

## Academy Curriculum Approach and Rationale 2022/23

Underpinning all we do is a belief that every moment a child is in school is precious and so everything we do is 'on purpose'. We aim to create a nurturing school community where our children's learning experiences are varied and inclusive; ensuring the highest standards of learning, where all children reach their full potential whilst being inspired to continue learning in the future. The following outlines the key drivers for our decision-making around the curriculum at Turnham.

Driver	What does this look like?	Why is it important for our children?
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>- Learning in teams</li> <li>- 5 behaviours for learning</li> <li>- Developing independence and confidence</li> </ul>	<p>We want our children to appreciate the value of working as a team and the power in drawing on other's ideas, opinions and knowledge. Our children will be equipped with the social-skills to enable them to work cooperatively with those around them.</p>
<b>Curiosity</b>	<ul style="list-style-type: none"> <li>- Development of Sport and the Arts</li> <li>- Community events &amp; engagement</li> <li>- Environment</li> <li>- Educational visits, visitors &amp; opportunities</li> </ul>	<p>We want our children to be passionate life-long learners with a thirst for finding out more. Our children are encouraged to lead their learning; to ponder, to dream, to discover and to ask questions. We seek to excite, enthuse and engage our children through carefully-crafted learning opportunities, experiences and educational visits. We believe that our children can make a positive impact on the community, their country and their world and therefore we will encourage them to ask the big questions: 'Why is this happening? What can I do about? How can it be done?' and give them the opportunity to put this into practise.</p>
<b>Communication</b>	<ul style="list-style-type: none"> <li>- Pupil voice</li> <li>- Strong emphasis on language development</li> <li>- Use of sentence stems</li> <li>- Writing for purpose</li> <li>- P4C</li> </ul>	<p>We seek to equip our children with the tools to be effective communicators who present themselves with the confidence that they have a voice worth listening to. We value pupil voice and actively encourage our children in their right to be heard.</p>

## Curriculum Context & Development:

### Reading:

In order to raise the attainment and close gaps we have chosen our approach to be Success for All. Success for All (SFA) is a reading and writing programme devised to accelerate and challenge children's reading and writing abilities. It initially lays strong foundations in both oracy and English with Nursery and Reception children and goes on to provide systematic teaching throughout the primary years. SFA provides a wide range of opportunities for children to explore and develop phonic knowledge and comprehension strategies; develop vocabulary and spelling; improve grammatical awareness; analyse whole texts; and develop writing in a range of genres, all whilst exposing children to a wide range of interesting, bright and diverse range of literature.

### Key features of the Reading curriculum:

- **Roots** - This Key Stage One programme builds on the systematic teaching of synthetic phonics in Reception. The four basic components of Roots consist of Fast-Track Phonics, Shared Stories, Story Telling and Retelling, and Writing.
- **Wings** – This Key Stage Two programme has a strong focus on reading for fluency and comprehension. The main aim of Wings is to give children a love of reading and create fluent and confident readers by the end of Year 6, well-able to clarify and question a range of texts. Wings supports and challenges both basic and more competent readers. It develops their skills through reading a wide range of carefully selected literature including fiction, non-fiction and poetry.
- **Language development** – our supportive model of language development with a heightened emphasis on speaking first and mastering this runs alongside our understanding of children's development at every stage of their education with us. Sentence stems are developed and aid understanding of the learning process, expectation and application for all children.

### Writing:

- Writing is taught across 2 different areas within the curriculum – the skills within English lessons and the ability to apply their skills within the text they are reading & across the Wider Curriculum through applied writing demonstrating language and knowledge taught.
- Expectations of writing are highlighted within our progressive writing guidance for all year groups.
- Teachers are provided with clear guidance on the progression of their writing development.
- Green models are written by teachers to use as models to highlight misconceptions, specific aspects of grammar and the expectation of writing.
- Moderation takes place throughout phase meetings and within one staff meeting within each half term – this aids the progressive understanding of children's skills, gaps and strengths across year groups and the academy as a whole.
- Using the same text from English lessons or the green model, teachers plan a learning sequence for writing.
- This begins with identifying the purpose for writing – to entertain, to inform, to persuade or to discuss.
- The skills needed for each writing purpose are built and the children have time to practice and consolidate this learning collaboratively as a class or within teams.
- When the children are ready to write they then begin drafting in their English or Writing Progress books (Applied writing). They are reminded that their work is in draft form so they are ready to edit and improve.

