

Curriculum Overview

The Foundation Stage

Children in Nursery (F1) and Reception (F2) access the Early Years Foundation Stage (EYFS) curriculum. They engage in learning through first hand experiences that foster investigation and enquiry. The Early Years curriculum is made up of 7 areas of learning; 3 prime and 4 specific.

Prime Areas

The prime areas of the EYFS are: Personal, Social and Emotional Development, Communication and Language and Physical Development.

Personal, Social and Emotional Development is vital in the Foundation Stage. Through every day learning, we support the children in making strong relationships with their peers and familiar adults and encourage them to become confident and independent young people. At all times, adults support and model appropriate behaviour to promote positive relationships within the classroom; this is reinforced during and circle times and small group activities. The children are encouraged to recognise and celebrate personal achievements, however small, and those of their peers. This year we plan to celebrate our success with a Foundation Stage weekly achievement assembly.

To promote a rich and varied vocabulary, we provide a language rich environment, which gives opportunities for children to experience new and imaginative vocabulary. We plan specific activities to upscale the children's vocabulary which is illustrated through our daily English lessons, book sharing, role-play, child initiated activities and when using the outdoor area. To further deepen the understanding of children's learning, staff in Foundation stage are encouraged to use questioning to allow children to talk about their experiences. The use of questioning also encourages children to use a wider range of vocabulary to form longer, more complex sentences. Questioning prompts are displayed in both classrooms.

Physical Development, is a fundamentally important skill which underpins all aspects of children's early experiences. If children learn to move with control and coordination; to balance and climb; to move with agility and self-expression they are likely to be more successful learners throughout their school lives. When you come into a Foundation Stage classroom, don't be surprised if you are asked to join in with Disco Dough sessions and Write Dance! These are 2 new learning strategies that we have adopted this year and are really enjoying.

Specific Areas

The specific areas of the EYFS are Literacy, Mathematics, Understanding the World and Expressive Arts and Design

Reading

Children in both F1 and F2 access daily phonics sessions. Children use and apply their phonic skills when accessing continuous provision through reading labels, captions, instructions and other text in the environment.

Writing

Mark making is the first step towards successful early writing. Children are encouraged to use a variety of different writing materials on a variety of scales. This could be writing on a post it note or making gigantic marks on the playground. The importance of this mark making practice is to embed fluent movement which will eventually lead to forming recognisable letters. In addition to this daily practice, the children participate in teacher led purposeful writing. By the end of the Foundation Stage, many children can write short, simple sentences independently and read simple words and sentences.

Maths

Early maths is taught through games, song and exploration. In F1, we concentrate on the language of maths through child initiated play, simple challenges, questioning and stories. In addition, we deliver a daily maths session to consolidate and extend learning concepts.

In F2, we build on the children's early experiences through a mastery approach to maths, which encourages children to use manipulative resources, like cubes and counters, to solve a range of problems. We ensure that children are fluent with counting, ordering, adding and subtracting, doubling, halving and sharing before we challenge them to use their reasoning and problem-solving skills. Children also explore 2d and 3d shapes, measuring equipment and start to use the language for a range of mathematical concepts like time and money.

Understanding the World

In Understanding the World, children are encouraged to be curious and explore natural materials and learn about living things and compare different places. Our topics are chosen carefully to exploit the children's own experiences which are vast and varied. They learn about technology, using computers and programmable toys and the wider application of technology in everyday life. Moreover they learn about people and communities; how they are different or similar to their friends and they learn about and celebrate other cultures.

Expressive Arts and Design (EAD)

EAD is a fundamental area to develop in Early Years as it gives the children the foundations to underpin their own identity and enables them to develop self-expression and self-confidence.

Children are given the opportunity to use their skills imaginatively in Expressive Arts and Design. They are given the opportunity to explore and use media and materials such as paint, clay and construction equipment. Children are also encouraged to be imaginative in areas such as role play, art and dance.

Children in the Foundation Stage engage in high quality learning experiences both indoors and outdoors. Their learning and progress is tracked through observations, photographs and videos on the online learning journey, Tapestry.

Key stages 1 and 2

At Montagu Academy, the core skills are taught every morning with a separate reading, writing and maths lesson each day. Cross-curricular links are developed and utilised where appropriate.

