



Drapers' Maylands  
Primary School

# Primary Curriculum

# Content

Overview

The Early Years Curriculum

Approach to teaching and learning

Inclusion

Subjects

- Literacy
- Mathematics
- Science
- Information Technology
- PSHCE and SMSC
- Humanities: Geography and History
- Creativity : Art, Design, Technology, Music, Drama
- Languages
- Physical Education and Fitness
- Forest School opportunities

Curriculum Map

Appendices

## Overview

Drapers' Maylands Primary School is a place where children are at the heart of all that we do. Through excellent teaching and exciting activities, children are able to access a rich and stimulating curriculum which feeds a love of learning. Children are encouraged to have a keen spirit of enquiry about both people and places, challenge themselves and to be confident about themselves as learners.

Our focus is on the key skills of communication, mathematical understanding, scientific enquiry and information technology so that children are equipped with skills for life. Through our theme-based curriculum topics, children are able to find out about the world and the past, make contributions and develop ownership of their learning.

Planning for topics is based on the requirements for the EYFS and National Curriculum. At the start of the topic cycle, collaboration with children allows for the planning to be tailored to their needs, interests and develop self-directed learning skills. Activities are planned for visitors, parents and carers to be involved in the learning and celebration at the end of the topic cycle.

The learning environment at our school is well designed and equipped with an emphasis on the needs of future learners. It is our aim that Drapers' Maylands Primary School will offer the most up-

February 2018

to-date technology resources and endeavour to equip children with technology skills relevant to their generation.

High expectations for behaviour enable us to create a calm and purposeful learning environment where diversity is celebrated and learning is valued. The Characteristics of Effective Learning from EYFS underpin the school curriculum from EYFS to Year 6 to develop and foster the attitudes for a learner to be successful. Themes for study are selected so that there is progression from one year to the next and pupils are exceptionally well-prepared for the next stage of their development.

### **The Early Years Curriculum**

The Early Years Foundation Stage framework covers the development and learning of children from birth to the end of their Reception year at school. Pupils will have been able to experience and develop through many aspects of the Framework before they join us in their Reception year and so we continue to build on previous experiences so that they are well prepared for Key Stage 1.

At Drapers' Maylands Primary School, planning for the EYFS classes will be theme based and relevant to the interests of our pupils. Specific language and literacy teaching is delivered through daily Read Write Inc. sessions. In addition, planning includes the use of quality texts to develop a language-rich environment and foster a love for reading. Opportunities to practise the skills pupils need for writing are planned during continuous provision and daily writing tasks. Mathematics skills are taught through Little Big Maths scheme and opportunities for applying mathematics skills through child – initiated and adult-led play are planned for carefully. The timetable for learning includes time for children to become immersed in play but also to provide opportunities for structured routine. Consideration is given to purposeful play and the different ways that children learn and reflect. Many enrichment opportunities are planned with visits and visitors to broaden pupils' experiences. All activities and experiences will allow children to meet the requirements of the EYFS Framework, the age-related expectations and be ready for the next stage of their learning.

We aim to ensure that children regularly and freely access outdoor learning which is complementary and an extension of the indoor curriculum and where children are able to be more actively involved without the restrictions of space or noise. It is also important to take into consideration the social world we live in which can limit the opportunities children may have to play outside either from a safety aspect or a lack of space.

### **Approach to Teaching and Learning**

Each year staff review and adapt a curriculum map which outlines the themes and learning for each year group, thus ensuring appropriate coverage, progression and collaborative planning. This includes the RE topics based on the Essex syllabus and the National Curriculum programmes of study for all subjects. SMSC and British Values are part of the whole-school focus for assemblies and in addition, opportunities for development are identified in planning for Circle Time and through themes. Our school is a Rights Respecting School and so empowering our pupils to understand the Un Convention for Rights of the Child is woven through our school policies and systems.

High priority is given to basic skills and so the timetable includes more weighting for Literacy and Mathematics. In EYFS pupils will be prepared for Year 1 with Phonics, Writing and Mathematics sessions which increase in length throughout the academic year. Confidence in basic skills is

imperative to success as pupils progress into Key Stage 2 and beyond, therefore the programmes have been carefully selected for our pupils to learn, develop and practise skills and concepts before they move onto the next level of learning. Close monitoring and well-timed interventions ensure that although pupils are able to 'keep up and not catch up'.

