

Curriculum Intent Statement

2022-23



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Curriculum Statement 2022

Curriculum Intent

Every child is an individual with a unique potential for learning. Our curriculum is designed to be creative and offer vibrant learning experiences that are tailored to meet the needs of each individual child. We aim for each child's experience at Maltby Manor to be memorable, engaging and inspiring as well as develop a love of learning; enabling each child to participate fully in society as a responsible, self-confident citizen.

We believe that to be effective, a curriculum needs to be based on the acquisition of knowledge; substantive and procedural, progressively building on acquired knowledge so that it can be applied in different contexts and subjects. We believe by having an emphasis on cross curricular teaching, it makes the curriculum relevant and meaningful.

Curriculum Aims

At Maltby Manor Academy, we design a curriculum which is:

- *Unique*: We recognise that not only is each child an individual but also each class and each member of staff have unique interests, skills and talents. Our curriculum is designed flexibly to meet the needs of these groups.
- *Engaging*: Our aim is that children enjoy learning and embrace challenge: this high level of engagement leads to progress.
- *Enriching*: Our aim is that the curriculum is enriched in a variety of ways: trips; visitors; real world contexts; innovative, stimulating and inspiring experiences; cross-curricular links; purposeful use of the environment; pupil and staff collaboration.
- *Rights-Respecting*: All decisions are made in the best interests of the child and are framed by the UNCRC (United Nations Convention on the Rights of the Child).

Curriculum Implementation

Large parts of the curriculum at Maltby Manor are based on core texts. The rationale behind this is to immerse the children in a range of high-quality books, making links to various areas of the curriculum. The objectives we use are taken from the Early Years Foundation Stage Strategy and the National Curriculum and we also study the locally agreed syllabus for Religious Education. To ensure age-appropriate progression of knowledge, we have carefully selected the sequence of when, what and how knowledge is taught.

Each Learning Journey begins with an 'Inquiry Question', designed to engage children and frame the learning around concepts. Initial reflection on this question supports formative assessment of pupils' starting points and encourages pupil voice, enabling the focus of the learning to be relevant to the specific cohort. During the Learning Journey, a range of objectives across the curriculum are addressed, supported by the strong subject knowledge of staff. The context of the learning enables children to build on knowledge and secure a deep understanding of concepts. Whole school curriculum planning ensures a layering of knowledge so that all children can make progress. The length of each Learning Journey varies depending on the identified learning and outcomes.




Whole School Curriculum Overview

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------|--|---|--|---|--|--|
| Nursery | Who am I? | Why do things taste differently? | What is the best way to travel? | How do things grow? | What is it like on a farm? | Who lives in the woods? |
| | Heads shoulders knees and toes Pumpkin Soup Elmer | 5 currant buns Hot cross buns Muffin man Gingerbread Man | Wheels on the Bus Row Row Row your Boat 5 Little men on a flying saucer You Can't take an Elephant on the Bus | The Tiny Seed The Very Hungry Caterpillar Chick chick Chicken Mary, Mary quite contrary | Old Macdonald had a farm Baa baa black sheep Farmer Duck | Goldilocks Little Red Riding Hood 3 Little pigs |
| | Friendship Pride | Passion Tradition | Diversity Choice | Care Change | Beauty Identity | Fear Consequences |
| | PSED/ UTW | UTW | UTW | UTW | UTW | UTW |
| Reception | Who am I? | What does it mean to be kind? | What can you see at sea? | Who can help us? | Who lives in the garden? | Where is the best place to live? |
| | Red Rockets and Rainbow Jelly Owl Babies Non-Fiction owl texts | Little Red Hen Jack and the Beanstalk The First Christmas | On a Pirate Ship Non-Fiction sea creature texts | Officer George Non-Fiction police texts | Bad Tempered Ladybird Non-Fiction minibeast texts | Walking through the Jungle The Tiger who came to Tea Non- Fiction Trip recount |
| | Belonging Happiness Friendship | Fairness Forgiveness Poverty | Peace Responsibility, Conflict | Community Power Truth | Beauty Fear Care | Change Freedom Loyalty |
| | Art History | DT Music | Art DT | DT Science | Art Science | Art Geography |
| Year 1 | How can we make a Difference? | How do our dreams change our actions? | Why is friendship important? | Do we all belong? | Why is it important to tell the truth? | |
| | Three Little Pigs The Way Back home | Lost and Found TBC | Whatever Next TBC | The Bear and the piano TBC | Poetry Non-Fiction Diary extracts TBC | |
| | Trust, Resilience, Choice | Care, Dreams, Change | Responsibility, Identity, Fear, Strength | Belonging, Community, Friendship, Identity. | Judgement, Forgiveness, Strength | |
| | Science Geography | History | History DT | Science Geography | History | Geography |
| Year 2 | What does it mean to be brave? | Does everyone have a voice? | Do our actions have consequences? | | How does it feel to be free? | |
| | The Lion Inside Tyrannosaurus Drip | The Queen's Hat The Queen's Handbag | George's Marvellous Medicine TBC | TBC | TBC | TBC |
| | Fear Strength Resilience | Tradition Power Fairness, Democracy | Choice Creativity Conflict Consequences | | Freedom Community Beauty Care | |
| | Science History | Science History | Geography | Art History | Science | Geography |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|---|--|--|---|--|--|
| Year 3 | How have we been influenced over time? | | How does it feel to be part of a community? | | Have ancient traditions affected how we live today? | |
| | Stone Age Boy The First Drawing Boy The Wild Way Home | The Iron Man TBC | TBC | TBC | The Egyptian Cinderella British Museum: Mummies Unwrapped The Story of Tutankhamun TBC | |
| | Influence Strength Freedom Sacrifice | Free-will Common good, Conflict Fear | Beauty Beliefs Tradition Wealth Consequences | | Oppression Identity community fairness | Poverty Care Well-being Change, Consequences |
| | History Science | DT History | Geography Science | Geography Science | History Art | History DT |
| Year 4 | Why is the Earth so angry? | How can we turn the tide on pollution? | What is the legacy of Ancient Greece? | Where did the Greek legacy begin? | Where is Europe is Italy? | What made the Roman army so successful? |
| | Hurricane child – Kacen Callender | Why the Whales came – Michael Morpurgo | Who let the gods out? – Maz Evans | | Roman Diary: The Journal of Iliona | |
| | Community Well-Being Strength | Conservation Care Consequences Media | Democracy Equality Class Loyalty | Rights Change Freedom | Belonging Culture | Class Conflict Value |
| | Geography Science | Geography Science | History DT | Geography Art | History DT | Geography Science |
| Year 5 | Why was Britain an appealing place to settle? | Were the Vikings always vicious and victorious? | Is there anyone out there? | What did the Victorians do for us? | TBC | TBC |
| | Beowulf – Michael Morpurgo | Odd and the Frost Giants – Neil Gaiman | George's Key to the secret Universe- Christophe Galfard, Lucy Hawking, and Stephen Hawking | Street Child – Berlie Doherty Cogheart | Holes – Louise Sacher | |
| | Community Migration Loyalty Perseverance | Strength Tradition Exploration Conflict | Power Change Influence Wealth | Pioneering Ambition Hope Exploration | Teamwork Innovation Creativity Passion | Teamwork Innovation Creativity Passion |
| | Geography History | History | Science Art | History DT | Science | Science DT |
| Year 6 | Does every action have a consequence? | | Is change within our control? | | Am I in charge of my own destiny? | |
| | The Explorer- Katherine Rundell | Private Peaceful – Michael Morpurgo | Letters from a Lighthouse- Emma Carroll | | TBC | Malamander – Thomas Taylor |
| | Belonging Diversity | Consequences Freedom | Consequences Freedom | | Change Care | Tradition Sacrifice |

| | | | | | | |
|--|---------------|------------------------|------------------------|----------------|--|--------------------|
| | Individuality | Conflict Oppression | Conflict Oppression | | Ambition Resilience Sustainability | Value |
| | Geography | History Science | History | History Art | Geography DT | History Science |

