



Curriculum Offer A flying start to lifelong learning

January 2023

Our aim

As part of Bay Education Trust, Curledge Street Academy aims to provide the highest quality educational experience for all groups of learners from age 2-11 during their early and primary years in education. This begins with secure foundations in English and mathematics and personal development.

Our curriculum is designed to be engaging, purposeful and relevant to the interests and needs of the Curledge Street community while building children's cultural capital. Through a coherently planned and sequenced curriculum children build what they know and can do with increasing fluency and independence. It focuses on developing children's understanding of real issues; raising self belief, aspiration and ambition in order to prepare children for the next stage of their education and beyond.

EYFS

Our high expectations of learning starts in the Early Years Foundation Stage (EYFS) where children can start with us from two years old. Play based learning is at the heart of our practice and children have access to our high quality provision linked to their core text and children's interests. We use insights to track each child's individual developmental journey and we plan activities to match each child's needs. Children start Read Write Inc phonics when they are ready and continue this into Key Stage One (KS1) and Key Stage Two (KS2) if needed. Adults will lead sessions for maths and any other areas of learning as planned by the teachers/room leaders. We acknowledge the need to ensure children are ready to access the national curriculum and year 1 and we ensure we have planned opportunities to ensure each child can meet all 17 early learning goals.

Key Stage 1

Personal and social development remain a core focus of the curriculum as children move into Key Stage 1 where more formal learning is also introduced over time and National Curriculum subjects are introduced. Speech and language development, early reading, writing and mathematics are essential tools that children need to access the wider curriculum and set them up for future learning.

In year 1, children have access to continuous provision providing a seamless link from Reception. As they move through the year, lessons move to a more formal style in readiness for year 2.

Children will continue to have a daily phonics lesson following the Read, Write, Inc. programme and apply these skills in their reading and writing including an early focus on the importance of accurate spelling. Writing is taught through teaching sequences linked to quality texts including the key elements of punctuation and grammar. Maths is taught daily using a range of resources such as Power Maths, NCETM and White Rose Hub.

Science, History, Geography, Religious Education, Computing, Art & Design, Design & Technology, Personal Social Health Education and Relationships and Sex Education are taught as discrete lessons where needed. Children will

also be introduced to the idea of modern foreign languages through relevant curriculum links. Eg learning greetings in languages from around the UK.

Music and Physical Education are taught by specialist teachers ensuring quality provision for all.

Key Stage 2

As children continue their journey into Key Stage 2, the curriculum continues to be organised as discrete subjects, making meaningful links with the local environment. Reading activities take place daily and some children may continue to access phonic lessons to ensure they develop into fluent, confident readers. Spelling is a key learning focus with children following the RWI spelling programme alongside an increasing focus on technical aspects of grammar. Writing skills continue to develop through teaching sequences to enable children to communicate their ideas effectively in an increasingly wide range of genres.

Daily maths lessons take place continuing to use a range of resources such as Power Maths, NCETM and White Rose Hub alongside fluency sessions supported by the No Nonsense Number programme.

From year 3, children are introduced to French as a modern foreign language to study for their last three years of primary school. High quality specialist PE and music lessons continue weekly for all classes.

As children come to the end of their time in primary school, they prepare for national tests and begin the important transition to secondary school.

National Curriculum Subjects

Speaking & Listening

Speaking and listening begins in EYFS where children are introduced to new vocabulary through stories, provision, nursery rhymes and a rich range of experiences. They are given opportunities to speak to peers, adults, in groups and to all Nursery or Reception children developing their oracy skills.

Speech and Language interventions take place as soon as a need is identified. We work closely with the Speech and Language team to ensure high quality interventions are in place from the 2 year old nursery across the EYFS and the wider school. Children access 1:1 programs: listening and attention, Lego Therapy, Draw and Talk, attention builders and a range of other interventions daily to ensure needs are met.

As children progress throughout the school, they are given the opportunities to speak in a range of contexts and for different purposes to inform, persuade and entertain.

Reading

Teaching children to read accurately, fluently and with enjoyment is central to providing a quality and successful education. When developmentally ready, children begin the Read, Write, Inc. synthetic phonics scheme in EYFS. At the end of year 1, children take the national phonics screening check to check their progress; reading a series of decodable real and nonsense words. Children are provided with phonetically decodable books matched to their Read, Write, Inc. level to take home and read. As children progress, they will also take home a colour banded reading book to expand their reading experience.