Reading

The ability to read fluently, with understanding, is a key skill for all. Reading opens the door to learning. A child who reads frequently will become a good reader; a good reader is able to read more challenging material; a child who reads challenging material is a child who will learn. The more a child learns, the more they will want to find out. Reading therefore breeds curiosity and a love of learning.

At Montagu Academy children are taught to apply their skills to read for meaning in a wide range of genres and across the curriculum.

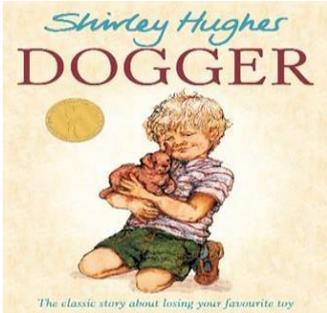
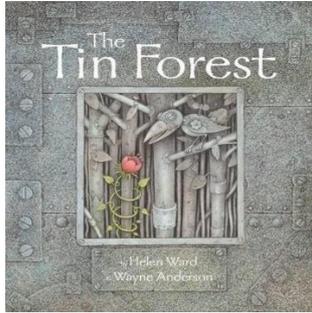
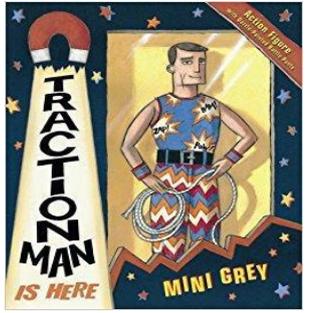
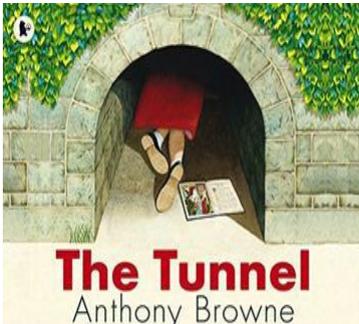
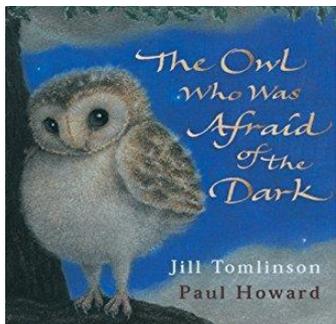
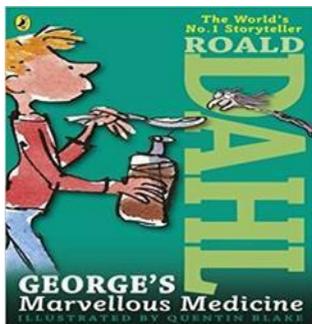
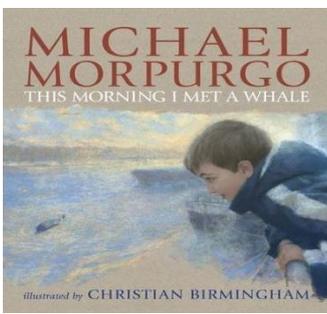
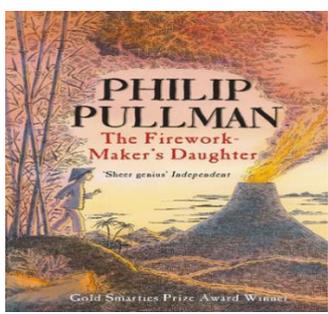
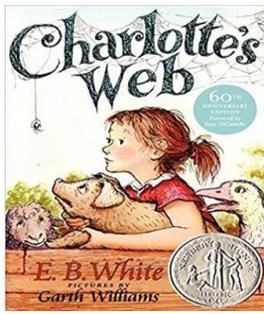
Phonics

