities.

We achieve this by:

- Modelling and promoting respectful relationships.

- Providing opportunities to demonstrate kindness and responsibility within school and beyond.
- Encouraging children to understand and appreciate different perspectives.
- Developing communication skills that promote empathy, understanding and respect.

5. The Independent Child

We encourage pupils to become self-motivated learners who take responsibility for their actions, make informed choices and approach challenges with confidence.

We achieve this by:

- Promoting independence within learning and wider school life.
- Encouraging pupils to make decisions and solve problems independently.
- Providing leadership and responsibility opportunities across the school.
- Supporting children to develop confidence, initiative and self-regulation.

6. The Ambitious Child

We encourage every child to aspire, achieve and believe in their potential. Our children understand the importance of effort, resilience and high expectations in achieving future success.

We achieve this by:

- Raising aspirations through inspiring learning experiences and positive role models.
- Maintaining high expectations for all pupils regardless of background or starting point.
- Broadening horizons through enrichment opportunities and wider experiences.
- Working closely with families and external partners to support every child in achieving their full potential.

Core Curriculum

At Maltby Manor Academy, English and Mathematics are at the heart of our curriculum. We ensure that core knowledge, skills and vocabulary are taught progressively and applied across the wider curriculum. Through a strong emphasis on reading, writing and mathematics, pupils develop the foundations they need to access all areas of learning and achieve future success.

English

Reading is central to our curriculum and promotes a lifelong love of literature. Pupils access a broad and ambitious range of high-quality texts, including fiction, non-fiction and poetry, carefully selected to broaden knowledge, develop vocabulary and inspire learning.

Daily reading lessons develop fluency, comprehension and a deeper understanding of texts. Pupils explore vocabulary, infer meaning, discuss themes and analyse characters through high-quality discussion and oracy opportunities.

Reading provides the foundation for writing. Pupils apply language, grammar and vocabulary knowledge through purposeful writing opportunities across a range of genres and curriculum areas, enabling them to communicate effectively for different audiences and purposes.

Phonics

Phonics is taught daily through the Read Write Inc. programme. Children begin developing early phonological awareness in Nursery before moving into systematic phonics teaching from Reception onwards.

The programme provides a structured progression that enables pupils to become accurate and fluent readers. Additional support and intervention are provided for pupils who require further phonics teaching, ensuring all children are supported to become confident readers.

Mathematics

At Maltby Manor Academy, we aim to develop fluent, confident mathematicians who can reason, solve problems and apply their knowledge in a range of contexts.

Mathematics begins in the Early Years through practical exploration of number, shape, measure and pattern. Throughout the school, learning is carefully sequenced using the White Rose Maths framework and a mastery approach, enabling pupils to develop deep conceptual understanding.

Teaching follows the concrete, pictorial and abstract approach, ensuring pupils build secure understanding before applying their knowledge independently. Regular opportunities for fluency, reasoning and problem-solving are embedded within every lesson.

We place a strong emphasis on securing core mathematical knowledge, including number fluency, number bonds, times tables and mental calculation strategies. Weekly Maths Meetings provide dedicated opportunities for pupils to practise, retrieve and apply these essential skills, supporting long-term success in mathematics.

Early Years Foundation Stage

Intent

At Maltby Manor Academy, our Early Years Foundation Stage curriculum provides a strong foundation for future learning. We recognise every child as a unique individual and value the knowledge, experiences and skills they bring to school. Through a broad, ambitious and engaging curriculum, we foster curiosity, independence, resilience and creativity, enabling children to develop the knowledge, skills and attitudes needed for lifelong learning.

We believe children learn best through exploration, active learning and high-quality interactions. Our curriculum is designed to inspire a love of learning, develop communication and language skills, and ensure every child is ready for the next stage of their education.

Implementation

Children in Nursery and Reception follow the Early Years Foundation Stage Framework, which is organised into seven areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Learning is delivered through a balance of adult-led teaching and carefully planned continuous provision. Activities are designed around the needs, interests and stages of development of our children, providing opportunities for exploration, challenge and independent learning.

