



# SHARE

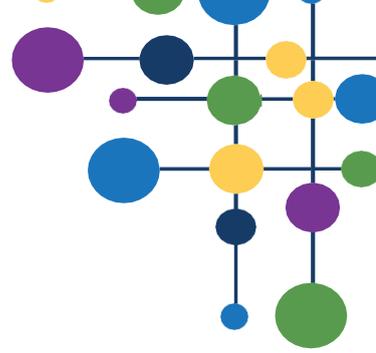
MULTI-ACADEMY TRUST

## Beech Primary Curriculum Aims

*'A caring community, inspiring a confident future'.*

This underpins our vision that all children will develop a love of learning, resilience and determination to be their personal best, within an inclusive and nurturing environment.

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## **Our vision**

At Beech Primary, we design our curriculum not only to fulfil all National Curriculum objectives but also to enrich the learning of our pupils by addressing the barriers to learning unique to our pupils, families and community. We take time to identify the things our children are passionate about and include these in our planning to ensure that learning is enjoyable and relevant. We identify key barriers to learning and include a range of activities in our long-term plans to support our pupils to overcome them. We ensure that learning is sequential and organised in order to help our pupils to know more and remember more over time.

During their time at Beech Primary, we expect children to become confident, independent readers who have a passion for books and stretch themselves by reading a range of genres. We expect them to develop key skills in writing, in order to produce quality work for a range of purposes; and to understand key concepts in maths, using these to quickly and efficiently solve problems from real-life situations.

At Beech Primary, we teach our children to be curious enquirers through the delivery of a challenging, broad and creative curriculum, which develops a love of learning enabling them to reach their individual potential.

Beech Primary inspires motivates and nurtures our children and adults within our inclusive community. We expect all our children to develop high standards of behaviour with a mutual respect for all; in doing so they will become valued members of our setting and have continued success for their future and in the wider world.

All children are taught the importance of being healthy and active as well as the impact this has on life-long physical and mental well-being.

At Beech Primary, our aim is to provide our children with an engaging, exciting and empowering curriculum that equips them for today and tomorrow. Our curriculum has been centred on a literature spine that helps to celebrate and develop the needs of our community. Texts are chosen for a range of reasons including to enhance pupils' vocabulary, to broaden their understanding of the world, inspire their imagination and understand a range of genres and themes. Where possible, many areas of our curriculum have clear links to the chosen text to connect as many aspects of learning together, to make learning more engaging and relevant.

We offer a wide range of extra-curricular activities in a variety of areas e.g. art and craft, Gospel Choir, cooking, French, creative writing and a range of sports, depending on what the children wish to do.

All of our pupils follow the National Curriculum, however a small number of learners may need this adapting and therefore a differentiated curriculum has been created and put in place to match their individual needs, interests and abilities. As leaders, we work closely with teachers and parents to map out a curriculum most suited to the needs of these children, to help them develop and progress across the breadth and depth of the curriculum.

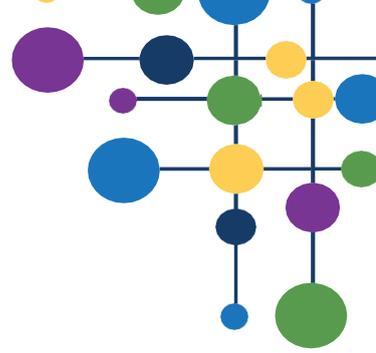
## **Our Curriculum Allocation**

The time spent on teaching each week at Beech Primary Academy is approximately 5 hours per day.

Under usual circumstances, schools must open so that teachers can meet with pupils for 190 days in an academic year.

Early Years Foundation Stage - There is no published guidance on minimum teaching hours for children in the Early Years Foundation Stage.





The Department for Education “no longer imposes legal requirements regarding the length of the midday break, or the morning or afternoon sessions. Schools can, therefore, determine the length of each sessions and breaks. Every day on which a school meets is divided into two sessions with a midday break.”

The DFE no longer make recommendations as to teaching times per Key Stage.

The DFE also states that it is for schools to decide how much time to spend teaching each subject taking account of the needs and particular circumstances of their pupils.

It is not necessary to study all National Curriculum subjects every week, term or year, so at Beech Primary, we focus on particular subjects during particular terms. Subjects are organised together around different themes each half term or term.