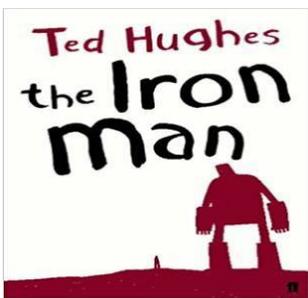
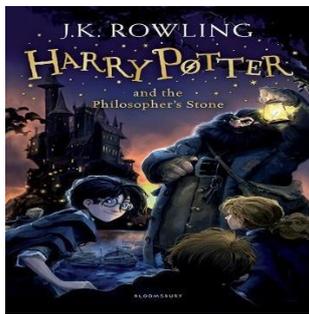
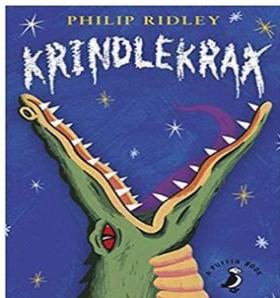
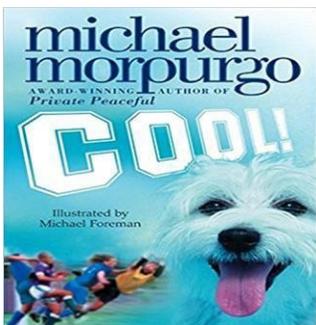
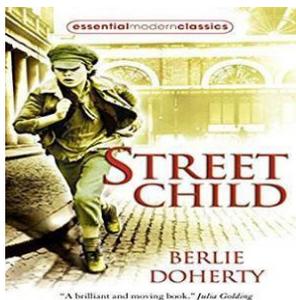
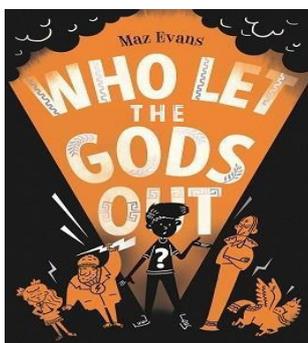
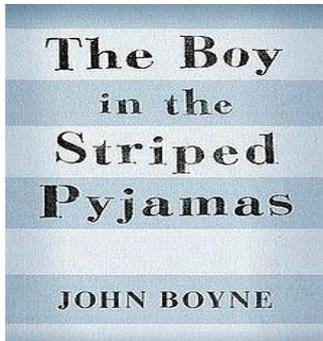
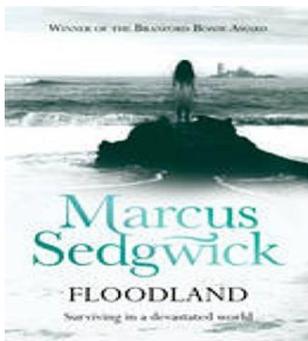
Through Early Years and Key Stage 1, children are taught phonics through Letterland. Children have a 30 minute phonics lesson daily where they access phase appropriate activities; learn to apply listening and attention skills; learn letter names and sounds and learn how to read and write using their phonic knowledge. During these lessons, children learn memorable songs and stories linked to the different phonemes, play games to develop their understanding of how sounds make words and how words are used to make sentences. All Year 1 children

participate in the National Phonic Screening Test in June- they read twenty 'real' words and twenty 'pseudo' words to test their phonic knowledge. Phonics interventions are taught to support children who require additional help.

Delta Whole Class Reading Strategy

The Reading Strategy is a trust-wide approach to develop reading comprehension skills. It takes place every day for a minimum of 30 minutes. It incorporates age-appropriate, challenging texts, which are rich in vocabulary. The core texts are:

| Year 1 | | |
|---|---|---|
|  |  |  |
| Year 2 | | |
|  |  |  |
| Year 3 | | |
|  |  |  |

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|---|---|---|
| Year 4 | | |
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| Year 5 | | |
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| Year 6 | | |
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All Delta academies teach the same text in each year group. This allows for better collaboration and development and shared planning for schools. There is a clear focus on core comprehension skills which are age appropriate. The strategy aims to develop 'depth' in pupil's responses to their reading. The use of a clear structure supports staff and develops confidence in their delivery of reading. All pupils are exposed to high quality texts and discussions, despite potential barriers to their word reading and comprehension. All year groups have a reading journals for their written response. These may be independent, guided, formal or informal responses to reading. These books reflect the pride and importance of reading. The core texts are supplemented with non-fiction and poetry to ensure that a broad range of literature is experienced.

Same Day Intervention

We use the Same Day Intervention (SDI) approach in our academy in order to promote mastery in maths. This is a two part lesson approach. Teachers begin with an input stage and then the children will independently attempt five questions of increasing difficulty including fluency, reasoning and problem solving (the 'Dive In'). During this stage, the teachers are able to identify any children who require extra support and those that are comfortable with the

mathematical concept shown. The second part of the session – the challenge stage – is then used for children who are comfortable with the concept to consolidate their learning independently and apply it to reasoning and problem solving tasks. The teacher will also provide immediate intervention for those less confident children to reach the required level of understanding.