- After conferencing with the teacher, the child is then expected to begin the work again - building on and improving their work based on the conversation with their teacher. If the teacher is unable to speak to them in that lesson, they are expected to respond to feedback the following writing lesson.
- The cycle of write, correct, improve, practice is encouraged to continue throughout a unit of work.

### Key features of the Writing curriculum:

- **Clarity over what makes successful, age-appropriate writing**
  - Using writing progression grids to support teachers in which key skills must be taught in each year group.
  - Such expectations are maintained using high quality models written by teachers during planning and created in lessons through high quality modelled and shared writing with the children to ensure that children are exceptionally clear of outcomes.
  - Key stage 1 and 2 moderators working across the school to moderate writing and review next steps/writing targets for each year group.
- **High expectations around key skills: spelling and grammar**
  - Embedded in our writing curriculum is the application of age-appropriate spelling and grammatical skills. Turnham now have a GPS overview in place for Years 1-6 which has been mapped out in light of national curriculum expectations for spelling and grammar. Explicit GPS sessions are taught daily across the school.
  - Opportunities for age-appropriate writing are mapped out in Applied Writing in Wider Curriculum across the academic year. This ensures that children are exposed to a range of genres and are able to consolidate and apply knowledge across the curriculum through their writing.
  - In SFA, children's writing outcomes are tailored to their specific needs and individual targets.
  - A GPS glossary has been created to ensure the consistent use of terminology across the school.
- **High expectations around key skills: phonics**
  - Phonics is taught systematically from Nursery and through to Key Stage 2 as appropriate.
  - Staff are expected to be experts in their field and model the application of segmenting sounds to write phonetically plausible words with appropriate age groups.
  - Such skills are revisited in Key Stage 2 using clarification strategies to support children in writing new words.
- **Cursive continuous handwriting**- Children at Turnham Primary learn continuous cursive handwriting and are encouraged to join up their letters at the earliest stages of writing.

- **Delivery:**

#### Collaboration

- ✓ Talk tasks in groups or pairs to develop understanding

#### Communication

- ✓ Accurate and appropriate vocabulary is used by all

#### Curiosity

- ✓ High quality, engaging and context-driven texts

- ✓ Editing and improving writing based on peer review
- ✓ Stem sentences are available and referred to in order to provide clarity
- ✓ Children have the opportunity to explore why authors have written in particular ways and magpie this for their own writing.

### Maths:

The curriculum follows a mastery approach. In essence teaching for mastery is a philosophy with an overarching principle that all learners are expected to reach the same high standard of mathematic proficiency, and are effectively supported to do so. For this reason, pupils are in mixed ability groups in order to uphold a high standard of mathematical aptitude. Sets exist where necessary.

A key whole school focus has been to deviate from a reliance on rote memorization of rules and teach for a method that promotes understanding in order to boost the application of mathematical concepts in unfamiliar contexts and therefore reduce mathematics anxiety in primary school children, Newstead (1995-1998). Daily 'Maths Meetings' are embedded within the school timetable as an element of reviewing key mathematical concepts. 'Maths Meetings' helps to link together the mathematical relationship between separate learning steps and allows pupils to opportunity to apply their knowledge in varied problems. In activating our pupils' schema of prior learning by recalling what we've taught them previously, this will maximise the chance of them integrating new learning into existing schemata, rather than remembering content as something in isolation.

Teaching for mastery is an approach which involves the following key elements:

- Identifying what pupils already know about a certain topic
- Planning the next logical steps in learning
- Teaching and assessing in a continual cycle throughout a unit
- Providing ample opportunities for pupils to develop mathematical fluency and learn about topics in depth.
- Ensuring a high degree of success for all pupils before moving on to new learning.

### Philosophy and overarching principles - Maths

- **Collaboration supports mastery**

Children learn through collaboration. The opportunity to work with others supports understanding and encourages the development of problem solving and reasoning skills.

- **Depth is prioritised over breadth**

Each topic should be explored in greater depth and in a variety of ways; a topic is only considered to be complete when the children's knowledge is secure.