At Beech Primary, the following approximate time allocations are offered for teachers in Key Stage 1 and 2 to be used as a general guide, taking into account the teaching time each week of 25 hours and the above information:

Each week, approximately the following time will be dedicated to the subjects listed below:

English, including phonics, reading, SPAG – 10 hours

Maths – 5 hours

PE (including swimming) – 2 hours

Computing - 1 hour

Science – 1.5 hour (or equivalent of this across a topic)

History/Geography/Art/DT – 1 – 1.5 hours (or equivalent of this across a topic)

Music, Religious Education (RE), Modern Foreign Languages (MFL) and Personal, Social, Health and Relationships Education (PSHRE) are allocated 2.5 to 3 hours per week and are used flexibility depending on the focus for the half term.

## **The Beech Curriculum**

### Phonics – Read Write Inc. (RWI)

We use Read Write Inc. to teach phonics across the school. Discreet phonics sessions take place daily for those who are working in the phases and interventions help pupils to catch up if they have any gaps.

Click the link for more information:

<https://www.ruthmiskin.com/en/programmes/phonics/>





**Reading**

To help teach reading, we use Resilient Reader, which helps pupils to develop a wide range of skills across a range of texts.



Children use Accelerated Reader to ensure that they are engaging with reading books that stretch and challenge them.

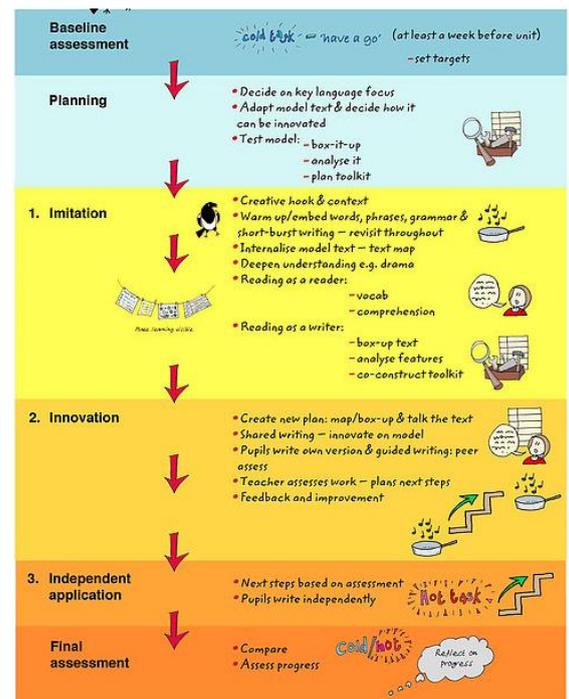
Children not only have an Accelerated Reader book at their level, they also access the school library weekly where they can chose other books to encourage reading for pleasure.

Each year group also had a reading spine of carefully selected novels to read as a class throughout the year.

**Writing**

Pupil's writing is developed in English lessons using the Talk 4 Writing framework.

Pupils knowledge, understading and application of grammar, punctuation and spelling is supported using MC Grammar resources.