Alongside subject content, there is an expectation that students will be “working mathematically” towards the three aims of the NC. The three aims are:

- Fluency
- Reason mathematically
- Solve problems

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils’ understanding and their readiness to progress to the next stage.

During a maths lesson:

- Teachers reinforce an expectation that all pupils are capable of achieving high standards in mathematics.
- Whole classes are taught together, possibly for the whole lesson, on the same concept/method/knowledge.
- The large majority of pupil’s progress through the curriculum content at the same pace. Differentiation is achieved by emphasising deep knowledge and through individual support and intervention.
- Teaching is underpinned by methodical curriculum design and supported by carefully crafted lessons and resources to foster deep conceptual and procedural knowledge.
- Practice and consolidation play a central role. Carefully designed variation within diagnostic 5 (or 3 in F2 and Y1) will build fluency and understanding of underlying mathematical concepts.
- Teachers use precise questioning in class to test conceptual and procedural knowledge, and assess pupils regularly to identify those requiring intervention so that all pupils keep up.

After completing the ‘Dive In’, pupils will receive an appropriate task to complete in the second part of the lesson.

- **Bronze Challenge:** The children who need adult support in order to grasp the initial mathematical concept will complete a bronze task (SDI group).
- **Silver Challenge:** Many children will move on to silver task which builds on previous learning from the first part of the lesson and incorporates reasoning and problem solving.
- **Gold Challenge:** Some children will move to a gold challenge which is aimed at allowing the children to develop their skills at a greater depth. This could involve more formal recording or more abstract ideas, or tackling more complex problems or exercises.

If a child makes mistakes during the silver or gold challenges, they receive intervention before the next maths lesson.

As an academy, we are developing our approach to mastery and will implement a mastery mind set throughout the lesson.

Teachers will regularly use formative assessment to make judgements on the children's attainment. Teachers will also carry out termly summative assessments in order to further support their judgements. Question analysis will also be carried out in order to highlight any gaps and to inform future planning.

Wider Curriculum

In Key Stages 1 and 2 at Montagu Academy, we provide a creative curriculum based around the Cornerstones Curriculum, a nationally recognised approach for delivering outstanding learning opportunities for children.

The Cornerstones Curriculum is a creative and thematic approach to learning that is mapped to the 2014 Primary National Curriculum to ensure comprehensive coverage of national expectations. Our curriculum is delivered through Imaginative Learning Projects (ILPs) which provide a rich menu of exciting and motivating learning activities that make creative links between all aspects of our children's learning.

We believe children learn better when they are encouraged to use their imagination and apply their learning to engaging contexts. Our curriculum provides lots of learning challenges throughout the academic year that will require children to solve problems, apply themselves creatively and express their knowledge and understanding effectively across the curriculum.

Cornerstones also provides a rigorous essential skills framework that outlines the end of year expectations in all subjects. These essential skills are tied to activities and are age related so that staff can track children's progress and identify their individual learning needs.

Children will progress through four stages of learning in each ILP – Engage, Develop, Innovate and Express.

PSHCE

Our aim is to ensure that all our pupils become caring, concerned citizens. As well as being embedded in the way staff and children interact, we also consolidate this through regular themed assemblies, PSHCE sessions and themed weeks and days. Making links explicit across the curriculum, we give our children the skills and confidence to make positive contributions to their community. The PSHCE curriculum draws upon, but is not solely reliant upon SEAL, the Cornerstones Yoimoji programme and Building Learning Power. Opportunities exist for lessons in which the children can act upon their learning through self-reflection (eg, what learning superpower am I?) or physical action (random act of kindness). The themes are enriched by school, national or international events that lie outside the termly theme, for example, Remembrance Day, Book Week, and Anti-Bullying Week.

Relationship and Sex Education

As an academy, we believe for Relationship and Sex Education to be effective, it needs to start early so that children learn to talk about feelings and relationships and are prepared for puberty before it happens to them. We feel it is vitally important that children learn about the safety and risks in relationships. Where appropriate, we also seek advice and support from medical professionals.