- **All children move on together**

Children progress through learning at broadly the same pace, with opportunities for faster graspers to deepen their understanding.

- **Focus on understanding**

The ability to solve a calculation is not enough; children must be able to demonstrate and articulate their understanding of the mathematical concept.

### Key features of the Maths curriculum:

- **Coherent, carefully sequenced learning steps:** the structure and essence of teaching for mastery is a cycle of assessing and teaching, assessing and teaching. The following list reflects the stages of delivering an instructional sequence: Assess the prerequisites, teach any necessary prerequisites, teach the learning steps, intervene for pupils who need support, assess the unit. Each part of the instructional sequence is a series of linked learning steps that supports the children accessing and progressing mathematically.
- **Language, talk and articulation:** Language is the stuff of thought. Without having a word for something, it can be very difficult to think about it. Stem sentences are used consistently across all phases. It supports in drawing pupil's attention to particular aspects of the learning and encourages accurate maths talk. Pupils are given opportunities to talk to articulate their thinking and reasoning (I say, you say, we say/ pupil to teacher/ pupil to pupil talk).
- **'Ping Pong' instructional model:** there is a high level of back and forth between teacher instruction and pupil activities. This back and forth provides detail, scaffolding for all to achieve, small steps and a clear and coherent journey through the mathematics
- **Conceptual variation:** the mathematical concept is presented in a variety of ways so children are able to discern the essential features.
- **Multiple representations:** a variety of manipulative and pictorial representations have been used to explain the mathematical concept.
- **Procedural variation:** questions have been chosen with care to demonstrate a particular concept, ensuring that calculations are more than simply finding an answer, but about understanding patterns and concepts too.
- **Depth for all:** every child in the lesson has the opportunity to apply their key learning through extension, application, reasoning or problem solving (or a combination).
- **Scaffolding:** support is available for those who need it (scaffolding through support, scaffolding through time, scaffolding through activity).

## Delivery

### Collaboration

- ✓ Talk tasks in groups or pairs to develop understanding
- ✓ Activity design and learning steps encourage working with peers to problem solve and reason using manipulatives or talk
- ✓ Transition time between activities used for mathematical chants, rhymes or songs

### Communication

- ✓ Accurate and appropriate vocabulary is used by all
- ✓ Opportunities are created for pupils to talk to each other purposefully about Mathematics
- ✓ Stem sentences are available and referred to in order to provide clarity on how to speak mathematically

### Curiosity

- ✓ There is an opportunity to develop fluency and automaticity
- ✓ Conceptual and procedural variation allows pupils to apply their mathematical knowledge in different contexts
- ✓ Children have the opportunity to go from specific examples of concepts to developing these into general rules

## Our Wider Curriculum

"In a democratic society which prizes equality of opportunity, the curriculum should be based first and foremost on the knowledge we consider all young people should have the access to and begin to acquire during their school years." *Mary Myatt, 'The Curriculum: Gallimaufry to Coherence'*

Over the past year, teachers and leaders have spent a great deal of time reviewing our curriculum approaches and thinking carefully about the knowledge, both factual and procedural, that we want our children to leave us with. We have thought carefully about building a curriculum which is inclusive and provides children the necessary knowledge to develop a social and cultural stake in the world as well as having high-expectations for their academic achievement.

### Delivery

#### Collaboration

- ✓ Our humanities, languages and arts curriculum all seek to provide children with the knowledge to help them better understand how they live in relation to the people and places of our world.
- ✓ Our curriculum promotes respectful collaboration and open-minded communication in order that our children can respectfully and authoritatively face challenges and conflicts.

#### Communication

- ✓ Key subject-specific vocabulary has been identified by teachers and leaders and is taught in lessons so that they can aspire to success in any field in the future.
- ✓ Key knowledge in each subject is accessed through child-friendly knowledge organisers.

#### Curiosity

- ✓ In all aspects our curriculum, we seek to promote children's critical thinking and ability to ask meaningful questions.
- ✓ We intend that our curriculum will provide children with a foundational knowledge in a broad range of subjects allowing them to learn beyond primary with increasing independence as life-long learners.