Once children are ready to move on from phonics teaching, they take part in daily reading activities in their class supported by the RWI Comprehension programme, Babcock Re-think Reading materials, comprehension activities and independent reading tasks.

As children progress to becoming fluent, confident, independent readers, they join the Accelerated Reader scheme choosing books from a graded collection in the school library and completing a comprehension quiz online after reading.

From nursery, children are introduced to quality stories and poems as recommended by Pie Corbett's reading spine. Children from nursery to year 2 are provided with quality books from the reading spine to take home and enjoy with parents and carers. All EYFS children enjoy daily nursery rhymes led by adults and children alike.

Classrooms are well stocked with carefully chosen texts to introduce children to poetry and stories, non-fiction texts related to wider curriculum learning and texts designed to inspire wider reading which are phonetically decodable as appropriate. This stock of books is rotated through the year to inspire and excite readers and support learning.

Children requiring additional support to learn to read confidently and fluently will have additional 1-1 or small group interventions. For children in year 4, 5 & 6, the Fresh Start reading programme is in place to support reading development for older children with texts suitable for their age and interest level.

Writing

At Curledge Street Academy, we work with consultants from Babcock Learning Development Partnership to develop teaching sequences following the three step approach of Learning About a Text, Practising Writing and Independent Application. Children are inspired by the quality texts they study and focus on understanding how writers create the effect and impact on the reader before developing their own writing in the same style.

Children are supported in the early years to form letters in a printed style. As they become confident with this, they are introduced to entry strokes to each letter as a precursor to developing a fluent joined handwriting style. Handwriting is practised throughout the week and guidelines are used to support children in developing correct letter sizing, ascenders and descenders.

Children use their phonic knowledge to spell words and this is taught during daily Read, Write, Inc. sessions. From year 2 onwards, the RWinc Spelling programme is used to teach the objectives set out in the National Curriculum.

Maths

At Curledge Street Academy we recognise the importance of mathematics as an essential and critical skill to everyday life as well as underpinning knowledge and understanding across other areas of the curriculum. The understanding of mathematics starts in the early years where children practise their skills of cardinality and counting to 20 in small groups with adults and through provision as well as exploring patterns within number. As children move into Reception classes, they begin to explore mathematics in short whole class inputs and then through learning opportunities within their continuous provision. A carefully planned progression of skills and knowledge based on the NCETM framework for EYFS is followed with a focus on developing mathematical understanding through concrete resources, pictorial representations and finally into the numerical abstract.

Throughout Key Stage One and Two, daily maths lessons take place using a range of resources such as Power Maths, NCETM and White Rose Hub alongside fluency sessions supported by the NCETM Mastering Number programme, My Maths and Times Table Rock Stars are used to support learning in school and at home.

Lessons are structured using a small steps approach to build understanding through the lesson with opportunities built in for children to tackle problems of increasing complexity and demonstrate understanding at a mastery with greater depth level.

Children's knowledge and understanding is checked termly using the PUMA standardised maths papers. Gaps in understanding are identified and interventions planned to catch children up.

Opportunities to use and apply mathematical skills in other curriculum areas are planned for.

Science

At Curledge Street Academy we are proud to have been awarded the Primary Science Quality Mark in 2021 which recognises the school's commitment to providing high quality CPD to teachers in order to ensure children receive the very best science education. As members of the OGDEN Trust, we receive and coordinate funding for three schools to provide experiences beyond the curriculum and create a sense of awe and wonder. The OGDEN Trust also provides access to support, resources and funding to further develop the science curriculum.

Our science curriculum starts with the EYFS where children learn basic science skills through 'The natural world' area of learning. Year 1-6 is structured and delivered through the Snap Science program. Snap Science is shaped by an informed understanding of the purpose and value of primary science, aiming for every child to engage with a coherent progression of the scientific skills and concepts specified in the National Curriculum and the EYFS Framework.