Teachers plan from themes which will inspire learners, include the appropriate National Curriculum requirements and provide opportunities to enrich the knowledge and experiences of our pupils. The outline of themes is given, based on PSHCE, History, Geography and Science for the three terms. Learning Outside the Classroom is an important element of planning and use of the school resources:- Technology Zone, Science Area, Quiet Garden, Technology Room, Space Room, Explorers' Room and Enchanted Wood library, in addition to visitors and visits to enrich the curriculum provide our learners with the most inspiring opportunities. Collaborative planning provides an opportunity for pupils to think about the theme and what they would enjoy learning more about. The themes allow teachers to adapt the course of learning to tailor to the needs of each class while meeting the requirements of the National Curriculum. This improves motivation for all our learners.

### **Inclusion**

Through aspirational targets for every pupil and a learning environment where challenge is welcomed, teachers plan to deliver lessons where support is always available but no limitations are placed upon individuals. Further challenge or activities to deepen understanding and apply skills are given to pupils whose attainment is significantly above the expected standard but it is also our responsibility to plan with high expectations for pupils with low levels of prior attainment or those from disadvantaged backgrounds.

Appropriate intervention can help pupils become more involved in the learning process and provide opportunities for consolidation and new learning and development. Early intervention so that pupils 'keep up and don't catch up' is a feature of our teaching and learning practice. Pupils who have Special Needs are supported in terms of the Code of Practice and the MAT policy and those with Education Health Care Plans are supported by specific assistants so that they are able to access the full curriculum.

At Maylands, the curriculum is delivered without discrimination. Positive efforts are made to avoid gender or cultural stereotyping or discrimination. MAT policies reflect and celebrate the wide cultural base of society and ensure that our learning environment is inclusive and safe for all pupils.

### **SUBJECTS**

#### **Literacy - Reading**

We use the scheme Read Write Inc. to teach reading and phonics skills from the EYFS Reception year which allows pupils to learn successfully at their own pace until they are able to read around 140 words per minute and have a reading age of seven years.

Read Write Inc. is a complete literacy programme which pupils will begin the term they start at our school with sessions building up to 40 minutes a day in Reception and a minimum of an hour a day in Year 1 and above. The scheme is highly successful in developing:

- Fluent, enthusiastic readers
- Deep comprehension of texts
- Confident and articulate speakers
- Keen and competent writers.

As young readers develop at different rates we organise the learners into groups according to ability. Regular assessments allow us to track our pupil's attainment and so we are able to regularly review and change groups accordingly.

We aim for every pupil to read before the end of EYFS and a pass rate above the National attainment in the Year 1 Phonics test.

Once pupils are confident readers they will progress from Read, Write Inc to Literacy and Language in Year 2. This programme continues the skills developed during Read, Write Inc phonics through interesting texts and a broad range of written styles. Grammar is taught through units of work in addition to the development of comprehension, vocabulary, writing, critical thinking and discussion skills.

Eleven year-old children who read, write and speak to a very high standard are likely to achieve well at Secondary school and as adults. It is our aim to ensure that Literacy at Maylands equips the pupils with necessary skills in addition to a love for reading. A school library is available to all pupils from EYFS to Year 6 in order to develop a love for reading. It is a very special themed room, with a full size treehouse deck. The library includes the MicroLibrarian system so that pupils are able to take the role of librarian for other children in their class. School librarians are volunteers from the school community and Library prefects in Year 6 will be in place to support the running of the library.

On their reading journey, early readers will be able to select books which are organized into Book Bands and then able to select from a wide range of quality texts in each classroom. Pupils are expected to read daily at home in order to practise skills learnt in school, research by using non-fiction books and electronic forms and enjoy sharing new skills with their parents and carers. Vocabulary development and comprehension skills will be equally important and focus on these through Home Learning, resources and planning will ensure progress for all pupils.

### Literacy - Writing

Writing skills are taught in EYFS by encouraging children to develop skills in communication, storytelling and motor skills. Writing for pleasure and purpose ensures a positive attitude in the early developmental stages. Gross and Fine Motor skills are developed alongside the spoken language and phonics skills which emerging writers need.

Writing skills are covered daily during Literacy lessons and supported by cross-curricular writing tasks to deepen and practise skills. Pupils are able to develop accuracy and confidence as writers through daily guided writing sessions with teachers. Extended writing opportunities are given for pupils to demonstrate their skills and develop written style from Year 2, increasing the range and competence of different written styles from Year 3 to Year 6.