The Characteristics of Effective Teaching and Learning are embedded throughout the curriculum, encouraging children to play and explore, actively engage and think critically. High-quality interactions, skilled questioning and purposeful learning environments support children to develop knowledge, vocabulary and confidence across all areas of learning.

Our indoor and outdoor environments are carefully planned to promote independence, curiosity and creativity. Strong partnerships with families and the local community enrich children's learning experiences and support their understanding of the world around them.

Impact

Children make strong progress from their individual starting points and develop the knowledge, skills and learning behaviours needed for future success. They demonstrate confidence, resilience, independence and a love of learning.

Children leave EYFS well prepared for Key Stage 1, with secure foundations in communication, literacy and mathematics, alongside the social and emotional skills needed to thrive. They develop a strong sense of belonging within the Maltby Manor

community and are ready to continue their learning journey as curious, capable and successful learners.

English Reading

Intent

At Maltby Manor Academy, we believe reading is the key to unlocking learning across the curriculum and beyond. We are committed to developing confident, fluent readers who enjoy reading and understand its value throughout life.

Reading sits at the heart of our curriculum. Through exposure to a broad and ambitious range of high-quality literature, pupils develop vocabulary, comprehension, cultural understanding and a lifelong love of reading. We aim for all children to become fluent, independent readers by the end of Key Stage 1 and to continue developing the skills needed to interpret, analyse and evaluate a wide variety of texts throughout their primary education.

Implementation

Phonics

Phonics is taught daily through the Read Write Inc. programme, beginning in EYFS and continuing throughout Key Stage 1. Teaching follows a clear and systematic progression, enabling pupils to develop secure decoding, fluency and reading confidence.

Books are closely matched to pupils' phonic knowledge, ensuring reading success and promoting independence. Additional interventions are provided for pupils who require further support, ensuring all children continue to make progress as readers.

Leaders maintain fidelity to the programme through ongoing training, coaching and quality assurance.

Reading Lessons

Following completion of the Read Write Inc. programme, pupils participate in daily reading lessons built around high-quality texts from our Canon of Literature.

Lessons develop:

- Fluency
- Vocabulary
- Prediction
- Clarification
- Inference
- Questioning
- Summarising

Pupils engage with a wide range of fiction, non-fiction and poetry, including contemporary and classic texts. Daily shared reading and class novels further promote reading for pleasure, deepen vocabulary and expose pupils to rich language and storytelling.

Additional fluency support is provided where needed to ensure all pupils become confident and successful readers.

Impact

Pupils leave Maltby Manor as confident, fluent and enthusiastic readers who can access and understand a wide range of texts.

They demonstrate:

- Secure decoding and fluency skills.
- Strong vocabulary knowledge.
- Effective comprehension strategies.
- The ability to discuss, analyse and evaluate texts.
- A genuine enjoyment of reading.

By the end of Key Stage 2, pupils are equipped with the reading skills, knowledge and confidence needed for secondary education and lifelong learning.

English Writing

Writing Rationale

Our approach to writing is informed by educational research, including guidance from the Education Endowment Foundation (EEF), and is designed to develop fluent, confident and purposeful writers. Through explicit instruction, high-quality modelling and meaningful opportunities to write, pupils progressively develop the knowledge and skills needed to communicate effectively.

Intent

At Maltby Manor Academy, we aim to develop confident, articulate and creative writers who can write effectively for a range of audiences and purposes.

Our curriculum is carefully sequenced to ensure pupils progressively develop transcription, grammar, vocabulary, sentence construction and composition skills. Through meaningful writing opportunities linked to high-quality texts and wider curriculum learning, pupils learn to communicate their ideas with increasing accuracy, fluency and independence.

Implementation

Writing is taught through a structured and progressive approach from Year 1 to Year 6. High-quality texts provide the stimulus for learning and act as models for language, structure and authorial techniques.

