



**MALBY LEARNING TRUST**

Exceptional Experiences. Successful Lives.



**Curriculum  
Intent  
Statement  
2023-2024**

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# Curriculum Statement 2023

## 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.

## Curriculum Implementation

The curriculum is structured in a way that ensures that students learn skills and concepts in a logical order. Each year's curriculum builds upon the foundations established in previous years, gradually increasing the complexity of the content as students' progress.

Building on Prior Learning recognises the importance of students' prior knowledge and skills. Teachers and curriculum lead take into account what students have already learned and use that as a starting point for further development. This helps students build a strong and coherent understanding of substantive and disciplinary knowledge.

Progression documents outline the specific skills, concepts and learning objectives that students should achieve by the end of each year. They serve as a road map for teachers, ensuring that the curriculum is taught systematically and that students are prepared for the next stage of their education.

Our curriculum design is aimed at providing students with a coherent progression that prepares them for future learning and real-world applications. It recognises the importance of both depth and breadth in knowledge and skills, ensuring that students not only acquire knowledge and skills but also develop a deep understanding of how they all fit together.

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.

### Whole School Curriculum Overview-

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<b>Heads shoulders knees and toes</b>  <b>Pumpkin Soup</b>  <b>Elmer</b>	<b>5 currant buns</b> <b>Hot cross buns</b>  <b>Muffin man</b>  <b>Gingerbread Man</b>	<b>Wheels on the Bus</b>  <b>Row Row Row your Boat</b>  <b>5 Little men on a flying saucer</b>  <b>You Can't take an Elephant on the Bus</b>	<b>The Tiny Seed</b>  <b>The Very Hungry Caterpillar</b>  <b>Chick chick Chicken</b>  <b>Mary, Mary quite contrary</b>	<b>Old Macdonald had a farm</b>  <b>Baa baa black sheep</b>  <b>Farmer Duck</b>	<b>Goldilocks</b>  <b>Little Red Riding Hood</b>  <b>3 Little pigs</b>
	PSED/ UTW	UTW	UTW	UTW	UTW	UTW
Reception	<b>We are all different</b>  <b>The thing I love about me</b>  <b>Owl Babies</b>	<b>The Little Red Hen</b>  <b>Jack and the beanstalk</b>  <b>The first Christmas</b>	<b>On a pirate Ship</b>  <b>Sharing a shell</b>	<b>People who help us- non-fiction texts</b>	<b>Walking through the jungle</b> <b>The tiger that came to tea</b>  <b>Handa's Surprise-replace</b>	<b>Osbourne bugs book</b>  <b>The Bad-Tempered Lady bird</b>
	Art History	DT Music	Art DT	DT Science	Art Science	Art Geography
Year 1	<b>After the fall: How Humpty got back up again</b> By Dan Santat  <b>The Three Gators</b> by Helen Ketteman  <b>Mama Panya's pancake a village tale from Kenya</b> by Mary and Rich Chamberlin	<b>Lost and Found &amp; The Day the Crayons Quit</b> by Oliver Jeffers.  <b>The Velveteen Rabbit</b> by William Nicholson	<b>Hey, wall.</b> By Susan Verde  <b>The Building Boy</b> by David Litchfield  <b>The house that Jack built</b> by Diana Mayo	<b>The Bear and The Piano</b> by David Litchfield.  <b>The boy who grew flowers</b> by Jen Wojtowicz  <b>The garden of hope</b> by Isobel Otter	<b>Non -Fiction The Tiny Baker</b> by Hayley Barrett	TBC
	DT History	History	Science DT	Science Geography	Art	DT History

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<b>Hortense and the Shadow</b> by Natalia O'Hara  <b>A Howlingly Good Fairytale</b> by Lynn Roberts	<b>Night of the Gargoyles</b> By Eve Bunting  <b>The Day War Came</b> By Nicola Davies	<b>The Tin Forest</b> by Helen Ward  <b>The Last Bear</b> by Hannah Gold	<b>The Stone Giant</b> By Anna Höglund  <b>The House that Once Was</b> by Julie Foglian	<b>Nen and the Lonely Fisherman</b> by Ian Eagleton  <b>The Tear Thief</b> by Carol Ann Duffy	<b>The Lighthouse Keeper's Lunch</b> by Ronda Armitage  <b>The Penguin who wanted to find out</b> by Jill Thompson
	Science Geography	Science History	History	History	History	Geography
Year 3	<b>Stone Age Boy</b> by Satoshi Kitamura.  <b>Stone Girl Bone Girl</b> by Laurence Anholt  <b>Wild</b> by James Carter  <b>The secrets of Stonehenge</b> by Mick Manning.	<b>The iron man</b> by Ted Hughes	<b>Varjak Paw</b> by S.F. Said		TBC	TBC
	History	DT History	Geography Science	Geography Science	History Art	History DT
Year 4	<b>Who let the God's out</b> by Maz Evans		<b>Why the Wales Came</b> by Michael Morpurgo	<b>Pinocchio</b> by Michael Morpurgo	<b>The Firework Maker's Daughter</b> by Phillip Pulman	
	Geography Science	Geography Science	History DT	Geography Art	History DT	Geography Science
Year 5	<b>Beowulf –</b> Michael Morpurgo	<b>Cosmic –</b> Frank Cottrell Boyce	<b>Odd and the Frost Giants –</b> Neil Gaiman	<b>Journey to Jo'burg –</b> Beverley Naidoo	<b>Holes –</b> Louis Sachar	<b>Street Child –</b> Berlie Doherty
	Geography History	History	Science Art	History DT	Science	Science DT
Year 6	<b>The Explorer –</b> Katherine Rundell	<b>Malamander –</b> Thomas Taylor	<b>Private Peaceful –</b> Michael Morpurgo	<b>A Long Walk to Water –</b> Linda Sue Park	<b>Letters from a Lighthouse –</b> Emma Carroll	<b>Once –</b> Morris Gleitzmann
	Geography	History Science	History	History Art	Geography DT	History Science