As members of the Association of Science Education, we also have access to a wide range of resources to support the planning and delivery of quality science lessons with a clear focus on the development of science skills and knowledge. Explorify video resources are used to introduce children to science concepts that would not be possible to experience in the classroom and encourage scientific thinking alongside concept cartoons to elicit discussion and prior knowledge at the start of a sequence of learning or lesson.

We are fortunate to have a world class zoo within our immediate location and all children will have the opportunity to visit this in key stage 1 and 2 and take part in workshops to support their scientific learning linked to habitats and classification.

Computing

Children at Curledge Street Academy develop computing skills essential to life in the digital world and connected global society as both users and thinkers. The Computing curriculum is planned through the The National Centre for Computing Education (NCCE) approved programme, 'Teach Computing'. The NCEE is funded by the Department for Education and the programme is created by subject experts, using the latest pedagogical research and teacher feedback.

In EYFS children start their learning through planned experiences within the 'Technology' area of learning. Through their primary years, pupils will also have the opportunity to apply computational thinking and creativity when using software such as Scratch, Kodu, Google SketchUp and specialist hardware such as YoTo in the early years, Beet Bots in Key Stage 1, and Blue Bots and Pro Bots in Key Stage 2.

The school uses the Google Platform and all classes have access to Chromebooks with upper key stage 2 having full sets in all classes so learning in all subjects can take place digitally either using online programmes and apps or in a teacher-created virtual classroom. This prepares children well for secondary school where the main feeder school uses the same technology in order to create a seamless transition.

With children accessing online content at an increasingly younger age, the emphasis on online safety including cyber bullying is a key feature of the curriculum with online safety taught through the PSHE and computing curriculum supported by the DfE modules and Project Evolve online safety resources.

Religious Education

At Curledge Street Academy, we follow the Devon and Torbay Agreed syllabus for Religious Education, which is taught discretely. As a school, we recognise the lack of diversity in our local community and see it as a key

responsibility to develop respect and tolerance of other cultures, faiths and beliefs through our curriculum. We also maintain strong links with our local Church organisations to provide Religious Education enrichment opportunities and visits to places of worship as part of the curriculum.

The principal aims of the RE curriculum are for children to:

- make sense of a range of religious and non-religious beliefs
- understand the impact and significance of religious and non-religious beliefs,
- make connections between religious and non-religious beliefs and concepts

Personal, Social, Health Education including Relationships, Sex and Health Education

PHSE starts in the EYFS where we are teaching children the skills needed to achieve their Early Learning Goals in 'Personal, Social and Emotional Development' and to leave the EYFS emotionally ready to transition into the national curriculum in year 1.

At Curledge Street Academy, we follow the agreed government guidelines alongside the PSHE Association syllabus. This provides teachers with a range of resources to create well balanced units that meet the needs of our local context.

Relationships and Sex Education units are covered within PSHE and science curriculums supported by The Christopher Winter Project. . Parents are consulted and given information about the content of sex education lessons, and offered the opportunity to discuss any concerns with the RSE lead. Teachers understand the protected characteristics to be covered within lessons.

Mental wellbeing is taught through the curriculum with any children with additional support needs referred to the Mental Health School Support Team, or CAMHS.

The curriculum is revisited to allow children to develop a firm understanding and knowledge which they can draw on to show empathy and understanding and also to keep themselves safe. Systems are in place for children to report concerns about their own safety or wellbeing that may arise through the learning of PSHE. Staff are well trained in identifying and responding to safeguarding concerns that may arise within the school community.

The school takes part in the NSPCC 'Speak Out' programme for schools, First Aid training through the St. John's Ambulance online resources, Mini Police Community initiative for years 4 and 5 and visits from the fire service.

Weekly school assemblies take place covering a range of topics linked to the school values, SMSC and British Values. Visitors from local faith groups are also invited in to lead assemblies with a religious theme.

History

At Curledge Street Academy we provide a modern, relevant and intellectually challenging history curriculum that also makes meaningful and rigorous links to other subjects. In EYFS we plan experiences within 'past and present' as well as 'people, culture and communities' to ensure children are ready for the history curriculum in year 1. We follow the Connected History curriculum which supports children's deeper understanding and retention with enquiry-based approaches to history lessons and sequences. The scheme includes units that look at the history of the children's own locality in both Key Stage 1 and Key Stage 2. This will provide all children with meaningful learning experiences that contribute to their cultural capital and understanding of the wider world through the contexts of their own locality.