Handwriting is taught from letter formation as part of the phonics programme to joined handwriting skills once formation is automatic. The expectation is that all pupils have fluent, neat and legible handwriting from Year 1. Pen Licences are awarded in Key Stage 2, once pupils can demonstrate consistent accuracy in joined fluent handwriting.

Spelling skills are taught from the earliest stages of Read Write Inc through to Year 1. From Year 2 a formal spelling programme is in place with daily spelling practice to support accuracy for writing.

### **Literacy – Speaking and Listening**

Spoken language communication is an essential skill. It determines success in writing and prepares children to encounter the next stage of their education with confidence.

Our school ensures that pupils are given opportunities to develop confidence, vocabulary and an awareness of purpose and audience through activities across the curriculum. Speaking and listening skills are developed from the start of Reception during 'Chatterbox time'. The learning environment is designed with spaces to talk and listen. Developing pupils' vocabulary and spoken language skill is an important feature of our school.

Our literacy scheme places emphasis on collaborative talk and we encourage pupils to be confident by developing good communication skills. Speech and Language link intervention programmes support pupils with language difficulties and following screening for all pupils at the beginning of Reception are put into place swiftly and monitored regularly so that necessary support is established and enables accelerated progress.

From Year 1 pupils are able to develop presentation skills and speak with confidence to an audience. From Year 3, the curriculum includes opportunities for more formal spoken presentations and pupils will be able to participate in Public Speaking competitions in school and in the local area.

Pupils are able to use language in imaginative ways from role-play opportunities to drama activities through role-play and performance to an audience.

### **Mathematics**

As a key skill, it is important that the pupils become numerate and are able to build confidence in mathematical skills. In EYFS Reception year, pupils will use the Little Big Maths scheme and move onto the Big Maths scheme from Year 1. The scheme is successful in systematically teaching skills and developing confidence to use and apply those skills with understanding. Through the cycle of teaching, skills are taught, developed and consolidated regularly. Planning for themes includes opportunities to practise and deepen understanding of skills during the regular cross-curricular opportunities. Big Maths activities are supported with resources from other programmes, including opportunities for working at greater depth.

Through regular monitoring and weekly challenges, opportunities to provide interventions take place through one-to-one tuition and small group revision. A selection of IT support materials and programmes will be used in each year group so that learning at home and at school supports confidence and competence in foundation skills. Home Learning includes the use of Mathletics, for which certificates are awarded weekly during celebration assembly.

It is our aim that from EYFS pupils should be able to challenge themselves, think critically and feel confident when using number. Daily mathematics teaching takes place in addition to using maths through play in EYFS and through carefully planned opportunities to build on their ability to use and apply skills in Year 1 and beyond. When children leave Year 6 they will be able to confidently use mathematical skills and be fully prepared for the next stage of their education.

## Science

Our aim is that children learn through exploration, discovery and observation from EYFS to Year 6. The National Curriculum requirements for Science are met through themed planning each year and scientific concepts are addressed in practical 'real-life' tasks. Through the sponsor links with Queen Mary University, our pupils are able to access enrichment opportunities to develop an interest in the world around them and the importance of science in understanding the world.

By developing their naturally inquisitive nature, pupils will be introduced to the scientific concepts which shape their world in EYFS and Key Stage 1, able to plan and undertake simple investigations and collect evidence to support new knowledge. During Key Stage 2, pupils continue to develop investigation work, consider how to present and explain simple models and theories to one another and begin to consider scientific developments and their impact. Visits and visitors are used to introduce pupils to scientific concepts beyond classroom based activities, in addition to Science Week which is an opportunity to share learning with parents and carers.

All of our pupils are able to participate in Forest school activities in order to engage with the natural world, inform their understanding and develop a respect and appreciation for their environment. Through the development of the new Science area in the outdoor environment, pupils are able to explore and embed their learning through practical activities such as growing vegetables, environmental stations and keeping animals.

## Information Technology

At our school we plan to anticipate the changes in technology over the next decade by integrating this subject into the daily life of the classroom. The National Curriculum outlines skills which we will deliver through contextual activities as far as possible. In addition to ensuring our pupils can use a wide range of platforms and select different devices to suit a purpose, computer science forms part of the curriculum. From EYFS, pupils will be able to use hand-held devices in addition to other forms of technology and begin to understand programming before more specific computer science teaching through Key Stages 1 and 2. The school has adapted the Rising Stars Computing Curriculum to ensure that pupils are able to leave Key Stage 2 with competency in computing, including computational thinking.

