

Curriculum Statement 2019/2020

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 to form 'Learning Journeys'. 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. 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?	What does it taste like?	How many can you count?	What makes things grow?	What is it like on a farm?	Who lives in the woods?
	All about me	Food Nursery Rhymes	Number Nursery Rhymes	Growing Nursery Rhymes	Animal Nursery Rhymes	Traditional Tales
Reception	Who am I?	What makes a character good or bad?	What is the best way to travel?	Would a wild animal make a great pet?	Who lives in the garden?	What can you see in the sea?
	All about me	Traditional Tales	Transport	Jungle	Mini-beasts	By the sea
Year 1	Which materials make the strongest houses?	How is space different to where we live?	How have hospitals changed over time?	Where are the wild things?	Who was to blame for the Great Fire of London?	
	The Three Little Pigs	Whatever Next	Lost and Found	Where the Wild Things are	Cops and Robbers	
	DT Geography Science	Geography Science	History	Science Art	History Science	
Year 2	Are all medicines marvellous?		Would a dinosaur make a good pet?	Can people survive in the Kalahari Desert?		How is Cleethorpes different to Rotherham?
	George's Marvellous Medicine		Tyrannosaurus Drips	Meerkat Main Leopard's Drum		Sloop
	Science History Art		Science DT	Geography Science		Science Geography
Year 3	How has Maltby changed over time?	How was life different during the Stone Age?		Is technology / machinery a good thing?	Would you like to mummify a Pharaoh?	
	Pit Pony's Tale	Stoneage Boy Stig of the dump		Iron Man Iron Woman	The Gold in the Grave The Time Travelling Cat and the Egyptian Goddess	
	Science Geography History	History Geography		Science DT PSHE	History Science	
Year 4	What did the Greeks ever do for us?	Where does my food go?	Why were the Romans so powerful and what did we learn from them?		What potion would make if you were a wizard?	
	Who Let the Gods Out	Horrible Science Disgusting Digestion	Escape from Pompeii		Harry Potter and the Philosopher's Stone	
	History	Science DT	History Geography		Science Art	

Year 5	Why was Britain such an appealing place to settle?		How is a star born?	Could you escape a spider's web?	Can you feel the force?
	Beowulf		Girl with Space in her Heart	Charlotte's Web	Cosmic
	History Geography		Science	Science Art	Science DT
Year 6	Could you have survived in a World War I trench?	What would a journey through your body look like?	Why should the rainforest be important to us all?	Could you have lived like an Ancient Mayan?	How is South America different to our home country?
	Private Peaceful	Pig Heart Boy	Journey to the River Sea	The Chocolate Tree The Hero Twins	Trash Way Home
	Geography History	Science Computing	Geography Science	History Art	Geography Science

Core Learning Values

Independent Learner	Confident Communicator	Global Citizen
		
<i>Definition: self-motivated problem solver.</i>	<i>Definition: emotionally mature with a depth of language learning that enables them to share ideas effectively, including in collaborative contexts.</i>	<i>Definition: respects the rights of others and is proactive in helping to make the world a better place to live in.</i>
Self-confident Persevere; manage risks in order to master new skills, knowledge and concepts. Resist peer pressure by making independent informed decisions.	Oracy Participate in discussion, dialogue and debate – active listening together with explaining, describing and questioning, valuing their own and others' contributions.	Self-Worth Understand issues affecting themselves, the global community and the environment.
Self-questioning Ask questions and identify problems that need to be solved.	Articulate Present ideas accurately through written and spoken forms.	Respect Look after themselves, the global community and the environment.
Self-reflective Identify misconceptions; assess progress; recognise misconceptions; evaluate experiences; identify next steps.	Empathetic Recognise emotions and motivations of self and others.	Proactive Seek to improve themselves, their community and the environment, making choices informed by the framework of human rights.

Every Learning Journey is underpinned by and addresses the three core learning values that have been identified as essential for our children. Our 'Achieve' learning behaviours are embedded within these learning values to ensure that our children are effective learners.

Core Curriculum

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

English

The 'Novel Study' approach forms the core of the curriculum and is designed to promote the love of reading. The children read high quality texts by a range of well-known children's authors. Children develop grammar, reading and writing knowledge which are linked to the books. 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.

In Year 1 children are taught the INSPIRE Maths programme. INSPIRE Maths is a transformational, whole-school primary maths programme based on the leading Singapore Maths series 'My Pals are Here', used in 100% of Singapore's state primary schools.

The approaches and methods from this scheme are transferred across and correlated with the National Curriculum from Year 2. Maths teaching concentrates on securing basic skills and developing conceptual fluency and the INSPIRE materials are then used to develop reasoning and problem solving skills. 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

At Maltby Manor Academy, pupils in our Nursery and Reception Class follow the Early Years Foundation Stage Curriculum. Our curriculum planning focuses on the 7 areas of learning and on developing children's skills and experiences.

The 'Characteristics of Effective Learning' are a key element in the EYFS. They detail the ways in which children should be learning from their environment, experiences and activities. Children up to the age of 5 should all be displaying the Characteristics of Effective Learning' every day.

This curriculum is play based, and involves a balance of children initiated learning, whole class, small group and individual activities which are adult led by the teachers and support staff. Adults very carefully observe the children and plan progress for each of them by intervening in play and also planning targeted teaching to move learning forward. Long-term planning in the Foundation Stage is based upon a rolling programme, where 'themes' are identified and developed according to the children's interests and also considering the need to ensure coverage of the EYFS framework.