Learning objectives are outcome focused and progressively more challenging for Years 1–6 and reflect what it means for a pupil to get better at history. They recognise that whilst it is important for pupils to increase and extend their knowledge of the subject, it is also vital that they have space and time to develop the concepts and skills of young historians.

Connected History recognises that increasing mastery of the subject occurs as a result of a pupil combining the application of key subject skills, processes and subject vocabulary with the development of knowledge and understanding. These are interdependent components of a pupil developing the attributes of a young historian.

Geography

At Curledge Street Academy children are encouraged to learn about their own locality and the people and places beyond their own experience. Our Geography curriculum is planned through the Connected Geography syllabus. The eighteen Connected Geography enquiries have been written to ensure that pupils are progressively challenged to achieve the following outcomes as they move through the programme. This progression reflects increasing mastery of the subject, which is highlighted in the learning objectives of each investigation. The scheme includes units that focus upon the local area with enquiries into 'living by the seaside', a study of the immediate locality and farming and food production in the local area in Key Stage 1 progressing to investigations on land use and settlements within the locality, a study on local rivers and an investigation on Dartmoor National Park.

By understanding their own environment, children are able to use this to make comparisons with the physical and human geography in contrasting locations. We recognise that many of our children have limited experience beyond their local community and therefore ensure they have the opportunity to visit the range of environments that Devon has to offer including visits to the beach, Dartmoor and the city of Exeter during their primary years. In EYFS we use this contextual information to plan opportunities with the 'the natural world' and 'people, culture and communities' areas of learning. Use is made of technology such as Google Earth and Digi Maps to allow children to access places virtually that they would not otherwise experience.

Art & Design

At the start of a child's journey they will experience art through planned sessions and activities under the 'expressive arts and design' area of learning which prepares them for art in year 1. At Curledge Street Academy we use the Kapow Primary scheme of work to support planning and delivery of our Art & Design curriculum. Our offer fulfils the statutory requirements outlined in the National Curriculum (2014). The National Curriculum for Art and design aims to ensure that all pupils:

- 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

With the exception of Year 6, each year group has a unit called 'Formal elements of Art' which focuses on the discrete skills of the formal elements of art which are:

- Line
- Shape
- Tone
- Texture
- Pattern
- Colour

Children are also given the opportunity to work with local artists to understand how they take their inspiration from the world around them and use art to communicate current issues facing the 21st Century. We encourage children to explore and experiment with different media and textures to represent their ideas.

Our programme links to relevant outcomes and the Early Learning Goals taken from Development Matters the EYFS Statutory Framework, making it easy to ensure coverage and provide evidence. Reception units mirror the four key areas identified in our KS1 and KS2 scheme: Drawing, Painting and mixed media, Sculpture and 3D and Craft and design. Each unit provides opportunities for pupils to learn new skills, practise their fine motor skills and develop their vocabulary with subject-specific language.

Design & Technology

At the start of a child's journey they will experience art through planned sessions and activities under the 'expressive arts and design' area of learning which prepares them for design and technology in year 1 and beyond. At Curledge Street Kings Ash Academy we use the Kapow Primary scheme of work to support planning and delivery of our Design & Technology curriculum. Our offer fulfils the statutory requirements outlined in the National Curriculum (2014). The national curriculum Programme of study for Design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
- critique, evaluate and test their ideas and products and the work of others.

- understand and apply the principles of nutrition and learn how to cook.

The Design and technology National Curriculum outlines the three main stages of the design process: design, make and evaluate. Each Kapow Primary unit follows these stages, to form a full project. Each stage of the design process is underpinned by technical knowledge which encompasses the contextual, historical and technical understanding, required for each strand.