Core Learning Characteristics

| Maltby Manor Academy – Core Learning Characteristics Our Curriculum is underpinned by and addresses the three core learning characteristics that have been identified as essential for our children to ensure that they are effective learners who aspire to reach their full potential. | | |
|--|--|--|
| Independent Learner <i>Definition: self-motivated problem solver</i> | Confident Communicator <i>Definition: emotionally mature with a depth of language learning that enables them to share ideas effectively, including in collaborative contexts.</i> | Global Citizen <i>Definition: respects the rights of others and is proactive in helping to make the world a better place to live in.</i> |
|  <p style="text-align: right;"><u>We are...</u></p> <p style="text-align: center;">INDEPENDENT LEARNERS</p> |  <p style="text-align: right;"><u>We are...</u></p> <p style="text-align: center;">CONFIDENT COMMUNICATORS</p> |  <p style="text-align: right;"><u>We are...</u></p> <p style="text-align: center;">GLOBAL CITIZENS</p> |
| <p>Resilient Persevere; manage risks in order to master new skills, knowledge and concepts. Resist peer pressure by making independent informed decisions</p> | <p>Resourceful Participate in discussion, dialogue and debate – active listening together with explaining, describing and questioning, valuing their own and others' contributions.</p> | <p>Integrity Understand issues affecting themselves, the global community and the environment.</p> |
| <p>Inquisitive Ask questions and identify problems that need to be solved</p> | <p>Creative Express and present ideas in an endless and variety of ways.</p> | <p>Responsible Look after themselves, the global community and the environment</p> |
| <p>Curious Identify misconceptions; assess progress; recognise misconceptions; evaluate experiences; identify next steps.</p> | <p>Collaborative Recognise emotions and motivations of self and others</p> | <p>Purposeful Seek to improve themselves, their community and the environment, making choices informed by the framework of human rights.</p> |

Every Learning Journey is underpinned by and addresses the three core learning characteristics that have been identified as essential for our children.

Core Curriculum

Within each Learning Journey, we believe that the core knowledge of English and Maths should be secured and should be underpinned by concepts.

English

The children read high quality and challenging texts by a range of well-known children's authors. Children develop grammar, which feeds into their writing. A range of genres are taught, which are

supplemented by unseen extracts. These could be full novels, short stories, picture books, non-fiction texts or poetry. Children read the texts on a daily basis and clarify vocabulary, explore characters, make inferences and deduce details through discussion, role play and other activities. The study of these books then develops into writing in a variety of different styles.

Phonics

Phonics is taught daily using the Read, Write Inc Strategy. Children start developing their knowledge in a very practical way in Nursery before being taught more formally in Reception and Year 1. It is continued into Years 2 to 6 for children who have not passed the Year 1 Phonics Screen and need more support.

Maths

At Maltby Manor Academy we encourage children to become fluent in the fundamentals of Maths, reason mathematically and solve problems. We teach Maths in Foundation Stage as part of the Foundation Stage curriculum and we give children the opportunities to develop their understanding of number, measurement, pattern, shape and space, through varied learning opportunities.

Maths teaching concentrates on securing basic skills and developing conceptual fluency supported through the use of White Rose Maths planning. We focus on a mastery approach which means that children work through the concrete, pictorial and abstract cycle to secure each new concept.

We believe that children must secure the basic skills in maths before they leave our school. This consists of number fluency, number bonds, times tables and mental calculations. All children in Years 1-6 take part in daily 'Maths Agility' lessons which provide the opportunity to learn, practise and apply these skills.

Early Years Foundation Stage

EYFS Curriculum Intent

At Maltby Manor Academy the Early Years Foundation Stage curriculum is designed to recognise children's prior learning; provide first-hand exceptional learning experiences; allow the children to develop interpersonal skills; build resilience; and become creative, critical thinkers.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that childhood should be happy, investigative and inquiry based where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

EYFS Curriculum Implementation

Children in our Early Years Phase (Nursery and Reception) follow the Early Years Foundation Stage Curriculum. The EYFS 2021 Curriculum has seven areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical development
- Literacy (Reading and Writing)
- Mathematics
- Understanding the world
- Expressive Arts and Design

A practical, playful approach to learning, based on the needs and interests of our children, is delivered mainly through Learning Journey based planning. We teach children individually, in small groups, in class bases and in whole cohorts. Through a combination of teacher-led and continuous provision opportunities, learning is planned to encourage children to develop their skills independently through exploration, challenge and quality interactions.

The Characteristics of Effective Learning are at the heart of the Early Years Curriculum and explore the different ways in which children learn. They highlight the importance of playing and learning, active learning and thinking critically. All the learning experiences that we plan for the children promote positive attitudes to learning and school-life which reflect the academy's curriculum core values and skills needed for future success.

Our learning environments, both inside and outside, are stimulating and exciting, and relevant to the needs and age/stage of our children. Carefully selected resources promote a purposeful and calm atmosphere conducive to learning, whilst easily accessible resources develop children's ability to access the curriculum independently. Community involvement is an essential part of our curriculum as we celebrate local traditions and acquire new and meaningful skills to enable the children to learn the foundations of being a global citizen.

EYFS Curriculum Impact

Children achieving a 'Good Level of Development' is consistently above national expectations and all children fulfil their learning potential. Children transition seamlessly into Key Stage 1 with their

learning behaviours well established and a hunger for further learning developed. The children leave the EYFS with a clear sense of belonging to Maltby Manor and a tightly knit community, where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

English Reading Statement

Intent

We value reading as a fundamental life skill and are dedicated to enabling our children to become lifelong readers. We have an ambition that all children will independently read fluently by the end of Key Stage 1 as we believe that reading is the key to overall academic success. We strive to promote a reading culture within the academy, so we have therefore reading areas that are of high quality to further enhance reading for pleasure. Reading is the backbone of our curriculum, immersing children in high-quality daily reading experiences.

Reading Aims:

- To provide a language rich environment through oracy that promotes a culture of reading and writing;
- To develop in pupils a love of reading and promote high-quality literature that will not only support their learning across the curriculum, but also extend beyond the classroom environment and enrich their lives;
- To teach reading skills throughout the academy that continually develop children's understanding and enjoyment of texts;
- To foster in pupils an interest in words and their meanings and to develop a growing vocabulary.

Our priority is both the teaching of reading skills and the enjoyment of literature, enabling children to become lifelong, confident readers. Children begin to read initially through the teaching of phonics. As children build some fluency, comprehension skills become more of a focus area and we concentrate on skills such as predicting, clarifying, inferring, analysing language and summarising. We believe that high-quality literature is key to motivating children to read and instilling in children a love of reading. This is why we use a wide range of high-quality literature in every class throughout the year.

Implementation

The Teaching of Phonics

Children are taught systematic phonics in EYFS and Key Stage 1 using the Read Write Inc. phonics scheme. Children are initially taught the initial sounds in groups. When they have learned these, they learn to blend the set 1 sounds to read CVC words. As children become more confident, they learn set 2/3 sounds and then eventually move onto reading digraphs, trigraphs and tricky graphemes.

To inspire early reading, initially children take home picture books to share with their adults, encouraging them to retell the story through the pictures. As they learn the sounds, they start to read books with words, which are matched precisely to their reading level. At this stage, they follow the teaching sequence from Read, Write Inc. Children take home a copy of the Read Write Inc book that they have been reading in class and a RWInc 'book bag book'. These books are tailored to the specific reading age. Pupils are expected to use phonics as the strategy for decoding unknown words. Additionally, in school, children work on answering questions about the focus class text and clarify meaning and understanding of new vocabulary.

The Teaching of Reading

All children from Year 2, including those who take part in Read Write Inc have a daily class reading lesson which focuses on five key reading skills. These are predicting, clarifying, reading, questioning and summarising.

Teachers choose their class reading text using the Lexile comparison chart. This enables teachers to plan age related and challenging reading opportunities. High quality literature is used for these lessons including novels, picture books, non-fiction texts and poetry. All children study a focus text, reading sections each day embedding reading skills using techniques such as echo and choral reading. Children who are not yet fluent, access a daily fluency group to improve and secure their reading ability in addition to the class read. High quality extracts are used to expose children to a wider range of literature including a range of modern and classic authors. Challenging extracts and complex pieces of texts are used to develop vocabulary, knowledge of literature and genres.

In Reception and Year 1, children read picture books and use similar skills but at a more age-appropriate level. Teachers plan high quality book talk daily for the children linking to the 'Confident Communicator' core learning characteristic. Sentence stems, discussion guidelines and oracy strategies are utilised to promote meaningful talk and impact positively on outcomes.