Year 1 Foundations

In Year 1, teaching focuses on securing the fundamentals of writing, including:

- Accurate application of phonics.
- Letter formation and handwriting.
- Sentence construction.
- Basic punctuation.
- Oral rehearsal of ideas before writing.
- Sequencing sentences to create simple narratives and outcomes.

Explicit vocabulary teaching supports pupils in making increasingly effective language choices.

The Writing Process (Years 2-6)

Writing is delivered through a structured writing cycle:

1. Immerse

- Explore and analyse model texts.

- Identify key language and organisational features.

2. Teach

- Explicitly teach grammar, vocabulary and sentence structures within context.

3. Plan

- Organise ideas through discussion, rehearsal and planning frameworks.

4. Write

- Compose extended pieces using taught skills and techniques.

5. Edit and Improve

- Review and refine writing for accuracy, clarity and effect.

Consistency and Progression

A whole-school progression document ensures knowledge, vocabulary and writing skills build systematically from Year 1 to Year 6.

Regular moderation activities support:

- Consistent assessment.
- High expectations.
- Accurate judgements.
- Strong progression across phases.

Handwriting and Presentation

Handwriting and presentation are prioritised across the school. High expectations ensure pupils take pride in their work and present their learning clearly and effectively.

Vocabulary and Oracy

Rich vocabulary instruction is embedded throughout the curriculum. Pupils are explicitly taught ambitious vocabulary and are given regular opportunities to discuss, rehearse and refine ideas before writing.

Impact

Pupils make strong progress as writers and develop the knowledge, skills and confidence needed to communicate effectively.

Throughout the school, pupils demonstrate:

- Secure transcription and spelling skills.
- Accurate application of grammar and punctuation.
- Increasing writing stamina and independence.
- Effective vocabulary choices.
- A clear understanding of audience and purpose.

Through effective assessment and responsive teaching, all pupils, including those with SEND and disadvantaged pupils, are supported to achieve success.

By the end of Key Stage 2, pupils write fluently and accurately across a wide range of genres. They leave Maltby Manor as confident writers who are well prepared for the demands of secondary education and beyond.

Mathematics

Intent

At Maltby Manor Academy, we aim to develop confident and capable mathematicians who are fluent in the fundamentals of mathematics, reason mathematically and solve problems effectively. We want all pupils to develop a secure understanding of mathematical concepts and to recognise the value of mathematics in everyday life. Our curriculum is carefully sequenced to ensure knowledge and skills build progressively from EYFS to Year 6. Through a mastery approach, pupils develop deep conceptual understanding, mathematical fluency and the confidence to explain and justify their thinking using precise mathematical vocabulary.

Implementation

Mathematics is taught using the White Rose Maths framework, which provides a coherent and progressive sequence of learning aligned to the National Curriculum.

Early Years

In EYFS, children develop early mathematical understanding through practical exploration, investigation and play. Learning focuses on Number and Numerical Patterns, providing secure foundations for future mathematical learning.

Key Stages 1 and 2

From Year 1 to Year 6, teaching follows a mastery approach built around fluency, reasoning and problem-solving. Learning is carefully sequenced into small steps to develop secure understanding before moving on.

The concrete-pictorial-abstract (CPA) approach is used throughout the school, enabling pupils to develop conceptual understanding and make connections between mathematical ideas. Teachers use high-quality questioning, mathematical discussion and carefully chosen resources to deepen understanding and address misconceptions. Regular opportunities for retrieval, fluency practice and mathematical reasoning are embedded within lessons. Weekly Maths Meetings further strengthen number fluency, mental calculation strategies and times table recall.

Assessment is used responsively to identify gaps, inform teaching and ensure all pupils receive appropriate support and challenge.