## Core Learning Characteristics

Through our curriculum, we aim to foster the complete development of each child, integrating both character and knowledge. In order to promote this, we have pinpointed six essential characteristics that we strive to instil in within our children. Every aspect of our approach is designed to foster the growth of these fundamental attributes, which we believe are pivotal in preparing our children to become well- rounded, well-educated individuals who are ready for success in their future educational endeavours.

Our core characteristics are:

### **1. The Resilient Child**

Our children will emerge as resilient learners who persist in the face of challenges. They will derive enjoyment from being pushed to their limits and will possess a repertoire of resources to overcome difficulties. They will recognise that failure is an integral part of the learning process and will adeptly discuss their setbacks in a constructive manner. Armed with these qualities, they will confidently confront any challenges they face head on. In order to achieve this, we will:

- Create an environment that embraces challenges and acknowledges the value of failure as a learning opportunity.
- Teach children conflict resolution and dispute resolution skills in a supportive manner.
- Offer a diverse array of experiences that encourage children to push their perceived boundaries and cultivate perseverance.
- Engage students in a wide range of competitive sports, pushing them to explore their abilities and surpass their limitations.
- Provide every child with the opportunity to learn a musical instrument during their academic journey.

### **2. The Curious Child**

Our children will be equipped with the capacity and tools to inquire about the world that surrounds them. They will pose questions and actively seek solutions, thereby enhancing their comprehension, knowledge, and aptitude for learning. In order to achieve this, we will:

- Implement a curriculum that emphasizes captivating and fascinating facts, conveyed through creative and innovative teaching methods.
- Expose children to immersive and thrilling learning experiences and settings that ignite their curiosity and encourage them to delve deeper into the subject matter.
- Ensure that the learning process is meaningful by providing practical contexts that enable learners to perceive the purpose behind their actions.

### **3. The Confident Child**

Children at Maltby Manor will develop a strong sense of confidence in their own abilities as well as in the abilities of their peers. They will encounter situations that offer them opportunities to thrive and take pride in their accomplishments. They will cultivate an optimistic and positive self-image, possessing the self-esteem necessary to embrace challenges and explore their boundaries. In order to achieve this, we will:

- Create avenues for children to celebrate their talents, both within the school environment and beyond.



- Provide each child regular chances to perform in front of audiences, fostering their self-confidence.
- Ensure that every child experiences success and continues to build upon their natural talents within the curriculum.
- Provide diverse opportunities for learning in various settings and methods, including outdoor learning experiences.
- Equip children with the skills to communicate confidently and express their viewpoints effectively.
- Instruct children in the use of an extensive vocabulary and expose them to the richness of language.

#### **4. The Considerate Child**

Our children will not only cultivate empathy for themselves but also for others. They will encounter situations that provide them with the opportunity to show kindness and understanding towards their peers and the world around them. They will develop a compassionate and positive self-image, which will enable them to engage with others with empathy and consideration. In order to achieve this, we will:

- Create opportunities for children to demonstrate their thoughtfulness, both within the school community and beyond.
- Encourage each child to engage in activities that promote consideration and respect for others, nurturing their ability to understand and empathise.
- Ensure that every child has the opportunity to excel in areas that align with their natural talents and interests.
- Provide a variety of opportunities for children to learn and demonstrate empathy in various settings and contexts, both in and out of the classroom.
- Teach children effective communication skills, emphasizing the importance of expressing their thoughts and feelings with kindness and empathy.
- Help children expand their vocabulary and deepen their understanding of language, enabling them to communicate their empathy and consideration effectively.

#### **5. The Independent Child**

Maltby Manor children will develop the self-reliance and confidence to take initiative and manage their own responsibilities. They will be exposed to situations that encourage them to think and act autonomously. They will cultivate a strong sense of self and self-assurance, which will empower them to tackle challenges and explore their boundaries with independence. In order to achieve this, we will:

- Create opportunities for children to take charge of their tasks and decisions, both within the school and in their broader experiences.
- Encourage each child to develop self-reliance and the ability to make independent choices, fostering their decision-making skills.
- Ensure that every child has the chance to excel in areas where they can demonstrate their autonomy and resourcefulness.
- Empower children to become self-reliant, self-driven learners while fostering a deep passion for acquiring knowledge.
- Foster an environment where children can take calculated risks, helping them expand their horizons and develop a sense of discernment regarding acceptable risks.