Whole School Reading Progression

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------|---|---|--|--|--|--|
| Nursery | Elmer Heads, Shoulders Knees and Toes Pumpkin Soup | 5 currant buns Hot cross buns Muffin man The Gingerbread Man | Wheels on the Bus Row Row Row your Boat 5 Little men on a flying saucer You Can't take an Elephant on the Bus | The Tiny Seed/The Very Hungry Caterpillar Chick chick chicken Mary, Mary quite contrary | Old Macdonald had a farm Baa baa black sheep -Farmer Duck | Goldilocks Little Red riding hood 3 Little pigs |
| Reception | Red Rockets and Rainbow Jelly Owl Babies Non-Fiction owl texts | Little Red Hen Jack and the Beanstalk The First Christmas | On a pirate ship Non- Fiction sea creature texts | Officer George Non- Fiction police texts | Bad tempered ladybird Non-Fiction minibeast texts | Walking through the Jungle The tiger who came to tea Non- Fiction Trip recount |
| Year 1 | Three Little Pigs | Lost and Found | Whatever Next | The Bear and The Piano | | Poetry Non-Fiction Diary extracts TBC |
| Year 2 | The Lion Inside Tyrannosaurus Drip | The Queen's Handbag The Queen's Hat | George's Marvellous Medicine TBC | TBC | TBC | TBC |
| Year 3 | Stone Age Boy The First Drawing Boy | The Iron Man TBC | TBC | TBC | The Egyptian Cinderella British Museum: Mummies Unwrapped The Story of Tutankhamun TBC | |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|-----------------------------------|--|--|--|------------------------------------|--------------------------------------|
| | The Wild Way Home | | | | | |
| Year 4 | Hurricane child – Kacen Callender | Why the Whales came – Michael Morpurgo | Who let the gods out? – Maz Evans | | Roman Diary: The Journal of Iliona | Thieves of Ostia – Caroline Lawrence |
| Year 5 | Beowulf – Michael Morpurgo | Odd and the Frost Giants – Neil Gaiman | George's Key to the secret Universe- Christophe Galfard, Lucy Hawking, and Stephen Hawking | Street Child – Berlie Doherty Cogheart | Holes – Louise Sacher | |
| Year 6 | The Explorer- Katherine Rundell | Private Peaceful – Michael Morpurgo | Letters from a Lighthouse- Emma Carroll | | TBC | Malamander – Thomas Taylor |

Impact

Through the teaching of systematic phonics, our aim is for children to be fluent and confident readers by the end of Key Stage 1. In Key Stage 2, the focus moves onto fluency, inference and comprehension. Attainment in reading is measured using the statutory assessments at the end of EYFS and the end of KS1 and KS2. The results are compared nationally and are shared and celebrated with the Governors and wider stakeholders.

EYFS follow the Read, Write Inc assessments and measure the impact against Early Learning Goal in reading at the end of the Reception year. In Year 1 attainment is measured by the Phonics Screening Check and National Curriculum. In Year 2 attainment is measured as part of the statutory testing of the KS1 SATs. In Years 3-5 NGRT tests are completed termly and attainment is tracked using the scaled scores as well as reading age. In Y6 attainment is measured as part of the statutory testing of the KS2 SATs. Pupil progress meetings are termly, where class teachers report on individual progress and personalised interventions needed to support and target outcomes and inform next steps.

At Maltby Manor Academy, reading is at the heart of the curriculum, and the impact of our reading curriculum goes beyond the assessment data. We immerse our children in reading opportunities throughout the curriculum and provide meaningful experiences to promote a love of reading such as our annual 'Manor Book Festival;' where we invite key authors to celebrate our reading culture. The high-quality learning environment impacts positively on the children's engagement in reading and promotes reading at every opportunity, with a particular whole school focus being on the Key Stage 2 corridor and library areas exposing children to a wide range of reading materials and opportunities.

Following the implementation of the 'Opening Doors' strategies, all children are accessing high quality and challenging unseen each week, exposing them to a wide range of vocabulary and literature. This approach is still in its infancy, and we will continue to embed these strategies as the year progresses.

Reading diaries are sent home to engage parents in our reading culture and encourage children to read beyond the classroom. Regular 'Stay and read sessions' and opportunities to promote reading are organised throughout the year where parents and children engage positively such as the Pyjamarama Party on World Book Day.

English Writing Statement

Intent

At Maltby Manor Academy, we believe that literacy and communication are key life skills. Through the English curriculum, we will help children to develop the skills and knowledge that will enable them to communicate effectively through spoken and written language and give them the skills to become lifelong learners.

Writing Aims:

- To provide a language rich environment through oracy that promotes a culture of writing;
- To teach children the art of writing in order to develop the confidence and skills to write well for a range of purposes and audiences;
- To teach children to understand and use the basic skills – spelling, grammar, handwriting and punctuation – so that they have the necessary tools for learning;
- To foster in pupils an interest in words and their meanings and to develop a growing vocabulary;
- To develop in children the confidence, desire and ability to express their views and opinions both orally and in writing;
- To produce effective, well presented written work;
- To provide a language rich environment through oracy that promotes a culture of reading and writing;
- To develop in pupils a love of writing and promote high-quality literature that will not only support their learning across the curriculum, but also extend beyond the classroom environment and enrich their lives;
- To teach writing skills throughout the school that continually develop children's understanding and enjoyment of texts;
- To foster in pupils an interest in words and their meanings and to develop a growing vocabulary.

We believe that writing is supported by instilling a love for reading within our pupils. We value the importance of reading to supplement writing, providing a purpose and a context to writing. We believe that pupils who are provided with a meaningful purpose for writing demonstrate flair and effective writing composition, leading to high quality outcomes. Every half term, the English curriculum is taught by studying a high-quality text and high quality extracts where writing opportunities are derived from this. Each week, the children are taught to develop an understanding of the texts through reading comprehension - exploring the key themes, events and plot of the texts being studied. From this element of the curriculum, pupils are taught grammar from the National Curriculum which corresponds to the genres being written as part of the writing process. Children are then supported in how to apply the grammatical content taught in identifying features of a high-quality modelled text, before progressing to plan, write and re-draft a written piece which is fit for purpose and audience. High quality oracy opportunities are planned for linking to our core learning characteristics.

Implementation

Poetry basket has been implemented in Nursery where children learn nursery rhymes through actions and repetition. These nursery rhymes are then sent home for the children to further practice and rehearse / perform at home. Early Years Foundation Stage also utilises 'Helicopter Stories' to promote story writing; leading into the 'Talk for Writing' approach as the children's writing

competencies develop. Children in EYFS also benefit from a mixture of adult initiated learning; where they are taught explicit skills in writing and child-initiated learning where they can explore and apply these ideas further in the provision.

Year 1 also utilise the 'Talk for Writing' approach; using picture books as a stimulus for discussion and where the children learn a model text and then innovate it by using their own ideas.

From Year 2 to Year 6, the children use a combination of high-quality novels, picture books, poetry, non-fiction texts, extracts and exceptional experiences as a stimulus for their writing. Using these texts, the children learn how to use punctuation and grammatical structures in the appropriate context.

As handwriting has continued to be an area of focus, we have invested in high quality writing books with handwriting lines printed onto the pages to improve the formation and presentation of writing. These books are differentiated based on the age of the children.

Impact

Teachers plan high quality writing opportunities based on their learning journey stimulus or Novel Study text. Teachers use their logbook planning and formative assessment tools to accurately assess and adapt teaching when needed. This enables teachers to plan in the moment, identify any gaps in children's learning, accelerate progress and keep writing ideas fresh and meaningful for the children. High quality writing books have been purchased to promote handwriting in all year groups.

Children are taught new skills weekly which are then evident and included within their independent writing. Teachers plan for a wide range of genres and audience purposes and children enjoy publishing and celebrating both the process and final outcome of their written piece. Children's writing is valued on displays around the academy and often a prominent feature of our 'Superstar Assembly'.

Termly key stage moderation takes place to ensure that there is a consistent approach across the academy whilst also ensuring that all judgements are secure. We ensure as an academy, that all staff in statutory year groups attend Local Authority training and are fortunate to have two Y6 Local Authority accredited moderators employed by the academy who support all staff in the moderation process.

In the Early Years Foundation Stage children display high levels of engagement whilst developing their writing and are eager to perform their nursery rhymes and share their imaginative stories. Purposeful 'hooks' for learning; including educational visits and first-hand experiences ensure that all children engage positively, and children attain above the national average at GLD.

In Key Stage 1 pupils can confidently write a familiar story with a beginning middle and ending using the 'Talk 4 Writing' tools and strategies. Oracy is widely incorporated into the writing process and value is placed on providing children with the time to orally rehearse what they will include in their writing.