Cooking and nutrition has a separate section in the D&T National Curriculum, with additional focus on specific principles, skills and techniques in food, including where food comes from, diet and seasonality. Food units still follow the design process summarised above, for example by tasking the pupils to develop recipes for a specific set of requirements (design criteria) and to suggest methods of packaging the food product including the nutritional information

Design and technology in EYFS (reception) Child-led learning is integral to the Early Years curriculum. Supporting children in following and exploring their own interests allows for a greater depth of learning and understanding and much higher levels of wellbeing and engagement. Adults in the classroom can model how to use Design and technology to aid children in their pursuits and scaffold the learning so that they can reach a deeper level of understanding. Through our EYFS reception units, children will have plenty of opportunities to get to know each of these areas, as they explore different materials, processes and outcomes.

Physical Education

Physical Education is taught by a specialist teacher and assistant weekly to all classes from Reception onwards. Our large school site means we can offer a hard court area and hall space for gymnastics, dance and basketball.

In EYFS children have access to spaces with resources that provide opportunities for both gross and fine motor skills. Children from year 1 up take part in inter school festivals where participation at all levels is of central importance. Our football and basketball teams compete in inter school leagues.

Swimming lessons are held at the local leisure centre for children in year 3 and 5 led by specialist swimming teachers and supported by our own PE team who have completed additional swimming qualifications. Pupils who have not met the expected standard in swimming (25 metres) will be offered additional catch up sessions in the Summer Term of Year 6.

Our PE staff are highly qualified holding additional coaching qualifications in basketball, gymnastics, Tae-Kwon-do, cricket, cycling, football, hockey & orienteering. Year 5 and 6 children are offered Bikeability training through the local provider.

In the Autumn term of year 6, pupils have the opportunity to attend a residential experience on Dartmoor where they participate in adventure and outdoor education culminating in a team challenge utilising the skills they have learnt.

All children are encouraged to take advantage of a wide and varied extra-curricular programme which aims to increase participation levels as well as develop performance levels for competitive environments.

Pupils are offered the opportunity to develop their all-round ability by taking on various roles within sport and physical activity such as official and coach with more able pupils acting as junior coaches at after-school clubs.

The annual Torbay Schools Dance Festival takes place in a professional theatre giving children the opportunity to experience dancing on a full stage for a large audience.

Music

At the start of a child's journey they will experience art through planned sessions and activities under the 'expressive arts and design' area of learning which prepares them for music in year 1 and beyond. Children are taught the full range of the music curriculum by a specialist teacher weekly. The curriculum is structured through the Kapow scheme of work which fulfils the statutory requirements outlined in the National Curriculum (2014) and aligns with the Department for Education's Model Music Curriculum (2021). The National Curriculum for Music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

These aims are delivered through the following interrelated strands;

- Performing
- Listening
- Composing
- The history of music

Free after school music clubs are offered with a focus on developing skills ready for performances to the school, parents and the wider community.

The school has strong links with the Torbay and Devon Music hub providing access to training and resources to enhance music provision. Visits include musicians from Daisi Arts Inspired Learning charity.

Each year, children take part in the Torbay Music Festival with the opportunity to perform in a professional theatre space to the Torbay Community.

Modern Foreign Languages

At Curledge Street Academy, we aim to develop a curiosity of the outside world and other cultures than our own, by integrating practical MFL communication skills and knowledge of other cultures. This will ensure any MFL skills being taught have a real purpose, context and possible application.

We structure our curriculum through the Kapow scheme of work which fulfils the statutory requirements outlined in the National Curriculum (2014). The National Curriculum Programme of Study for Languages aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- Discover and develop an appreciation of a range of writing in the language studied.

There are five key strands which run throughout the scheme of work, and an overarching strand, 'Language detective skills' which are the language learning techniques used in every lesson to develop the other strands. The five key strands are;

- Speaking and pronunciation

- Listening
- Reading and writing
- Grammar
- Intercultural understanding

The scheme develops these skills in a progressive way so that by Year 6 pupils are able to use these strategies to confidently grapple with unknown spoken and written language and search for meaning. The development of these skills, also helps pupils develop their understanding of the English language and its grammar conventions.

In EYFS this will be demonstrated in pupils sharing different morning greetings in a range of languages and celebrating the range of cultures already present in our classroom (e.g. EAL pupils sharing a greeting in their first language). In Key Stage 1, children will begin to explore specific countries and cultures and this will offer the opportunity to learn some basic vocabulary in a range of languages. For example, in Year 1, children may be exposed to learning how to say hello in languages spoken in the countries within the UK.