- Teach children effective communication skills, emphasizing the importance of expressing their thoughts and ideas with confidence and clarity.

## 6. The Ambitious Child

We will foster ambition in our children, instilling in them an awareness of opportunities beyond their immediate surroundings, igniting aspirations and inspiring goal setting. They will be equipped with the knowledge of how to pursue their dreams and recognise the significance of hard work and self-motivation. In order to achieve this, we will:

- Broaden children's horizons and encourage them to reach beyond their perceived limitations by providing inspiring learning experiences and serving as exemplary adult role models.
- Maintain unwavering ambition for every child, regardless of their abilities or talents, tirelessly working to ensure that all children realise their full potential.
- Collaborate with parents, stakeholders, and other agencies to ensure that all children receive the support necessary to achieve their true potential and overcome any challenges they may encounter.

### Core Curriculum

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

#### English

In English, reading texts are chosen from our canon of literature and forms the core of the curriculum and is designed to promote a love of reading. 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 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 Reading text using the Canon of Literature. High quality literature is used for these lessons including novels, picture books, non-fiction texts, extracts 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. Sentence stems, discussion guidelines and oracy strategies are utilised to promote meaningful talk and impact positively on outcomes.

### 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.

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, Read Write inc assessments and National Curriculum. In Years 3-5 Reading assessments are completed termly and attainment is tracked using the scaled scores. 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.

'Opening Doors' strategies have been embedded into the reading curriculum. All children are accessing high quality and challenging unseen extracts each week, exposing them to a wide range of vocabulary and literature. Children are accessing a wide range of genres and literature each week.

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 Manor Book Festival, Pyjamarama Party on World Book Day. Stories are shared regularly in assemblies.

For children who access RWInc, online eBooks are available each week along with a sound quiz. Books are changed on a weekly basis and rewards are given to promote reading at home. RWinc teaching videos are shared with parents/ carers to model strategies for reading at home.

## 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 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 transcription and dictation skills in KS1 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 focus on basic skills; children build on transcription and dictation. Early punctuation and grammar skills are taught and practised daily along with handwriting.

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.

Writing moderation grids have been implemented in non-statutory year groups along with a writing progression document. This supports whole school moderation and shows a clear build up of skills from Nursery- Y6.

### Impact

Teachers plan high quality writing opportunities based on their learning journey stimulus or Reading core text. Teachers use 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 handwriting books are used 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 at 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 and a KS1 Literacy Specialist working with the local English Hub.

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 children are mastering basic sentence structure and punctuation. Handwriting has been a key focus and the use of handwriting lines has significantly improved handwriting.

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 class teachers, the Phase Leader and Principal; and are also shared and celebrated with the Governors.

## **Mathematics Statement**

### Intent

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 'My Maths' also allows maths home learning to be accessed remotely for children to revisit mathematical concepts taught during the day.

### 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.

## 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 done, 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, inspired by the work of notable artists from the modern, contemporary and traditional era. This is taught 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 and evaluation of their own and their peers work.

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 Stone Age cave paintings, Space and the Solar System, sculpture based on Andy Goldsworthy, Egyptian canopic clay jars and Bob Barker inspired charcoal drawings. Wherever possible first-hand experiences and real objects / artefacts are used to stimulate these lessons.

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, taught over 3 lessons.



## 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 '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

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## 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 the 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.

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.

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.

## 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 2014, 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. Throughout the half term there is an enquiry question to research and explore.

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 Queen Victoria.

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 20<sup>th</sup> Century history.

We aspire to raise the cultural capital of the children through exposing them to a variety of meaningful experiences e.g. Creswell Crags, Beamish, the Holocaust Museum.

## 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 'National Oak Academy' as a general scheme for teaching Music as this allows 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 by Oak National Academy 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 this. As an academy we are currently developing a more personal progression of skills that is consistent with the needs of the children in our academy and will therefore help us to plan a more personal music curriculum. This will 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 music curriculum 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 Oak National Academy 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.

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 and Year 5.

In EYFS, music is taught through the 'Expressive Arts and Design' and 'Communication and Language' areas of learning, alongside the Oak National Academy scheme. 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. Including using the new 'Song drawing' and 'Squiggle while you wiggle' activities which link Music with physical development, writing and PSED.

## **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 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. We are re launching our Rights Respecting Schools status by sharing good practice with new staff, through PLD such as such as staff meetings to ensure that we have consistency through school.

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 PESH 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
<b>Competitive Sport</b>	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.
<b>Differentiated activities</b>	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.
<b>Staff CPD</b>	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 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.	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 PE leads to reinforce staff confidence and development in PE areas.



<p><b>Extra-Curricular</b></p> <p><b>Aim to line up the lunch time extra-curricular club for the children who are in the teams for the festivals</b></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><b>Healthy/Social/Physical Me</b></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><b>Assessment</b></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
<b>EYFS</b>	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
<b>1</b>	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.
<b>2</b>	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
<b>3</b>	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?	
<b>4</b>	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?	
<b>5</b>	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?	
<b>6</b>	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).