In Key Stage 2, pupils confidently and eloquently write linking usually directly to the current learning journey. Oracy is again highly valued and utilised to grow confidence and expand vocabulary choice; whilst authentic outcomes engage the children with a clear purpose.

The attainment and progress of all Key stages and year groups are discussed termly during Pupil Progress meetings with the Phase Leader and Principal; and are also shared and celebrated with the Governors and wider stakeholders.

Mathematics Statement

At Maltby Manor Academy our intent for mathematics is for our children to become fluent in the fundamentals of maths, reason mathematically and solve problems. We want our children to be enthused by their maths learning. In order to deliver this vision, we teach through the concrete-pictorial-abstract approach so that every learner is given the opportunity to learn in their own preferred style.

Our curriculum allows children to better make sense of the world around them relating the pattern between mathematics and everyday life. Our policies, resources and schemes support our vision e.g. our calculations policy, White Rose Maths, Deepening Understanding and NCETM Teaching for Mastery.

The mapping of Mathematics across the academy shows clear progression in line with age related expectations. Pupils are challenged and we believe in a child led approach whereby pupils can take ownership of their learning; choosing their own level of task whilst those who are identified as SEND or underachieving are supported completely, revisiting learning where needed.

Mathematics in our academy is enhanced by our individual class working walls and washing lines designed to aid children through each topic and through our TT Rockstars competitions. The online platform 'Purple Mash' also allows maths home learning to be accessed remotely for children to revisit mathematical concepts taught during the day.

Maths Curriculum Implementation

Our mastery approach to the curriculum is designed to develop children's knowledge and understanding of mathematical concepts from the Early Years through to the end of Year 6.

We teach Maths in Foundation Stage as part of the Foundation Stage curriculum. It consists of two strands:

- Number (includes deep understanding of number 10, composition of numbers, subitise, recalling number and numbers bond and doubling facts.)
- Numerical Patterns (includes recognising patterns of counting, comparing quantities, greater than less than and exploring and representing different patterns.)

Both strands are taught through a balance of adult led and child-initiated activities daily. Children engage with mathematics through exploration, investigation and problem solving in all areas of provision. Children use a range of concrete apparatus and simple methods of recording to make connections between both strands of mathematics.

In Years 1 to 6, the Maths curriculum follows the White Rose Scheme which is based on the National Curriculum. It concentrates on an integrated approach to fluency, reasoning and problem solving. The curriculum has been broken down into small manageable steps that are taught separately to help children understand concepts better. It is encouraged that teachers spend more time on particular steps if they feel necessary and flexibility has been built into the scheme to allow this to happen. Teaching staff should concentrate on high quality questioning, resources and ensuring

fluency, problem solving, and reasoning opportunities are built into every maths lesson. When introducing a new concept, children should have the opportunity to take the concrete-pictorial-abstract approach. The maths overview supports a mastery approach to teaching and learning ensuring teachers stay within their year group's objectives and support the ideal of depth before breadth.

Maths Curriculum Impact

The impact of our mathematics curriculum is that children understand the relevance of what they are learning in relation to real world concepts. We have fostered an environment where Maths is fun, and it is OK to make mistakes because the journey to finding an answer is most important.

Attainment in Maths is measured using the statutory assessments at the end of Key Stage One and Two. The results are compared nationally and are shared with the Governors. Each term, the Principal, delivers an attainment report and is held to account about the progress of maths. In Year Four, attainment is also measured by the Times Table Check. In Years 3-5 NFER tests are completed termly and attainment is tracked using the scaled scores. Pupil progress meetings are held termly, where class teachers report on individual progress and personalised interventions needed to support and target outcomes and inform next steps in teaching and learning.

Our maths books are packed with a range of activities showing evidence of fluency, reasoning and problem solving. Our feedback and interventions are supporting children to strive to be the best mathematicians they can be ensuring a greater proportion of children are on track. Children 'have a go' and choose the equipment they need to help them to learn along with the strategies they think are best suited to each problem.

Children are developing skills in being articulate and are able to verbally, pictorially and in written form reason well. Our school standards are high, we moderate our books both internally and externally so that children achieve well.

Science Statement

Intent

At Maltby Manor, we recognise the importance of science in every aspect of daily life. As one of the core subjects taught in Primary Schools, we give the teaching and learning of science the prominence it requires.

Through high quality teaching and learning we aim to increase pupils' knowledge and understanding of the world around them. Science is delivered as a process of enquiry to develop children's working scientifically skills. The science curriculum we deliver develops the natural curiosity of the child, encourages respect for living organisms and the physical environment and provides opportunities for the critical evaluation of evidence.

We endeavour to ensure that the science curriculum we provide will give children the confidence and motivation to continue to further develop their skills into the next stage of their education and life experiences.

Implementation

We believe science involves the acquisition of knowledge, concepts and skills that develop children's positive attitudes of the world around them. Through the science programme of study, the children acquire and develop the key knowledge that they need and develop the application of scientific skills. We ensure that the working scientifically skills are built- on and developed from EYFS right through to Year 6 so children can apply these skills when using equipment, conducting experiments, building arguments and explaining concepts confidently.

We use science progression grids to ensure that prior knowledge, skills and vocabulary are built upon in subsequent year groups. Teachers then use these progression grids in order to map this into a long-term plan. Once this is mapped, teachers then plan at a more detailed level the sequencing of content to be taught across each unit. We build upon the learning and skills developed from the previous year groups. As the children's knowledge and understanding increases, and they become more proficient in selecting, using scientific equipment, collating and interpreting results, they become increasingly confident in their growing ability to come to conclusions based on real evidence. In ensuring high standards of teaching and learning in science, we implement a curriculum that is progressive throughout the whole school.

Teaching of Science in EYFS

Science is predominantly taught through the EYFS specific area of learning of 'Understanding the World' alongside the prime area of 'Communication and Language;' with the Characteristics of Effective Learning used as the scaffold for all learning opportunities and to suit the child's specific style of learning. Teachers and Associate Professionals plan and deliver high quality focus group experiences that are first-hand; thus providing pupils with the opportunity to develop a solid understanding of scientific concepts and be able to talk about these confidently. The indoor and outdoor provision is planned with purposeful learning opportunities that allow children to develop their scientific understanding further and to consolidate scientific concepts that have been taught. Weekly visits to our Forest School provide our children with meaningful opportunities to use their senses to explore the world around them, helping them to become confident and independent learners. Children are encouraged to be creative and inquisitive as they participate in all their learning; with a question being posed by the adult to foster the curiosity and facilitate moments of

awe and wonder. Pupils are encouraged to take part in exploratory play both individually and as part of a group and use oracy to discuss their learning.

Teaching of Science in KS1 and KS2

Science is planned through an 'Inquiry based' learning question linking to the learning journeys taught throughout the year; where this is not possible, explicit units of Science are taught ensuring full coverage of the statutory National Curriculum. Through the 'Inquiry Based approach' children experience real and meaningful scientific opportunities, where scientific knowledge, understanding and skills can be taught and positively impact on the children's Science Capital.

Teachers recognise the importance of the learning environment in fostering a culture of inquiry, as well as ensuring the teaching of Science is as hands on as possible. Teachers create a positive attitude to Science learning within their classrooms and reinforce an expectation that all children are capable of achieving high standards in Science.

Problem solving opportunities are provided to allow children to explore and investigate lines of inquiry. Children are encouraged to apply their oracy skills and ask their own questions and are given meaningful opportunities to use their scientific skills and research to discover the answers; fostering curiosity within the classroom. Lessons are practical and engaging, often involving high-quality resources to aid understanding of conceptual knowledge. Teachers use precise questioning in class to test conceptual knowledge and skills and assess children regularly to identify those children with gaps in learning, so that all children keep up.

Teachers use the Science progression document to ensure that prior knowledge, skills and vocabulary are built-on in subsequent year groups whilst ensuring that there is clear progression in the delivery of the Science Curriculum in the form of long-term planning. This is then further planned at a more detailed level ensuring that there is a clear sequence and context to each learning journey being taught. As the children's knowledge and understanding increases, and they become more proficient in selecting, using scientific equipment, collating and interpreting results, they become increasingly confident in their growing ability to come to conclusions based on real evidence. By ensuring high standards of teaching and learning in Science, we implement a curriculum that is progressive throughout all Key Stages.