### Science:

"The important thing is to never stop questioning." *Albert Einstein*

"I am among those who think that science has great beauty." *Marie Curie*

At Turnham Academy, we have a rich, enquiry filled science curriculum. It has been designed to give our children access to the knowledge which has enabled discoveries and helped develop science which has changed the way we live, think about and understand the world around us.

The underlining principle guiding our science curriculum is to encourage children's curiosity about the world, which begins in the early years and develops into more sophisticated forms of enquiry throughout key stage one and two. Throughout their time at Turnham lines of scientific enquiry will be explored and nurtured to enhance children's knowledge and understanding of the key theories that underpin biology, chemistry and physics.

The children progress through the curriculum, building on prior learning. It is our intention that, by the end of Year 6, all children will have a solid foundational knowledge of biology, chemistry and physics which will stand them in good stead to continue building their scientific understanding of the world as they move on to their secondary education.

**Rationale:**

We want to ensure that our children understand the fundamentals of science and the reasons behind the scientific process - this includes how to follow the different lines of enquiry effectively. By developing their understanding of these principles, we are providing our children with the knowledge and skills necessary to explore and test more complex scientific theories at secondary school and beyond.

**Humanities:**

'A people without the knowledge of their past history, origin and culture is like a tree without roots.' *Marcus Garvey*

'You can travel the seas, poles and deserts and see nothing. To really understand the world, you need to get under the skin of the people and places. In other words, learn about geography. We'd all be lost without it.' *Michael Palin*

The humanities teaches us how we live in relation to the people and places of our world and, as such, we believe a rich and broad humanities education is an integral aspect of our children's education and their development as respectful, critical and curious citizens of the world.

Our humanities curriculum has been designed so that, throughout Key Stages 1 and 2, knowledge is built on and extended as the children progress through the school. In History, our children will learn about a diverse range of cultures and civilisations from the past and begin to make links and draw comparisons between their own lives, cultures and society in the present. In Geography, they will begin to develop a deeper awareness and understanding of how people live in relation to others and places through the development of their knowledge of location, place and human and physical geography.

Children also learn to apply their knowledge and understanding through their Wider Curriculum Writing lessons where writing outcomes link to their learning in History and Geography. In class, they will also explore a range of high quality literature with links to their topics, consolidating knowledge through narratives. The texts have been carefully selected to give children exposure to both classical and more contemporary texts which reflect and promote diversity and inclusion.

**Rationale:**

We have chosen our approach to our humanities curriculum because we believe they are a powerful gateway to understanding the world of the past and the present and vital in helping our learners understand how we live in relation to the places and people around us. We want our learners to leave our school with a solid foundation in the subject-specific knowledge and skills of history and geography in order to support them in understanding the diverse, exciting and complex world in which they live (and the one they want to live in).



## French

'You live a new life for every language you speak.' *Czech proverb*

At Turnham Academy, we have a French curriculum which ensures that children develop key language learning skills, as well as a love of languages and a broad understanding of other cultures. We believe that a high-quality language education should foster children's curiosity, encourage them to express their ideas and thoughts in another language and to be effective communicators. Our curriculum provides opportunities for children to communicate for practical purposes and build a solid foundation for continued language learning at secondary; all while having fun and developing self-confidence.

We do this by:

- Teaching French throughout Key Stage 2;
- Ensuring that French is a high-profile part of our curriculum;
- Focussing on twelve main topics, which are taught in depth and built on each year;
- Ensuring all four areas of language learning (speaking & listening, reading and writing) are taught;
- Providing real-life opportunities for children to practise and develop their learning.

### Rationale:

It has been shown in recent studies of the impact of second-language learning, that it boosts problem-solving, critical-thinking and develops memory and concentration. We believe that giving children the opportunity to develop understanding of the twelve main topics in our French curriculum, developing their knowledge of the vocabulary, grammar and sentence structure of the French language, will ensure that they leave Turnham with the foundational knowledge and skills to continue with the challenges of language learning at secondary school as well as promoting their curiosity and understanding of the wider world.

## Computing

Computing provides children with a deeper understanding of how computer work and operate and will give children greater confidence in building life-long computer skills.