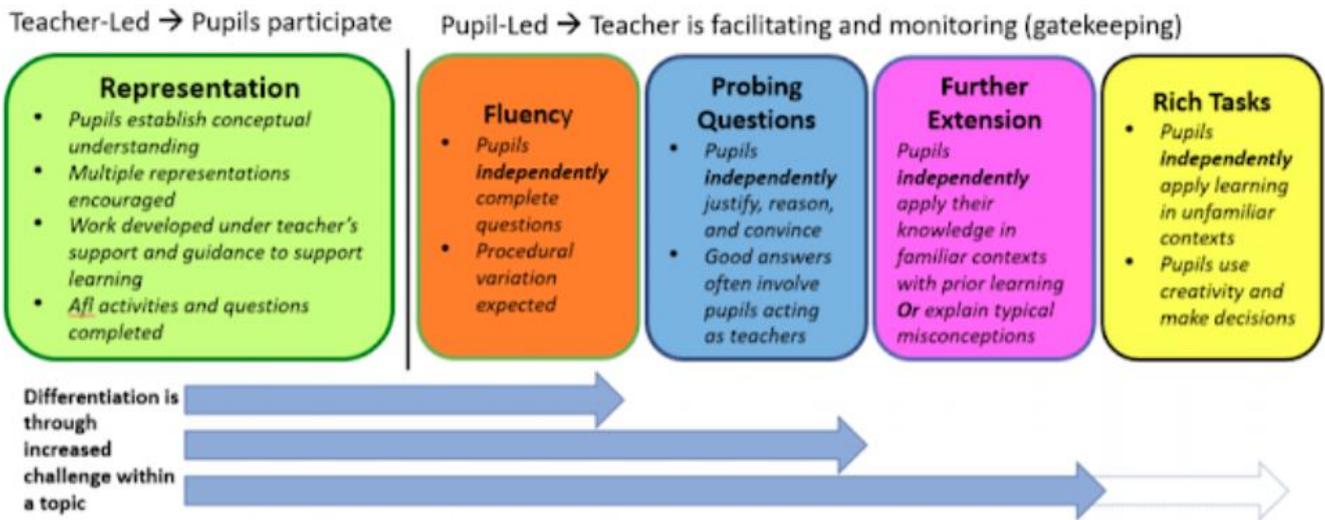
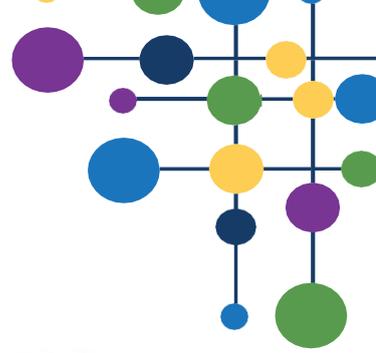


**Maths**

In maths, teachers use AET to plan and deliver their lessons. This ensures that children are stretched and challenged to develop basic understanding of maths concepts and operations, whilst developing problem solving and reasoning skills.

Pupils progress through a teacher-led section before attempting independent work. Those who are able to will then progress onto more challenging work. Those who still need further support will work with the teacher on a same day intervention.





## Science

Science topics follow the National Curriculum. Teachers use as many practical resources as possible to ensure that lessons are engaging and that children link science lessons to real life.

Science is taught across the school to give our children chance to discover, test and explore; we aim to provide an environment where children are willing to take risks when trying out their ideas and are given the opportunity to develop their scientific enquiry. Our Science teaching builds knowledge and develops children's understanding of the world through first hand experiences and exploration.

Topics such as those listed below are investigated through the science curriculum at Beech Primary:

- Animals including humans
- Living things and their habitats
- Everyday materials
- Rocks and plants
- Seasonal changes
- States of matter
- Earth and space
- Forces and magnets
- Evolution and inheritance
- Light, sound and electricity

## PE

Children across the school access a comprehensive curriculum of Physical Education, including gymnastics, athletics, dance and team games. This provides them with the opportunity to become physically confident, developing their health and fitness and encouraging them to try out a range of activities, and compete in sport to build their character and embed key values including fairness and respect. Our Year 4 cohort attend swimming lessons, with a catch up programme running in Year 5. We aim for all our children to be able to swim by the end of Year 5. Across the year, all children will have the opportunity to work with coaches from Ultimate Sport. Our teachers work alongside the coaches to deliver PE sessions, which supports their professional development in this subject. We offer a wide range of extra-curricular sports clubs throughout the year.



## Computing



**Purple Mash** is a creative online tool that introduces computing to children of all ages curriculum providing focused activities, creative tools, programs and games to support and inspire learning every day. It links elements such as algorithms, data, computing programming in order for our children to become responsible, competent, confident and creative users of information and communication technology. This exciting cloud based platform is available for our pupils to access both at home and at school.

## Jigsaw (PSHE/SMSC)

The Jigsaw Framework helps pupils to develop their understanding of personal, social and health education and has a strong focus on the fundamental British Values (democracy, rule of law, individual liberty, tolerance and mutual respect) as well as social, moral, spiritual and cultural awareness. In addition to this, we ensure that we encompass British Values and opportunities to develop SMSC across the wider curriculum.