The integrated use of a range of technology will begin in EYFS where technological resources are available through play and planned activities. The school has a Technology Zone which has areas for recording, an editing suite and a space to develop child-initiated use of information technology. Where we can, specialists will support pupils with specific skills and the pupils will be able to develop their own school radio and television stations from Year 4.

Information Technology opportunities will be an integral part of the theme-based learning. A broad range of IT resources are available for all pupils ensure that the school has considered the changing

needs of our future generation. Before moving on to Secondary school, pupils will become digitally literate. They will be able to use, and express themselves and develop their ideas through, information and communication technology to become active participants in a digital world.

### **Social, Moral, Spiritual and Cultural and Personal, Social, Health and Citizenship Education**

At Maylands we place a high priority on our core values and school vision. Developing learners who are confident, well-informed and demonstrate self-control is important to us. From the beginning of EYFS, pupils are invited to assemble as a whole school and celebrate respect, trust, tolerance and determination. Through the Religious Education programme, pupils are able to learn more different faiths, belief systems and respect for others. Our school is non-denominational and equal respect and tolerance is demonstrated for all beliefs and non-beliefs through cultural celebrations, religious observances and International links. Prejudice, racism, gender-discrimination and bullying are not tolerated and, if necessary, pupils are encouraged to identify these through careful guidance from teachers. It is our aim that pupils will be prepared to be the global citizens of the future.

Teaching for Personal, Social, Health and Economic education is delivered through the use of the Jigsaw programme from EYFS to Year 6. The programme is divided into six half-termly units: Being Me in My world, Celebrating Difference, Dreams and Goals, Healthy me, Relationships and Changing Me. Each session begins with a mindfulness moment and continues with progressive units to meet the age-appropriate needs of the pupils.

SMSC is woven into every curriculum theme with opportunities for pupils to share ideas, think critically and begin to develop informed opinion. Through the Restorative Practices of our Behaviour for Learning system, pupils are able to talk about their thoughts, feelings and actions in response to events or a moment of poor choice. Circle Times and responses to Restorative Practices provide further opportunities for SMSC and Personal, Social and Emotional development. Forest School ethos supports the school vision to promote self-esteem and confidence for all learners.

We have a House system which the pupils join in the Summer Term of EYFS. The House system provides opportunity to work together for a shared goal and compete as part of a team. Celebrations and rewards are given as part of teams in addition to individual awards for pupils.

A School Council consists of a pupil to represent the views and ideas from each class in a democratic way. The School Council meets regularly and pupils are able to participate in school improvement, encouraging them to be engaged members of the community with rights and responsibilities. The UNICEF Rights of the Child are recognised and celebrated in our school.

The health and well-being of pupils is given priority. The School Meals Policy ensures that pupils have access to a balanced diet of hot meals at lunchtime in addition to snacks provided from EYFS onwards. Pupils are expected to bring a water bottle and have access to fresh drinking water to stay hydrated throughout the day. A healthy lifestyle and changes in the human body are part of the science curriculum but supplemented by age-appropriate sessions as pupils develop physically. In addition, health and mental wellbeing is supported through the Thrive programme and promoted through school ethos and shared values.

### **Humanities**

Geography and History are taught through themes, which cover the National Curriculum criteria. Units work progressively towards Year 6, building skills and knowledge to prepare pupils for the next stage of their education. The Early Years Foundation Stage Profile includes humanities as part of the Knowledge of the World area of learning.

As part of our Learning Outside the Classroom, planning includes the use of visits and visitors to enrich learning and expand experiences. The visits are linked to the themes of the school curriculum, for example Buckingham Palace in Year 2 and The Royal Observatory, Greenwich in Year 6. Geography skills are linked to experiential learning from EYFS with a visit to the seaside, building on local and national knowledge in Key Stage 1 before international knowledge in Key Stage 2. The themes ensure that learning for History is sequential and builds knowledge in a linear way. The House teams for the school are based on Early Settlers, linking to local history: Romans, Normans, Vikings and Saxons. Harold Hill is an area steeped in history and in Key Stage 2, pupils will learn more about the House Teams with the support of local historians.