There are three core strands to the curriculum:

- Computer Science: The principles of information and computation, how digital systems work and how to put this knowledge to use through programming.
- Information Technology: How to create programs, systems and a range of content.
- Digital Literacy: Children are able to express themselves and develop their ideas through information and communication technology.

The new curriculum will provide the skills for children to solve problems, design systems and understand the power and limits of human and machine intelligence. Children who can think computationally are better able to conceptualise, understand and use computer-based technology, and so are better prepared for today's world and the future.

### Rationale:

We know technology will be the means in which the current generation will impose positive change on their world. In order to make an impact, it is important for our learners to be aware of other users, malware and spam, all of which are integrated into our lessons. We teach the fundamentals of computing, and ensure that there is a clear progression of skills between year groups, to ensure that we are helping our children to prepare for the demands of our technological world.



## Physical Education

“Sana mens in corpore sano” (a healthy mind in a healthy body), *Juvenal*

We believe a physically literate child is a competent, confident and healthy mover. Physical literacy builds motivation, confidence, physical competence and an understanding of movement. Thus, it provides our children with the strong foundations needed to sustain a lifelong participation in physical activity and sport.

Our children benefit from a broad and balanced Physical Education (PE) programme carefully designed to inspire learners to:

- become physically literate and confident in a way which supports their health and fitness
- be physically active for sustained periods of time
- engage in competitive sports and activities that build character and help to embed values
- succeed and excel in physical activities and sport
- discover skills, abilities and preferences, and make choices about how to get involved lifelong physical activity

Physical Literacy is reinforced through daily active playtimes and our extensive extra-curricular and competitive school sport programme.

### Rationale:

We know that some of our learners come to school with heightened levels of anxiety and mental health which impacts on their learning; there is evidence that physical activity has a positive effect on mental health in children, including reducing anxiety and depression and improving mood (Ahn and Fedewa, 2011). We also know that regular physical activity and exercise is linked to improved cognitive functioning; so an excellent physical education is essential for the successful emotional and academic success of our learners.

## The Arts

‘Every human is an artist.’ *Don Miguel Ruiz*

Art & design, design & technology, dance and music are all taught as part of our curriculum offer at Turnham. We believe a high-quality Arts education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As our pupils progress, we want them to be able to think critically and develop a more rigorous understanding of the Arts. They should also know how they shape our history and the creativity and wealth of our culture and others around the world. Children at Turnham do this by studying the work of significant artists and designers from a diverse range of backgrounds and cultures and by working through a progressive curriculum which builds on prior knowledge and skills, allowing to them to creatively reflect their experiences of the world with increasing adeptness.

### Rationale:

We believe that learning through and about the Arts enriches the experience of studying, gives children the opportunity to build their social and cultural capital as well as preparing children for life beyond school.

- Arts subjects encourage self-expression and creativity and can build confidence as well as a sense of individual identity.
- Creativity can also help with wellbeing and improving health and happiness – studies have shown that Arts lessons act as an outlet for releasing the pressures of everyday life.
- Studying Arts subjects also help to develop critical thinking and the ability to interpret the world around us.

## Religious Education

'RE is like an iceberg. As you unpack ideas, you come to understand deeper meaning'

We want our learners to have a rich and deep knowledge of world religions which will help them to understand the lives and beliefs of the people who surround them in the diverse and multicultural city and country they live in. We believe in a religious education curriculum which provides children with a coherent and progressive approach to the subject that is rooted in narratives, meaning and big ideas which we can all relate to.

We want learners to be equipped with a solid foundational knowledge of major religions and cultures, of what links and distinguishes them from one another, in order to be able to develop a respectful and critical awareness of religion and its important place in our world. Throughout their time at Turnham, children will be building a deepening awareness of the significance of religion in their own lives and those of others; we believe that learning about and from religion is an important aspect in children developing their sense of self as well as their emotional and mental well-being.

Children will:

- explore religious ideas and sometimes controversial religious issues;
- meet and listen to members of different religious communities;
- share their own experiences in a safe and respectful forum;
- apply and deepen their knowledge of the subject across the curriculum.

### Rationale:

We believe that a good foundational religious education supports children in their personal development and an understanding of the spiritual, moral, social and cultural questions that surface in their lives. In tackling difficult questions, it provides pupils with insight that can work to challenge stereotypes, promote cohesion, and tackle extremism.