Impact

Pupils develop secure mathematical knowledge and the confidence to apply their learning across a range of contexts. They demonstrate fluency in calculation, reason mathematically and solve problems with increasing accuracy and independence. Pupils are able to explain their thinking using mathematical vocabulary, select appropriate strategies and make connections between different areas of mathematics. Through regular assessment and responsive teaching, pupils make strong progress and are well prepared for the next stage of their mathematical education.

Science

Intent

At Maltby Manor Academy, we aim to inspire curiosity about the world through an ambitious and knowledge-rich science curriculum. We want pupils to develop secure scientific knowledge alongside the skills required to work scientifically, enabling them to question, investigate and make sense of the world around them.

Our curriculum develops understanding across biology, chemistry and physics while encouraging pupils to think critically, evaluate evidence and communicate scientific ideas confidently.

Implementation

Science is taught through a carefully sequenced curriculum that progressively develops both substantive knowledge and working scientifically skills from EYFS to Year 6.

Progression documents identify the knowledge, vocabulary and enquiry skills pupils are expected to develop at each stage, ensuring learning builds systematically over time.

Early Years

Science is introduced through the Understanding the World area of learning. Children explore, observe, question and investigate through first-hand experiences, outdoor learning and continuous provision opportunities, including Forest School.

Key Stages 1 and 2

Science is taught through enquiry-based units linked to key scientific concepts and questions. Lessons provide opportunities for pupils to investigate, observe, measure, record, interpret data and draw conclusions using evidence.

Teachers explicitly teach scientific vocabulary and use retrieval opportunities to strengthen long-term understanding. Practical investigations, discussion and questioning allow pupils to deepen their knowledge while developing confidence in scientific enquiry. Assessment is used throughout lessons to identify misconceptions and inform next steps in learning.

Impact

Pupils leave Maltby Manor with secure scientific knowledge and a strong understanding of scientific enquiry. They are able to ask scientific questions, carry out investigations, interpret evidence and communicate their findings using appropriate scientific vocabulary.

Pupils demonstrate curiosity, independence and critical thinking and can explain key concepts across biology, chemistry and physics. They are well prepared for secondary science and understand the importance of science in the wider world.

History

Intent

At Maltby Manor Academy, we aim to develop pupils' understanding of the past through an ambitious and knowledge-rich history curriculum. Through the study of local, national and global history, pupils develop a secure understanding of chronology, significant events, people and civilisations that have shaped the world today.

Our curriculum enables pupils to think and work as historians by asking questions, analysing evidence, considering different perspectives and reaching informed conclusions. As pupils progress through the school, they develop substantive historical knowledge alongside disciplinary knowledge, allowing them to understand how historians investigate and interpret the past.

Implementation

History is taught through a carefully sequenced curriculum that develops both historical knowledge and disciplinary skills from EYFS to Year 6.

Early Years

History begins within Understanding the World, where children explore their own lives, families and communities. They begin to understand the concepts of change over time, chronology and significant events through stories, discussion and first-hand experiences.

Key Stages 1 and 2

Pupils learn through enquiry-based units structured around key historical questions. Lessons encourage children to work as historians by investigating sources, analysing evidence, evaluating interpretations and communicating their findings.

Learning is sequenced to ensure pupils develop:

- Chronological understanding.
- Knowledge of significant people, events and civilisations.
- Understanding of cause and consequence.
- Historical interpretation and enquiry skills.
- Use of historical vocabulary.

In Key Stage 1, pupils study events beyond living memory, significant individuals and local history. In Key Stage 2, pupils deepen their understanding through broader studies of British and world history, making connections across different periods and civilisations. A spiral curriculum ensures key concepts and disciplinary skills are revisited and strengthened over time. Visits, visitors and local learning opportunities enrich pupils' understanding beyond the classroom.

Impact

Pupils leave Maltby Manor with a secure understanding of the past and how it has shaped the present. They can recall key historical knowledge, place events and civilisations within a chronological framework and make meaningful connections across periods of history.