Impact

We endeavour to ensure that the science curriculum we provide gives children the confidence and motivation to further develop their skills into the next stage of their education and life experiences. When the children leave Maltby Manor, they are independent, confident and inquisitive learners who are equipped with skills to help them answer scientific questions about the world around them.

In Science, we believe that children should be assessed on a regular basis in relation to their year group expectations. At Maltby Manor Academy Science is assessed across all three areas: Biology, Chemistry and Physics. From Nursery to Year 6 science is assessed using the whole school assessment system 'FFT'. Formative assessment is carried out weekly to record the children's progress after each lesson. Summative assessment is then completed at the end of each unit so teachers can clearly see who is on track and who is working towards. Pupils are assessed through teacher judgement at the end of each unit that is taught. The assessments are against the key objectives for both the curriculum and working scientifically. At the end of the year the teacher makes a final judgement against the entire year group curriculum to judge where the child is working.

Art Statement

Intent

Maltby Manor Academy believes that Art is a vital part of children's education and is designed to be creative and offer a vibrant learning experience. Art develops this creativity, sets challenges, engages and inspires children; equipping them with the knowledge and skills to experiment, invent and create their own work of art. Children are taught to be reflective and evaluate their work, thinking about how they can make changes and keep improving. This is meaningful and continuous throughout the process.

Art Curriculum aims are to ensure that children:

- produce creative work, exploring their ideas and recording their experiences;
- become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- evaluate and analyse creative works using the language of art, craft and design;
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

The National Curriculum for Art aims to ensure that all pupils: produce creative work, exploring their ideas and recording their experiences. Children become proficient in drawing, painting, sculpture and other art, craft and design techniques. Through our cross-curricular approach, children are exposed to memorable, purposeful and exceptional experiences which allows them to build on their skills and knowledge and contribute towards their cultural capital. As a school, we are working towards the 'Artsmark' award which is designed to support our approach to embed arts, culture and creativity across our whole curriculum.

Implementation

The teaching and implementation of Art and Design at Maltby Manor Academy is based on the National Curriculum and linked to year group topics to ensure a broad and balanced curriculum is offered which meet the learning needs of the children in our school.

Art is taught on a regular basis linking into the learning journeys planned and delivered in each year group. This would usually be over a six-week block which would incorporate:

- observational drawing;
- the study of a relevant artist;
- the skills and techniques taught and practised;
- the application of the skills;
- the publication of the final art outcome.

Throughout the block of work, the children have the opportunity to investigate, explore and develop ideas and techniques. They are also involved in evaluating their work, celebrating success and identifying areas for improvement.

Some of the topics covered include Ancient Egyptian clay masks, Stone Age cave paintings, Space and the Solar System, sculpture based on World War 1, Greek clay pots and the Ancient Mayans.

Wherever possible first-hand experiences and real objects / artefacts are used to stimulate these lessons. Annually, we participate in Rotherham's 'Picture This!' project which enables the children the exceptional experience of exhibiting their finished projects at some of Rotherham's premier tourist attractions. During this week, all children's learning is based around the year's theme.

In the EYFS there is continuous provision of Art and Design opportunities: these activities make important contributions to children's development in the areas of 'Expressive Arts and Design' and 'Communication and Language'. They are also important in children's 'Personal, Social and Emotional development'. Art is covered in art lessons, continuous provision and as a means of communication and learning in other curriculum areas. EYFS also follows a scaled down version of the six-week teaching block.

Computing Statement

Intent

All pupils at Maltby Manor Academy have the right to experience a rich and engaging curriculum which delivers all aspects of computing. We believe it is crucial that we prepare our children for a rapidly changing world in which technology plays an increasingly significant role by encouraging the development of 'computational thinking'. It is our ambition that our pupils are able to participate effectively, confidently and safely in the digital world and that by the end of KS2 they will have gained key knowledge and skills in the three main areas of the computing curriculum:

- Computer Science (programming and understanding how digital systems work),
- Information Technology (using computer systems to store, retrieve and send information)
- Digital Literacy (evaluating digital content and using technology safely and respectfully).

We also recognise the deep links computing has with science, design and technology and mathematics, and we endeavour to build strong links between these subjects throughout our school. It is our aim to introduce children to a range of technology that allows them to practise and improve skills they have learnt – ensuring that our pupils become digitally literate, so they are able to express themselves and deliver their ideas through information and communication technology.

Implementation

In order to effectively deliver the computing curriculum, we have introduced the online platform 'Purple Mash' to ensure that all staff have a user-friendly and accessible way of delivering the curriculum. We believe that the use of Purple Mash provides the required support and guidance to develop the confidence and competence of staff to deliver the subject. Alongside this, we will introduce the online platform 'ICT with MR P' which will support the delivery of the computing curriculum across the school.

Staff are encouraged to use the skills progression and scheme of work within the platform as a 'starting point' on which to build their lessons. Staff are encouraged to build links between subjects when planning learning opportunities, seeking to bring together STEM subjects in order to give greater purpose and understanding to what is being taught.

We have introduced a wider range of technology to our pupils by implementing the use of iPads throughout school to further enhance the delivery of the subject and build on our existing resources. We believe that this will allow the subject to become a vehicle which can enhance the delivery of other subjects across the curriculum.

In EYFS, technology is planned and taught as part of learning journey work and provides the children with the opportunity to recognise how technology is used in everyday life and begins to develop their knowledge of basic computing. Various technology is utilised in all areas of provision ensuring that the use is both practical and purposeful.

Design and Technology Statement

Intent

As the changing world in which we live develops, we will need to incorporate the skills of many professionals such as engineers, designers, chefs and architects in order to move forward.

At Maltby Manor Academy we believe that Design and Technology is a necessary subject as it harnesses many of these important skills that all children should progressively build on with acquired knowledge. Children will develop a critical understanding of these technological skills which will influence how the world changes in the future. These skills will enable children to become self-confident citizens who are able to contribute and inspire ideas through using the language and skills of Design and Technology.

We provide a range exceptional experiences which are memorable and purposeful, that will engage and inspire children of all abilities to develop a love of Design and Technology that can be applied both in this subject and transferred across the wider curriculum.

Implementation

The teaching and implementation of Design and Technology at Maltby Manor Academy is based on the National Curriculum and linked to year group learning focus to ensure a broad and balanced curriculum is offered which meets the learning needs of the children in our academy. The children learn about the different aspects of designing and making a product that is fit for purpose in the real world and the skills needed to complete this.

We have combined the inset training provided by STEM learning along with the CPD from other subjects that set out the skills building process. D&T is taught on a regular basis linking into the year group learning journey, but will be a minimum of three times per year and will include at least one Food Technology project. Year groups will follow the Design Process and skills progression focusing on developing the skills needed in order to complete each project.

The Design Process

- Introduce and contextualise
- Research
- Imagine and Design
- Plan
- Draft/Create
- Test and Evaluate
- Publish/complete

Some of the projects completed include; designing & making gingerbread men, creating a pirate purse, making a rocket for Neil Armstrong, making packaging for potions, creating robots using levers and linkages and creating a buzzer for a hospital patient.

Within the Early Years Foundation Stage, D&T is predominantly taught through 'Expressive Arts & Design' and 'Understanding the World' as well as other natural cross curricular links, taken from the Development Matters guidance. EYFS also follows a scaled down version of the Design Process, with particular focus on,

- Introduce and contextualise

- Imagine and Design
- Plan
- Draft/Create
- Test and Evaluate

They look at the type of product that we are going to make and the purpose as well as existing products. Children then design their own product, make it and test it. They evaluate their products through group discussion talking about what they liked and what worked well.

Geography Statement

Intent

At Maltby Manor Academy, we deliver a unique and bespoke curriculum to suit the needs of individual learners. We believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it.

The geography curriculum at Maltby Manor enables children to develop knowledge and skills that are transferable to other curriculum areas and which can be used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops and understanding of concepts, knowledge and skills.

We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As a Rights Respecting school, we intend for each lesson to be engaging and enriching to develop the children into Global Citizens. This is one of core learning characteristics as a school and we want to promote this with children in Geography, but also ensure this value is instilled within the wider curriculum. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Maltby Manor and also to their further education and beyond.

Implementation

Geography lessons are planned using the National Curriculum and progression of skills documents, where a subject does not link with the inquiry it is taught discretely.