## History

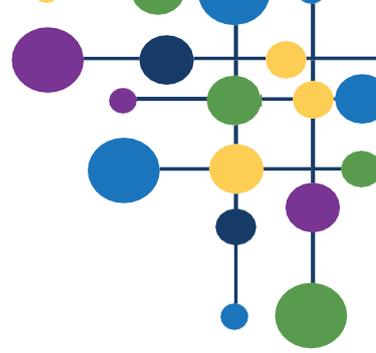
The history curriculum is taught through both practical and theoretical methods at Beech Primary to help bring history to life. We make links to other subjects such as Geography and to prior learning to help our children understand the historical connection over time and between subjects. We aim to build an awareness of the past so that all children have a secure understanding of British, local and world history.

This includes topics such as:

- The Stone Age
- Roman Empire
- The Anglo-Saxons
- Vikings
- Monarchy
- British history, law and political power
- Early civilisations
- Ancient Egypt and Ancient Greece
- War & post-war Britain

## Geography

Geography like history is taught through both practical and theoretical methods, helping children to build their understanding and interest in the subject. Children start by learning about the world around them, building up their specialist vocabulary and awareness through first-hand observation. They then develop their understanding places by naming and locating countries, continents and oceans on a map through to finding the similarities and differences of human and physical geography across the globe. Children begin to investigate different geographical timescales such as the ice age, and discuss the impact that humans can have upon the natural world.



## **Art**

Children are encouraged and inspired to create exciting art work using a wide range of materials, equipment and methods. Projects may be linked to the work of an artist, craftsman or culture, and help children of all ages to understand the importance of art and the way that it can help 'describe' the world around them. They use a wide range of techniques to develop their imagination, describe or investigate.

The following is an example of the types of art curriculum covered at Beech Primary:

- Pattern, texture, colour, line, shape and tone
- Record observations
- Master techniques such as painting, weaving, sculpture and drawing
- Develop individual ideas through understanding and investigating artists, designers and craftspeople.
- Making and designing products.

## **Design and Technology**

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

- Design
- Make
- Evaluate
- Technical knowledge
- Design and technology

## **Cooking and nutrition**

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

At Key stage 1, our children are taught to:

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

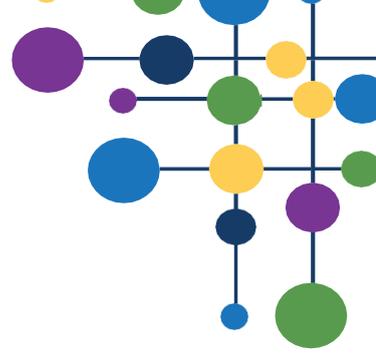
At Key stage 2, our children are taught to:

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

## **RE**

We highly value the teaching of Religious Education at Beech Primary. It gives us an opportunity to think about and reflect on religious practices and beliefs held by different groups in our community as well as beyond this. Respect, tolerance and understanding for the beliefs of others are at the heart of our teaching of Religious Education. As a school, we follow the agreed syllabus across Kirklees and Calderdale.





In Early Years, we look primarily at religious celebrations and what makes us special. We consider the similarities and differences between various celebrations and use non-fiction books to find out more information. We look at stories connected with different celebrations.

In the rest of the school, we begin to look in more detail at different religions and provide our children with opportunities to develop their spiritual, moral, social and cultural understanding. Our children develop the ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion. Daily assemblies are also used as opportunities for us to think and reflect on different values and beliefs. Visits to places of worship are undertaken where possible and visitors into school are encouraged and welcomed.

If parents wish, they do have the right to withdraw their child from assemblies and all or some of the RE curriculum.

### **Modern Foreign Languages (MFL)**

Learning about different languages helps our children to understand different cultures and to understand and respond to others through speech, language and written text that may be different to our own. In Key Stage 2, we help children to recognise sounds and patterns, understand basic grammar, and to build vocabulary, phrases and sentences in French. We learn through the listening of French songs for example, reading text in poems and stories, and communicating with each other through conversation and written text. At Beech Primary, we aim to build a confidence and enthusiasm in all our children so that they are ready for MFL as they move into Year 7.

### **Music**

Music is part of everyday life at Beech. We encourage children to sing regularly, helping them to not only enjoy music as a school community but also develop reading and language skills. They use their voices expressively and creatively to build mood, and learn to play the African Drums as a class in our Year 3 class.