Pupils think critically about evidence, consider different viewpoints and communicate their understanding using appropriate historical vocabulary. They leave primary school as knowledgeable, curious and reflective historians who are prepared for further historical study.

Geography

Intent

At Maltby Manor Academy, we aim to inspire curiosity and fascination about the world and its people through a progressive and knowledge-rich geography curriculum. We want pupils to develop a deep understanding of places, environments, people and the physical and human processes that shape our world.

Through the study of geography, pupils develop an appreciation of their local area while gaining knowledge of the wider world. Our curriculum equips children with the knowledge, skills and vocabulary needed to understand global issues and their role as informed, responsible citizens.

Implementation

Geography is taught through a carefully sequenced curriculum that develops geographical knowledge, fieldwork skills and geographical enquiry from EYFS to Year 6.

Early Years

Geography is introduced through Understanding the World, where children explore their immediate environment and begin to identify similarities and differences between places, people and communities.

Key Stages 1 and 2

The geography curriculum builds progressively, beginning with pupils' local environment before extending to the United Kingdom, Europe and the wider world.

Pupils develop:

- Locational knowledge.
- Place knowledge.
- Human and physical geography.
- Map and fieldwork skills.
- Geographical enquiry skills.

Lessons follow a consistent structure that incorporates retrieval, explicit vocabulary instruction, modelling and independent application of learning. Knowledge mats and progression documents support the systematic development of knowledge and vocabulary across all year groups.

Fieldwork is an integral part of the curriculum. Pupils progressively develop their observational, mapping and enquiry skills through first-hand investigations of the local area and beyond.

Educational visits, residential experiences and local studies further enrich learning and broaden pupils' understanding of the wider world, helping to develop cultural capital and real-world geographical understanding.

Impact

Pupils leave Maltby Manor with secure geographical knowledge and a strong understanding of the world around them. They can explain geographical processes, interpret maps, apply fieldwork skills and make connections between different places and environments.

Pupils use geographical vocabulary confidently and understand how physical and human processes shape communities across the world. They develop curiosity, respect and appreciation for diverse places, people and cultures and are well prepared for further geographical study and life in modern Britain.

Art and Design

Intent

At Maltby Manor Academy, we aim to inspire pupils to think, work and communicate like artists. Through a carefully sequenced curriculum, pupils develop creativity, technical skill and critical thinking while gaining an appreciation of a diverse range of artists, styles and cultures.

Our curriculum is organised around six disciplines: Drawing, Painting, Printmaking, Textiles, 3D and Collage. Knowledge and skills are revisited and developed progressively, enabling pupils to refine techniques, build artistic knowledge and express their ideas confidently. Through high-quality artistic experiences, pupils learn to explore, experiment, evaluate and create, developing a lifelong appreciation of art and creativity.

Implementation

Art is taught through our **Working Artistically** approach, which encourages pupils to explore, create, evaluate and reflect on their work.

Early Years

Children explore colour, texture, pattern and materials through practical, sensory experiences. These opportunities develop creativity, fine motor control and early artistic vocabulary.

Key Stages 1 and 2

Pupils study the six key disciplines of:

- Drawing
- Painting
- Printmaking
- Textiles
- 3D
- Collage

Learning is carefully sequenced to ensure pupils revisit and build upon prior knowledge and skills. Throughout each unit, pupils:

- Develop technical artistic skills.
- Explore and experiment with materials and techniques.
- Study significant artists, movements and cultures.
- Use subject-specific vocabulary to discuss and evaluate artwork.
- Reflect on and refine their own creative outcomes.

A spiral curriculum ensures knowledge and skills are progressively developed from EYFS to Year 6.

Impact

Pupils leave Maltby Manor as confident and reflective artists who can apply a range of techniques across different artistic disciplines.

They demonstrate:

- Secure knowledge of artistic techniques and processes.
- Creativity and confidence in expressing ideas visually.
- An understanding of significant artists and artistic traditions.

- The ability to analyse, evaluate and discuss artwork using subject-specific vocabulary.