The teaching of Geography is supported by the progression of skills document which is year group specific including concepts such as location and place from Nursery – Year 6. Key geographical vocabulary is on the progression document linking to the skills being taught. As many children have not experienced life outside of Maltby, the National Curriculum is further supported through carefully researched and chosen residential and school visits such as Y3 visit to the Mining Museum, fieldwork in Bamburgh in Y5 and studying the locality of Maltby and its land use in multiple year groups. We aim, particularly with Geography, to widen the children's understanding of the wider world around them and increase their cultural capital. Each year group creates their own knowledge mat to support the teaching of their geographical learning journey; helping the children to understand and embed vital subject specific vocabulary and knowledge. To celebrate the learning, each class creates a learning journey 'floor book' to showcase examples of work and evidence the children's learning throughout the topic.

In EYFS, Geography presents itself within the 'Understanding the World' ELG. Children are expected to observe the natural world around them and be able to talk about similarities and differences of their immediate environment.

Geography in KS1 includes learning about the children's locality and school in Y1 and moves on to studying the United Kingdom as a whole and the 7 continents of the world in Y2 and into Y3. In KS2 Geography introduces the children to Europe in Y4 and the wider world in Y5 and Y6.

Fieldwork is an important aspect of Geography and children are expected to progress from using their senses in EYFS to comparing human and physical features in KS2. By the end of Y6, our children are expected to use fieldwork skills to carry out a focus in-depth study in the local area.

History Statement

Intent

History is held in high regard at Maltby Manor Academy, with the school's own rich history within the context of the local area a very much celebrated and inspiring feature of the local community.

The History curriculum exploits resources within the immediate and wider local area enabling children to develop a deep understanding of the rich history surrounding them. This includes studying Maltby's mining heritage in Year 3, visiting York to study the impact of the Romans in Year 4 and a residential to Bamburgh in Year 5 to contextualise the plight of the Saxons and the Vikings.

The History curriculum is carefully planned and structured to ensure that current learning is linked to, and builds on, previous learning; and that the school's approaches are informed by current pedagogy in an engaging and exciting manner. We aim for the children to have an understanding of the wider world's role in global events (such as World Wars) and be able to assess this against the role of Britain itself.

In line with the National Curriculum, the curriculum aims to ensure that all pupils:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past;
- Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement;
- Begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own unique identity and the challenges of their time.

Implementation

The teaching and learning of History is planned using the National Curriculum and progression of skills documents, with anything not directly linking being taught discretely. The children become historians whilst exploring a historical inquiry and have access to quality artefacts, primary and secondary sources.

In EYFS, history presents itself within the 'Understanding the World' Early Learning Goal. Children are expected to observe people and places within their immediate environment and be able to talk about their similarities and differences. Children are also expected to be able to talk about significant events within their own lives.

By the end of KS1, this progresses to learning about events beyond living memory that are commemorated through anniversaries or festivals. In addition, children in KS1 study the lives of significant individuals from the past, such as Florence Nightingale.

In KS2, chronology is the main focus for the children to be able to place key events, people and changes in history on a timeline. Y3 start this journey exploring the Stone Age travelling through time chronologically to Y6 learning about 20th Century history.

We aspire to raise the cultural capital of the children through exposing them to a variety of meaningful experiences e.g. Creswell Crag, Beamish, the Holocaust Museum, nurse visits linking to Florence Nightingale and Bamburgh Castle. Local history is studied in depth in Year 3, with a focus on mining, linking to Maltby's heritage and further linking to their study of the Stone Age and Ice Age.

Each year group creates their own knowledge mat to support the historical teaching of their learning journey, helping the children to understand and embed vital subject specific knowledge and vocabulary. To celebrate the learning, each class creates a learning journey 'floor book' to showcase examples of work and evidence the children's learning throughout the topic.

Languages Statement

Intent

At Maltby Manor, we aim to offer vibrant learning experiences that are designed to meet the needs of each child. Languages are a great opportunity to engage every child as most children arrive on a level playing field with little prior knowledge of the subject. We aim to encourage a love of learning languages; foster a curiosity of learning about other cultures whilst developing each individual as a global citizen with a growing knowledge of the world around us. We believe that this global awareness is embedded throughout our curriculum in our position as a Rights Respecting School.

In EYFS and Key Stage 1, the children are made aware of other cultures and societies through learning about traditions and customs throughout the world. Once the children arrive in Key Stage 2, the language taught at Maltby Manor is Spanish and the children access this on at least a fortnightly basis, weekly where possible. Spanish is taught so that they are prepared for the next stage of their languages education once they move on to Maltby Academy. We believe that it is important to progressively build on acquired knowledge throughout their time at Maltby Manor and as such, the curriculum has been designed to build on skills and knowledge as the children move through Years 3 – 6. Songs and real-life experiences such as sampling a continental breakfast help to make the learning experience as engaging as possible for the children which also makes the learning more relevant and meaningful to each child.

Overall Aims:

- To enable to children to understand and respond to spoken and written language.
- To give opportunities to speak with increasing confidence, fluency and spontaneity.
- To encourage the children to write at varying length, for different purposes and audiences.
- To provide the children with the chance to discover and develop an appreciation of a range of writing in the language studied.

Implementation

In EYFS and KS1, children are not explicitly taught Spanish in the traditional form of learning a language. However, they are given the opportunity to learn about the world around them based on different cultures and traditions that may or may not relate to the Spanish speaking world. This could be through an ongoing topic such as Chinese New Year in EYFS or through the themed 'Global Citizenship Days' that are held annually and cover EYFS all the way up to Year 6. Previous themed days have concentrated on being a refugee in different parts of the world; countries participating in key sporting events; traditional food and the different social aspects behind the production of food in a chosen country and more. As such, the children have learnt about customs and traditions in countries such as Spain, Brazil, Thailand, Australia, Japan and many others. This links to our school status as a Unicef Rights Respecting School and also allows the children to begin learning about countries outside of their normal environment before going to learn a language more explicitly once they start in Year 3 and continue to do so up to Year 6.

From Year 3 and onwards up to Year 6, the children receive regular Spanish lessons, and they are delivered by the class teachers from Y3-Y5 and a specialist language teacher from Maltby Academy in Year 6. Staff have access to the resource 'Language Angels' to support their

professional development and help to strengthen their subject knowledge whilst ensuring that the coverage is consistent and in line with the other primary academies in the trust.

The children further their learning about culture and traditions by looking at aspects such as Easter, Christmas and they also experience a Spanish breakfast to give their learning a practical and hands-on approach to make it more relevant and personal to the children. Songs are used throughout KS2 as a way of supporting the children in learning new vocabulary and to help them become immersed in the Spanish language. The four key skills – reading, writing, speaking and listening are taught throughout and make up a part of each individual lesson. This goes alongside the themed days previously mentioned and other opportunities the children will be given to help learn about other countries and their traditions such as Ancient Egypt and Ancient Greece, Romans and other topics covered through KS2.

Music Statement

Intent

Our intent for Music across our Academy is that it is accessible, engaging and inspiring. Music is a subject that allows the children to express their creativity and individuality. We want to encourage this through a varied and current Music education. We value this subject across school, as an area where children can show their unique talents and potential that otherwise would not be seen in core curriculum areas.

We follow 'Charanga' as a general scheme for teaching Music as this has allowed non-music specialists to ensure that they have a secure subject knowledge to equip children with musical skills. Building upon this we are now adopting the Model Music Curriculum to ensure broad and balanced musical experiences for our children. We then supplement this with personalised planning based on the wider curriculum and cultural capital of our children to meet their needs and engage them. This may mean that year on year, types of music are adapted to tailor learning carefully for the children but this is still done in a broad and balanced way to ensure cultural diversity. We intend that through this, children learn the skills to express their opinions and tolerate that of others by listening to, creating and discussing a variety of genres. These wider life skills are relevant to many areas of life as children grow up and as we aim to support them in becoming skilled and well-rounded individuals. As a school, we are working towards the 'Artsmark' award which is designed to support our approach to embed arts, culture and creativity across our whole curriculum.

Implementation

The implementation of music is crucial to ensure that we take the right approach to meet and achieve our vision set out in the subject intent. We aim for it to be a consistent approach across the academy to ensure that progress is clear and consistent as children develop their skills year on year.

As an academy we have chosen to utilise the scheme of work outlined in Charanga with the clearly identified progression of skills that the children should develop as they progress in their music education. Teachers use the progression skills to plan for in succession to build on the children's current level. However, we encourage the teachers to use other approaches and resources alongside Charanga in order to deliver the new skills where necessary. This will be continue to support teacher knowledge and children's activities as we begin to implement the new Model Music Curriculum at Maltby Manor Academy.