## Relationships Education

'Effective PSHE education should equip children and young people with the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive and fulfilled lives.' *Sir Alasdair Macdonald*

At Turnham, we feel strongly that all pupils have the right to become conscientious and knowledgeable members of society. We believe that this learning is underpinned by modelling and directly teaching the features of positive and productive relationships. In order to further facilitate this healthy, life-long attitude to relationships, our children also learn how to support their physical and mental wellbeing including understanding the human body and the changes that occur during adolescence. Furthermore, we feel that all learners have the right to learn about different, and equally as valid, types of relationships and families.

Starting in Spring 1 of the 2020/2021 year, our children will complete weekly lessons on 'Health and Wellbeing' and then starting in the Summer Term on 'Relationships'. In addition to the statutory topics, our children will start a topic on 'Living in the Wider World' in Autumn 2021/2022. As suggested by the PSHE Association, a key, research-based resource we have purchased to support this teaching, lessons on finances and citizenship will form another vital building block for ensuring our learners have the best chance possible to live a successful and fulfilled life in 21<sup>st</sup> Century Britain.

By the end of Year 6, children will:

- List a range of ways to support their physical and mental wellbeing.
- Explore how to keep themselves safe in the world and online.
- Understand the risks and effects of drugs, alcohol and tobacco.
- Learn about the human body and how it changes over time, including human reproduction.
- Know the features of positive friendships and relationships as well as what to do if a relationship makes you unhappy.
- Learn about different types of families and different types of relationships, including gender identity and sexuality.
- Discuss their rights and responsibilities as a member of a community and wider society.
- Know about money, saving, spending and entrepreneurship.
- List ways to look after the environment.

#### **Rationale:**

We know that positive, healthy relationships form the foundation for a happy and fulfilled life both within school and beyond. We are keenly aware that some of our learners are in particular need of this direct personal, social and emotional instruction. At Turnham, we feel that it is our duty to provide relationships and sex education as this will help to improve the life chances of all our learners. We welcome the compulsory curriculum content as outlined by the government relationships and sex and healthy education guidance for 2020/2021. As emphasised within this guidance, we will also feel strongly that where appropriate, learning is differentiated for some learners, including but not exclusively for pupils with SEND.

#### **Philosophy for Children**

P4C: Philosophy for Children (P4C) is learning and teaching that focusses on developing children's thinking and communication skills. It is an opportunity for children to come together as a whole class to provide a platform for discussion. It gives the children a chance to voice their opinions and listen to their peers in a structured and nurturing environment. It helps to develop children's oracy and vocabulary, increasing confidence when speaking in front of a group, to increase concentration span and to develop their thinking skills so that they can explain their ideas and give good reasons for their views. Over time, the outcome is for children to grow into caring, critical, collaborative and creative thinkers, who are able to perceive issues from a range of viewpoints. The approach fostered through P4C will help to develop higher levels of self-esteem and intellectual confidence for our children. It teaches patience, respect to others and a better understanding of the world around us.

#### **Zones of Regulation**

'We cannot tell what may happen to us in the strange medley of life. But we can decide what happens in us - how we can take it, what we do with it - and that is what really counts in the end.' *Joseph Fort Newton*

'The Zones of Regulation is a systematic, cognitive behavioural approach used to teach self-regulation by categorising all the different ways we feel and states of alertness we experience into four concrete coloured zones. The Zones framework provides strategies to teach students to become more aware of and

independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.' *Leah Kuypers – Creator of the Zones of Regulation*

We use the Zones of Regulation across our school, with all children, so that we have a shared language to talk about emotions and shared system to find ways to positively deal with these emotions. Through the Zones of Regulation we teach our pupils to recognise their feelings in their body, identify what that feeling is and then develop tools to help them manage that emotion effectively so as to minimise any negative impact on their learning, their relationships and their overall well-being.

**Rationale:**

We know that many of our learners come to school carrying a range of emotional stresses and that these factors impact on their mental health, their ability to build healthy relationships and their ability to engage in their learning. We believe that teaching our pupils to effectively and positively process and manage their emotions is a foundational building block to all their other learning in and out of school and a key skill that they will need to succeed in the future.