By the end of Key Stage 2, pupils have developed the knowledge, skills and confidence to continue their artistic journey and engage with art beyond the classroom

Design and Technology

Intent

At Maltby Manor Academy, we aim to develop creative, innovative and resourceful designers who can solve real-world problems through design and technology. Through our **Working as a Designer** approach, pupils develop the knowledge, skills and understanding needed to design, make, evaluate and improve products for a range of purposes.

Our curriculum enables pupils to apply creativity, critical thinking and practical skills while developing an understanding of how design and technology influences everyday life.

Implementation

Design and Technology is taught through a structured process that enables pupils to work as designers through four key stages:

Design

Pupils investigate needs, explore existing products and generate ideas to solve problems.

Make

Pupils select appropriate materials, tools and techniques to create their products safely and effectively.

Evaluate

Pupils test, evaluate and refine their work, considering purpose, functionality and user needs.

Apply

Pupils apply prior learning and technical knowledge to new situations and design challenges.

The curriculum is carefully sequenced and revisits key areas throughout the primary years:

- Cooking and Nutrition
- Mechanisms
- Structures
- Textiles
- Electrical Systems (KS2)
- Digital World (KS2)

Pupils are encouraged to collaborate, problem solve and apply learning from mathematics, science and computing to meaningful design challenges.

Impact

Pupils leave Maltby Manor as confident and capable designers who can apply their knowledge and skills to solve problems creatively and effectively.

They demonstrate:

- Secure understanding of the design process.
- Competence in selecting and using materials, tools and techniques.
- Creativity, resilience and problem-solving skills.
- The ability to evaluate and improve products using informed judgement.

- An understanding of how design and technology impacts everyday life.

By the end of Key Stage 2, pupils can confidently design, make, evaluate and apply their learning across a range of contexts and are well prepared for further study in Design and Technology.

Computing

Intent

At Maltby Manor Academy, we aim to develop confident, responsible and creative users of technology. Through a carefully sequenced computing curriculum, pupils develop the knowledge and skills needed to understand and thrive in an increasingly digital world. Our curriculum is built around the three strands of computing: computer science, information technology and digital literacy. Pupils learn how digital systems work, create and debug programs, use technology purposefully and understand how to stay safe online. We want all pupils to become responsible digital citizens who can use technology safely, creatively and effectively throughout their lives.

Implementation

Computing is taught through the Oak National Academy Computing curriculum, which provides a clear progression of knowledge and skills from EYFS to Year 6.

Early Years

Technology is introduced through exploration, play and practical experiences. Children begin to recognise technology in everyday life and develop the foundations for future computing learning.

Key Stages 1 and 2

Pupils build knowledge progressively across:

- Computer Science
- Information Technology
- Digital Literacy

Learning is carefully sequenced to develop understanding of:

- Programming and algorithms
- Digital media creation
- Data and information
- Computer systems and networks
- Online safety

Lessons incorporate retrieval practice, explicit teaching, modelling and practical application to strengthen understanding and support long-term retention. Pupils apply their computing skills across the wider curriculum through research, communication, creativity and problem-solving.

As pupils progress through the school, they move from creating simple algorithms and digital content to developing increasingly complex programs, understanding networks and applying computational thinking to solve problems.

Impact

Pupils leave Maltby Manor as confident and responsible digital citizens who understand how technology is used within the modern world.

They demonstrate:

- Secure understanding of key computing concepts.
- Confidence in programming and problem-solving.
- Effective use of technology for a range of purposes.
- Safe and responsible online behaviours.
- The ability to explain their learning using appropriate computing vocabulary.

By the end of Key Stage 2, pupils are well prepared for the next stage of education and equipped with the digital skills required for life in an increasingly technological society.

Music

Intent

At Maltby Manor Academy, we believe music is a powerful form of expression that enriches learning, develops creativity and strengthens our school community. We aim to foster a lifelong love of music by providing pupils with opportunities to perform, compose, listen and evaluate across a broad range of musical styles and traditions.