We use the Charanga scheme of work to teach most elements of the music curriculum which develops through the key stages from recognising and combining sounds to playing an instrument and composing music. Children also gain an understanding of different musicians and composers, and styles of music throughout history through this scheme.

### **Assessment**

English including Phonics, reading, writing, SPAG (spelling, punctuation & grammar) and Maths are assessed throughout the year to teachers understand how well pupils understand what has been taught. Some assessments are formal 'tests', for example the National Year 6 SATs tests. Other assessments are completed by the teachers during day-to-day teaching and learning in classroom activities.

In terms of a 'test', teachers check what pupils understand, learn and remember regularly. The curriculum is then 'adapted' to suit the needs of pupils across school so that they cover the National Curriculum.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425601/PRIMARY\\_national\\_curriculum.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf)

At Beech Primary, we do not 'test' children when it is not required, rather assess their knowledge, understanding and skills over time to help teachers and leaders create a tailored challenging curriculum for all our learners, both now and for their future. We aim to keep parents and carers up to date with the progress of their children.



The following table offers a summary of our assessments across the academic year.

<b>Year Group</b>	<b>Term 1 (Autumn)</b>	<b>Term 2 (Spring)</b>	<b>Term 3 (Summer)</b>
<b>Early Years (EYFS)</b>	<ul style="list-style-type: none"> <li><b>EYFS baseline (Sept)</b></li> </ul>	<ul style="list-style-type: none"> <li><b>EYFS assessment (March)</b></li> </ul>	<ul style="list-style-type: none"> <li><b>EYFS Profile (May/June)</b></li> </ul>
Assessment update to parent/carer	Parent/carer evening	Report home / Parent/carer evening	Report home
<b>Year 1</b>	<ul style="list-style-type: none"> <li><b>RWI Phonics (Oct)</b></li> </ul>	<ul style="list-style-type: none"> <li><b>RWI Phonics (Feb)</b></li> </ul>	<ul style="list-style-type: none"> <li><b>KS1 Phonics (May)</b></li> </ul>
Assessment update to parent/carer	Parent/carer evening	Report home / Parent/carer evening	Report home
<b>Year 2</b>	<ul style="list-style-type: none"> <li><b>Practice SATs (Dec)</b></li> </ul>	<ul style="list-style-type: none"> <li><b>KS1 Practice SATs (Feb)</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Phonics retakes (June)</b></li> </ul>
Assessment update to parent/carer	Parent/carer evening	Report home / Parent/carer evening	Report home
<b>Year 3</b>	<b>NFER Tests (Nov)</b>	<ul style="list-style-type: none"> <li><b>NFER Tests (March)</b></li> </ul>	<ul style="list-style-type: none"> <li><b>NFER (June)</b></li> </ul>
Assessment update to parent/carer	Parent/carer evening	Report home / Parent/carer evening	Report home
<b>Year 4</b>	<b>NFER Tests (Nov)</b>	<ul style="list-style-type: none"> <li><b>NFER Tests (March)</b></li> </ul>	<ul style="list-style-type: none"> <li><b>National Multiplication Checks (June)</b></li> </ul>
Assessment update to parent/carer	Parent/carer evening	Report home / Parent/carer evening	Report home
<b>Year 5</b>	<b>NFER Tests (Nov)</b>	<ul style="list-style-type: none"> <li><b>NFER Tests (March)</b></li> </ul>	<ul style="list-style-type: none"> <li><b>NFER (June)</b></li> </ul>
Assessment update to parent/carer	Parent/carer evening	Report home / Parent/carer evening	Report home
<b>Year 6</b>	<ul style="list-style-type: none"> <li><b>SATs baseline (Sept)</b></li> <li><b>Year 6 Assessment (Oct)</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Year 6 SATS practice tests (Feb)</b></li> <li><b>KS2 test week (May)</b></li> </ul>	<ul style="list-style-type: none"> <li><b>KS2 SATs Tests (May)</b></li> </ul>
Assessment update to parent/carer	Parent/carer evening	Report home / Parent/carer evening	Report home <b>KS2 SATs results (July)</b>

**Reading** assessments take place throughout the year to monitor how pupils are progressing and to make sure that the books they read are suitable for their needs, offer challenge and engage our learners. Our literacy spine is central to our whole curriculum.

## Links

[www.beechprimary.org.uk](http://www.beechprimary.org.uk)