For example, in Y3 the Charanga approach and progression of skills is delivered through the Rotherham Music Service provision in which every child learns to play a tuned instrument. By using the Charanga scheme it makes it possible for non-music specialists to pick this back up and build on the skills taught by music specialists as the children move into Year 4.

Charanga covers a wide range of genres of music and appeals to a range of different children at different times which meets our aims of broadening the understanding and tolerance of our children. However, there is the leeway to make it suit the cultural capital of the children by adjusting the music tracks accordingly. For example, if the children are covering a topic that links to the Caribbean there are opportunities to find additional music on the Charanga resource to deliver the skills set out in the progression document through this style of music as opposed to just following the year group scheme.

Music learning and opportunities are further be supplemented by extra-curricular music education through the Academy Choir. This increases the children's opportunities to perform music and experience a wider range of genres. The Choir is a great opportunity to ensure that individual children's talents are recognised and celebrated widely. We work closely with the Rotherham Music Service who also support staff in recognising and nurturing individual music talent in children through their peripatetic music tuition. This support also means that by the time the children leave Maltby Manor they will have all had the opportunity to play the recorder in Key Stage 1 and a tuned instrument in Year 3.

In EYFS, music is taught through the 'Expressive Arts and Design' and 'Communication and Language' areas of learning. Children have the opportunity to explore various musical instruments in provision areas as part of child-initiated learning and in smaller adult led focused group learning tasks. Songs and rhyme are valued and used as a hook for many of the planned for learning opportunities within the EYFS.

Personal, Social and Health Education Statement

Intent

At Maltby Manor Academy, Personal, Social and Health Education (PSHE) enables our children to become emotionally and physically healthy, independent and responsible members of society. We incorporate all aspects of PSHE, RSE (Relationships and Sex Education), SEAL (Social and Emotional Aspects of Learning) and SEMH (Social, Emotional & Mental Health) as part of our 'Maltby Citizens Offer'. Citizenship and personal development has a high profile across school. Maltby Manor Academy obtained Rotherham Healthy School Gold accreditation in Summer 2021. Our school has been recognised for its curriculum which is comprehensive, bespoke and tailored to the needs of our pupils. Incorporating all these aspects helps us to deliver an inclusive character education and aims to help the children understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

Implementation

Early Years Foundation Stage

'Maltby Citizens Offer' in the early years is taught mainly through daily routines and continuous provision. The role of the adult is to support children in making the correct decisions through discussions and leading by example. Staff follow the school behaviour policy reminding children of the expectations and staff are consistent in their approach. Key group times are used to build relationships between children and staff and enable children to develop their confidence and social skills. 'Plan do review' sessions allow children the opportunity to plan their own learning and encourage children to review their successes. New experiences and visits help children to learn how to manage their behaviour in different social situations and how to self-regulate and deal with changes in their daily routine. Stories are often used as a hook to discuss specific situations or behaviours. To ensure that children are able to continue to build upon these positive learned behaviours, parental involvement is carefully considered. Staff build up strong and positive relationships with parents from the beginning by planning purposeful and personalised transitions into school. Relationships continue to grow and be maintained by regularly inviting parents in to our 'Stay and...' assemblies which celebrate children's learning from each class and allows for parents to observe teaching staff interacting with their child.

Key Stages 1&2

Our 'Maltby Citizens Offer' in Key Stages 1 and 2 is thread throughout everyday school life. The core values, vision and school culture actively promotes children as individuals and aims to offer them a character education that prepares them for life beyond Maltby Manor. The new statutory aspects of RSE within this are carefully planned and delivered following the statutory guidelines placing a new precedence on pupil's online relationships, their awareness of internet safety and harms and

pupil's mental wellbeing. Pupils are given various opportunities to access our 'Citizenship offer' which actively promotes supporting the wider community through activities. Staff carefully plan things such as fundraisers, collections for food banks and making links with the wider community to build pupils sense of citizenship within our community.

Maltby Manor Academy holds 'Rights Respecting Schools' Silver' Status through embedding the use of Class Charters. Children understand their rights and position within a global community. Through the RRS agenda, pupils' position within the global community is highlighted through specific focus days and experiences. This academic year the academy is hoping to achieve the gold accreditation through re-launching Rights Respecting Schools and linking the rights of the child to our core learning characteristics.

Debate and discussion is a strength of the curriculum through the promotion and development of Oracy skills; with the children being respectful of each other's' opinions and ideas. Lessons taught throughout Key Stage 1 and 2 are supported by the Rotherham Healthy Schools PSHE scheme of work and is delivered by both class teachers and HLTAs. The current scheme of work is carefully adapted and personalised each half term for each year group to compliment the learning journey that is running alongside it. The RSE strand of the curriculum is closely planned alongside science so not to duplicate but complement our science curriculum. Staff use a variety of teaching and learning styles, including the use of discussion, role-play, games, investigations, circle-time, problem-solving activities and outdoor learning. Children are encouraged to take part in a range of practical activities that helps to build their character education e.g. fundraising and planning of school events. At Maltby Manor Academy, children are provided with frequent opportunities to have their voice heard and because of this; they play an active part in school life. Children are able to express their opinions and views through a variety of opportunities including questionnaires, monthly Student Leadership meetings and various elections. Children meet and work with members of the community, such as health workers, Early Help, fire-fighters, police, and representatives from the local church and community. This facilitates discussions on how to stay safe and live a healthy lifestyle within school and beyond.

Physical Education Statement

Intent

Physical Education at Maltby Manor aims to provide pupils with opportunities which develop their knowledge, skills, and capabilities to enrich their mental, emotional, social and physical wellbeing. Physical Fitness is an important part of leading a healthier lifestyle and, at Maltby Manor Academy, we believe that it teaches self-discipline and develops the resilience to persevere and succeed.

It is our intent at Maltby Manor Academy to teach children life skills that will positively impact on their future and encourage lifelong participation and help to build a healthier community. We aim to deliver high-quality teaching and provide learning opportunities that inspire all children to succeed and allow them to experience competition through sport; opportunities to compete in sport and other activities at a local level build character and help to embed values such as fairness, tolerance and respect.

We want to teach children how to cooperate and collaborate with others, as part of a team, understanding fairness and embed life-long values. We aim to encourage pupils to seek wider opportunities to participate in sport by building links with clubs in the local community which will encourage pupils to lead active and healthy lifestyles.

Implementation

PE at Maltby Manor Academy provides challenging and enjoyable learning through a range of sporting activities including; invasion games, strike and fielding games, fitness gymnastics, dance, swimming and outdoor & adventure. We work closely with our Maltby Learning Trust PE Partners at MA Sports to create a long-term plan, which sets out the PE units which are to be taught throughout the year and ensures that the requirements of the National Curriculum and EYFS curriculum are fully met.

Pupils participate in two high quality PE lessons each week, one of which lead by MA PE teachers, covering two sporting disciplines every half term. In addition, children are encouraged to participate in the varied range of extra-curricular activities that are provided by MA Sports and the Maltby Learning Trust. Lunch time sports clubs are available and children can attend after school sport clubs as they choose. Children are invited to attend competitive sporting events within the local area. Further extracurricular clubs have been planned to further promote school sport participation. This is an inclusive approach which endeavours to encourage not only physical development, but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by the children.

Each year, various groups of Year 6 children are invited to become Sports Leaders as part of the Student Leadership Team and work as #Lendahand Crew that develop playground games and activities within KS1 at lunchtimes. They develop into competent sporting role models for the younger children, assisting with the KS1 and KS2 annual Sports Day's and any other sporting activities. This also links to the Core Learning Characteristic, Global Citizen, promoting integrity, responsibility and having a clear purpose.

Children in EYFS have access to various daily interventions to meet both their fine and gross motor development including for example, daily 'Spot Dancing' in Nursery where children develop co-ordination and core strength in response to music and dance and 'Playdough Disco' in Reception developing finger muscles in readiness for writing.

Year 6 children participate in the Peat Rigg Residential, which focuses on adventurous sports activities, for example archery, outdoor pursuits and adventure and caving. Providing the children

with an opportunity to develop, improve their fitness and to try something new. Children in Year 4 swim once a week for a fixed period of weeks during the Autumn Term.

Impact (Summary from Sport Premium Review)

Working in partnership with MA, our PE lead has developed a weekly programme and annual plan to meet the specific needs of our children and the objective of the PESG funding across 5 key areas of; Staff CPD, Healthy Lifestyle, Extra Curricular, assessment and Competitive Sport.