Through our progressive music curriculum, pupils develop the knowledge, skills and confidence needed to become successful performers, composers and listeners while gaining an appreciation of music from different cultures, periods and genres.

Implementation

Music is taught through the Kapow Primary Music curriculum, providing a carefully sequenced progression of knowledge and skills from EYFS to Year 6.

Early Years

Children explore sounds, rhythm, movement and singing through practical and engaging musical experiences. These early opportunities lay the foundations for future musical learning.

Key Stages 1 and 2

Music is taught weekly through five key strands:

- Listening and Evaluating
- Creating Sound
- Notation
- Improvising and Composing
- Performing

Pupils develop their knowledge and skills through singing, playing tuned and untuned instruments, composing and performing. They learn about the interrelated dimensions of music, including pitch, duration, tempo, timbre, texture, structure and dynamics, applying this understanding within their own musical work.

The curriculum follows a spiral approach, enabling pupils to revisit and deepen knowledge and skills over time. Pupils also explore significant musicians, musical traditions and historical contexts, developing a broad understanding of music across cultures and periods.

Music is enriched through a range of wider opportunities, including choir, school productions, concerts and community performances.

Impact

Pupils leave Maltby Manor as confident musicians who can perform, compose and evaluate music with increasing accuracy, creativity and confidence.

They demonstrate:

- Strong musical knowledge and vocabulary.
- Confidence in singing and performance.
- An understanding of notation and musical structure.
- Creativity in improvisation and composition.

- Appreciation and respect for a wide range of musical traditions and genres.
- By the end of Key Stage 2, pupils can communicate their musical understanding confidently and are well prepared to continue their musical journey in secondary education and beyond.

Languages (Spanish)

Intent

At Maltby Manor Academy, we aim to develop confident and enthusiastic language learners who appreciate the value of learning other languages and cultures. Through the study of Spanish, pupils develop communication skills, cultural awareness and curiosity about the wider world.

Our curriculum provides a progressive journey from Year 3 to Year 6, enabling pupils to build knowledge and confidence in listening, speaking, reading and writing. We aim to equip pupils with the foundations for future language learning and to develop respectful, informed global citizens.

Implementation

Early Years and Key Stage 1

Children begin developing cultural awareness through stories, celebrations and experiences that introduce them to different countries, languages and traditions.

Key Stage 2

Spanish is taught weekly using the Language Angels programme, which provides a carefully sequenced progression of knowledge and skills.

Pupils develop their ability to:

- Listen and respond to spoken Spanish.
- Speak with increasing confidence and accuracy.
- Read and understand written language.
- Write for a variety of purposes.

Learning is supported through songs, games, role play, conversation and cultural experiences. Vocabulary and grammar are revisited regularly to strengthen retention and support progression.

Impact

Pupils leave Maltby Manor with a secure foundation in Spanish and a positive attitude towards language learning.

They demonstrate:

- Confidence in listening, speaking, reading and writing.
- Growing understanding of Spanish vocabulary and grammar.
- Awareness and appreciation of other cultures.
- Curiosity about the wider world and different ways of life.

By the end of Key Stage 2, pupils are well prepared for further language study and can engage positively with an increasingly diverse and interconnected world.

Physical Education

Intent

At Maltby Manor Academy, we aim to develop physically confident, active and healthy pupils who understand the importance of leading an active lifestyle. Through high-quality physical education, competitive sport and enrichment opportunities, pupils develop physical competence, teamwork, resilience and self-confidence.

We want every child to experience success, enjoy participation in physical activity and develop the knowledge, skills and attitudes needed to remain active throughout their lives.

Implementation

Physical Education is delivered through a broad and balanced curriculum that includes:

- Invasion Games
- Striking and Fielding
- Gymnastics
- Dance
- Fitness
- Swimming
- Outdoor and Adventurous Activities
-

Pupils participate in two high-quality PE lessons each week. Learning is carefully sequenced to ensure skills build progressively over time.