As part of the Maltby Learning Trust, Maltby Manor Academy receive two full days of PE delivery across the school. This ensures every year group is targeted, including the Nursery and Reception children. This has enabled children to experience high quality PE lessons, with the same standards being delivered and encouraged across the board, which have filtered down from the Academy. This helps to prepare the children for their transition into the Academy, especially those in Upper Key Stage 2. Using Maltby Academy PE teachers has provided quality CPD for each teacher once per week. This provides staff with professional development, mentoring, training and resources to help them teach PE more effectively. Harriet White (MLT Primary PE lead Coordinator) has developed a weekly program (short term planning), half term activity plan (medium term plan) and an annual plan (39-week plan) to meet the specific needs of our children and staff. Extra-curricular club after school and at lunch time once per week.

| Aim | Action | Outcome |
|----------------------------------|---|---|
| Competitive Sport | To take advantage of as many opportunities as possible for our children to enter into competitions, ensuring they are well prepared, trained and able to compete. | This has been difficult due to Covid-19 restrictions in place, however, as restrictions eased competitive sport has slowly began to start again within the MLT. Schools sports day as planned with assistance from MA, which enabled competitive sport within school. |
| Differentiated activities | To use LTP and MTPs to inform planning and ensure activities are differentiated. Encourage engagement and participation in all PE lessons and selecting children for effort as well as ability. Plan PE and sport festivals in line with the MTP and extracurricular clubs so children are able to strive towards representing the school at trust festivals. | All year groups have followed their own LTP and MTP and have participated in a range of events across all areas of the curriculum. H.White attended MMA House Day where children took part in physical activities in correspondence with their House e.g. children in water house took part in a team building and communication activity. More children engaging in PE lessons across the PE curriculum. Children in KS2 have had the opportunity to represent the school in sports festivals. |
| Staff CPD | In order to ensure CPD takes place across primary PE, a member of staff will be deployed into the lessons. This is the responsibility of the MA staff member to utilise the extra staff as appropriate. This may be 1 to 1 or working closely with an individual group. This should also be used to team teach and help to support and | Engaged with a specialist in CPD delivery to work in tandem and deliver the full PE programme across all year groups. Staff are also provided with schemes of work and session plans available via a shared online space. Additional supporting documents have been sourced by |

| | | |
|--|--|--|
| | <p>develop each member of staff in their teaching of PE (as they will have another lesson each week without MA staff). H.White will also provide regular CPD tutorials through practical sessions using MA PE facilities.</p> | <p>PE leads to reinforce staff confidence and development in PE areas.</p> |
| <p>Extra-Curricular</p> <p>Aim to line up the lunch time extra-curricular club for the children who are in the teams for the festivals</p> | <p>MA PE staff to run 1 hour per primary every week after school clubs. These will correspond with the Sports Festivals. This is also an opportunity for sixth form students at the Academy to develop their leadership skills through assisting the clubs.</p> | <p>When covid restrictions eased there has been opportunities provided for each school to enter a team to the age appropriate tournaments, held at MA. E.g. football tournament on the AstroTurf. There have been enough competitions to ensure that all children have had the opportunity to be involved, ensuring equality and inclusion throughout.</p> |
| <p>Healthy/Social/Physical Me</p> | <p>H.White is to create and provide (with vast research and experience) all schemes of learning for every year group in every subject. These schemes will be in line with the MA PE policy. The structure of the lessons will be the same as the MA PE department, to ensure continuity throughout the children's school life. These schemes will be used by all members of the PE team when teaching across the Primary schools</p> | <p>Children have a better understanding of healthy lifestyles and access to regular exercise throughout the day. We also promote a healthy lifestyle across the curriculum through a variety of curriculum links.</p> |
| <p>Assessment</p> | <p>This will be used to assess every single child in every single activity they participate in. The assessment not only considers physical skills and performance, but the child's ability to evaluate themselves to improve. This will be provided to all teachers to contribute to the end of year reports home to parents.</p> | <p>This follows the same policy as the MA PE department, to get children used to this system. This will also contribute to the transition of Y6 children into the Academy and enable them to be 'grouped' accordingly for PE.</p> |

Religious Education Statement

Intent

RE allows the children to gain a deep awareness of their own and others' identities as well as exploring the mysteries of life and the answers given by a wide variety of religions and beliefs. We aim to provide a clearer idea of what religion is about, the importance that it plays in many people's lives and how that faith is expressed in daily lives and routines. The overall aims are:

- To develop knowledge and understanding of Christianity and other major religions in Britain and in the local community.
- To develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.
- To develop children's sense of identity and belonging
- To foster an understanding and development of the children's own beliefs, values and morals through stimulating and interesting experiences within RE.
- That children develop a sense of awe and wonder about the world around them.
- To help pupils understand some of the impact of religion throughout the world, its influences on the lives of individuals and communities
- To support pupils' spiritual, moral social and cultural development by encouraging self-awareness and self-respect.

We follow the Rotherham Agreed Syllabus for Religious Education – 2022. The teaching of the RE syllabus promotes three key areas of learning.

A- Know about and understand a range of religions and world views, so that they can:

- Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities.
- Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views.
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

B- Express ideas and insights about the nature, significance and impact of religions and world views, so that they can:

- Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.
- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value.
- Appreciate and appraise varied dimensions of religion.

C- Gain and deploy the skills needed to engage seriously with religions and world views, so that they can:

- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.
- Enquire into what enables different communities to live together respectfully for the wellbeing of all;

- Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.

The Rotherham Agreed Syllabus focus on developing religious literacy by focusing on three skills:

- Discovering religion: investigating religions and world views through varied experiences and disciplines, gathering a rich knowledge of many religions and worldviews.
- Developing their own views: reflecting on and expressing their own ideas and the ideas of others with increasing knowledge, creativity, and clarity.
- Being reasonable about religions: becoming increasingly able to be reasonable in their responses to religions and world views, using their skills of rationality and argument

Implementation

RE is taught across the school from EYFS to Year 6. From Years 1 to 6 the three key areas of learning are implemented in the programs of study within the RE syllabus. Each year group covers a unit termly or every half term and these are organised to ensure continuity and progression throughout the key stages. HLTA's teach the RE during Teachers' PPA time.

| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------|---|---|---|--|--|---|
| EYFS | Understanding the world strand focus | Understanding the world strand focus <i>Diwali and Christmas</i> | Understanding the world strand focus <i>Chinese New Year</i> | Understanding the world strand focus <i>Easter</i> | Understanding the world strand focus | Understanding the world strand focus |
| 1 | 1.1: Who am I? Myself and my communities | 1.2: How do Christians celebrate Christmas? | 1.3: What festivals do Jewish people like to celebrate? | 1.4: Find out: what happens in Churches and Synagogues? | 1.5: What can we learn from stories about Moses? 1.6: What can we learn from stories of Jesus? | 1.7: Beginning to learn about Islam. |
| 2 | 2.1: What are the 'signs of belonging' for Christians and Jewish people? | 2.2: How do we say 'thank you' for a beautiful world? Christians, creation and thanksgiving | 2.3: Questions about God | 2.4: Being fair, showing care: what can we learn from religious stories? | 2.5: What do the symbols of the Easter festival mean? | 2.6: Leaders: who needs them? Learning from Jews and Christians |
| 3 | 3.1: What makes Jesus inspirational for some people? | | 3.2: What is it like to be a Hindu? | | 3.3: Christian Worship: How and why do some people find peace and strength by belonging to a Church? | |
| 4 | 4.1: What is God like? What matters most in life? What happens when we die? Christian and Hindu answers to questions on life's journey. | | 4.2: Values: what matters most to Christians and Humanists? | | 4.3: Worship, pilgrimage, belonging + community: what matters to Hindus and Christians? | |
| 5 | 5.1: How do Christians use the Bible? | | 5.2: How do Muslims practice the 5 Pillars of Islam? | | 5.3: Why are there now over 200 mosques in Yorkshire? | |
| 6 | 6.1: Christian Aid and Islamic Relief: can they change the world? | | 6.2: Who is inspiring to Muslims and to Christians? | | 6.3: What will make Rotherham a more respectful place? | |

In EYFS, pupils encounter religions, world views and different cultural festivals by hearing stories about special people, times and places. This is done through planned and purposeful play, as well as a mixture of adult-led and child-initiated activities. EYFS assess RE through the monitoring of the Early Learning Goals, (The world strand).