Children benefit from:

- Specialist coaching through MA Sports.
- Competitive sporting opportunities.
- Extra-curricular clubs and events.
- Leadership opportunities through Sports Leaders.
- Residential visits and outdoor learning experiences.
- Swimming and water safety provision.

In EYFS, physical development is prioritised through activities that develop both gross and fine motor skills.

Impact

Pupils leave Maltby Manor with the knowledge, skills and confidence to lead healthy and active lives.

They demonstrate:

- Competence across a range of physical activities.
- Good levels of physical fitness and coordination.
- Leadership, teamwork and communication skills.
- Resilience, determination and sportsmanship.
- Understanding of healthy lifestyles and wellbeing.

By the end of Key Stage 2, pupils are physically literate, confident participants in sport and physical activity, and well prepared for the next stage of their education.

PSHE and RSE

Intent

At Maltby Manor Academy, we aim to equip pupils with the knowledge, skills and understanding needed to lead safe, healthy and successful lives.

Through our PSHE and RSE curriculum, pupils develop confidence, resilience, self-awareness and respect for others.

Our curriculum prepares children for life in modern Britain by promoting positive relationships, personal wellbeing, diversity, safeguarding and responsible citizenship.

Implementation

PSHE and RSE are taught through the Kapow Primary curriculum, providing a progressive programme of learning from EYFS to Year 6.

Pupils explore themes including:

- Relationships
- Health and Wellbeing
- Safety and Safeguarding
- Online Safety
- Living in the Wider World
- Financial Education

Learning is enhanced through discussion, reflection, role play and real-life scenarios. Key concepts are revisited regularly, enabling pupils to build knowledge and understanding over time.

Lessons are delivered in an inclusive and age-appropriate manner, ensuring all pupils can access an ambitious curriculum.

Impact

Pupils develop the knowledge and confidence needed to make informed and responsible choices.

They demonstrate:

- Positive relationship skills.
- Understanding of physical and mental wellbeing.
- Awareness of personal safety and safeguarding.
- Respect for diversity and difference.
- Confidence in seeking help and support when needed.

By the end of primary school, pupils are well prepared for the opportunities, responsibilities and challenges of life beyond Maltby Manor.

Religious Education

Intent

At Maltby Manor Academy, Religious Education develops respectful, reflective and informed pupils who are able to understand and engage with a diverse range of religious and non-religious worldviews.

Through the study of religion and worldviews, pupils explore questions of meaning, purpose, identity and belief while developing respect for different perspectives and ways of life.

Implementation

Religious Education is taught through the Kapow Religion and Worldviews curriculum alongside the Rotherham Agreed Syllabus.

Learning is carefully sequenced and develops three key areas:

- Understanding religions and worldviews.
- Expressing ideas and insights.
- Enquiry, investigation and evaluation.

Early Years

Children begin exploring their own experiences, families, celebrations and communities through stories, discussion and play.

Key Stages 1 and 2

Pupils progressively develop knowledge of Christianity alongside other major world religions and worldviews. Learning is structured around enquiry questions that promote discussion, critical thinking and reflection.

Pupils develop:

- Substantive knowledge of beliefs and practices.
- Disciplinary knowledge through investigation and enquiry.
- Personal knowledge through reflection on values and experiences.

Vocabulary, retrieval practice and discussion support long-term understanding.

Impact

Pupils leave Maltby Manor as religiously literate, respectful and reflective individuals.

They demonstrate:

- Secure understanding of religions and worldviews.

- Appropriate use of religious and philosophical vocabulary.
- Ability to compare beliefs, practices and traditions.
- Respect for differing viewpoints and experiences.
- Confidence in discussing questions of meaning, purpose and belief.

By the end of Key Stage 2, pupils are well prepared to live and thrive in a diverse society and engage positively with the beliefs, cultures and communities around them.