### **Creativity: Art, Design, Technology, Music, Drama**

Music is an important part of the learning at our school. We ensure that the themes include planning for musical appreciation and composition. The school choir is led by a specialist music teacher and will be united as Key Stage One and Two pupils, taking part in local community activities and regional celebrations, such as Young Voices. From Year 1, children learn to play the recorder as part of a weekly music lesson with specialist teacher. There are instrument lessons available for selected children in Key Stage 1 and open to all pupils in Key Stage 2. In Year 2 the pupils are taught to play the ukele and the keyboard in Year 3. When the school has pupils up to Year 4, there will be a school orchestra. Through collective assemblies, children will be able to learn about, hear and respond to famous composers and contemporary musicians on a weekly basis.

Artistic expression is encouraged from exploration in EYFS and pupils continue to use a range of media through Key Stages 1 and 2 by following National Curriculum requirements. Appreciation of famous artists, sculptors and photographers and their work is divided into each year group so that pupils are familiar with at least fourteen pieces of work and seven artists by the time they leave the Primary school. A copy of the art work for the year group study is displayed in each classroom throughout the year. Through discussion, pupils will be able to express opinions about art and music from simple preference in EYFS to more complex comparison and reasoning in Year 6.

Drama is taught as part of the literacy activities so that pupils are encouraged to express themselves through voice and action from EYFS onwards. Enrichment activities are planned for the whole school which focus on dance and drama at least twice during the academic year. School celebrations include class assemblies as well as more formal productions. There are year group productions for pupils to participate in every two years: EYFS Nativity during the Autumn Term, Year 2 Summer Term production, Year 4 Spring Term production, Year 6 Summer Term production. From EYFS children are encouraged to develop public speaking skills through Chatterbox activities, which are developed through Key Stage 1 and in Key Stage 2 pupils are able to take part in debating and public speaking competitions in the local area.

Our school building has a Technology Room which is used for art and other technology activities for pupils from EYFS to Year 6. Pupils are encouraged to use tools for specific technology tasks, including

cooking. There is an Artist in Residence in school during the summer term to support with practical technology tasks and enrich learning opportunities.

### Languages

Spanish is the chosen European language of Maylands because it is the second most spoken language in the world and because it is very phonetic (spoken how it is written) it is simpler to learn.

Children are introduced to Spanish from EYFS through songs, simple greetings and vocabulary. From Key Stage 1 and beyond, pupils are introduced to more vocabulary, simple phrases and conversations. Pupils learn to read and write in Spanish from Year 3 and then links will be made with pen-friends from a Spanish-speaking country. Extra-curricular activities are offered to support and extend classroom learning.

We celebrate the diversity of our school community by inviting parents and carers to share their home languages with us in class. It is our aim that the school is a multi-lingual community by celebration of diversity in addition to the European language we have adopted.

### Physical Education and Fitness

Recent research identified that half of all seven-year-olds do not have enough exercise and that a third of pupils will be overweight when they leave Primary school. Therefore, physical development and education are essential to improve the future health of our pupils.

The Sports and PE curriculum begins in EYFS with the development of motor skills and movement. Through Key Stage 1 skills are developed and refined through weekly sessions and from Year 3 competitive games and team sports form part of the curriculum.

Extra-curricular sports clubs are offered for seasonal sports: football, netball and rugby in the Autumn and Spring terms and tennis, rounders, cricket and athletics in the Summer term. All sessions are delivered by fully qualified and experienced sports coaches with the support of teaching staff. Dance and gymnastics are offered as clubs and as part of the curriculum for all pupils.

Some pupils will develop talents and skills beyond age-related expectations and additional opportunities will be offered as school team members and expert interventions. It is expected that school teams will compete locally and we will celebrate good sportsmanship and skill.

To promote fitness and physical development, Challenge Days in September and April enable pupils to measure personal bests during physical tasks, set themselves targets and reflect on physical development. From EYFS pupils will be aware of fitness and health with more formal sports science introduced to prepare pupils for Secondary school in Years 5 and 6.

### Forest School Opportunities

Forest School is an inspirational process that offers all learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experience in a natural woodland environment. The roots of Forest School are in the early years pioneers in outdoor learning and Scandinavia. It is a learner-centred approach which extends beyond forest School sessions and is woven into the indoor learning environment in our school.

Principles of Forest School :

- FS is a long-term process of regular sessions rather than one-off visit.
- FS takes place in a woodland to support the development between the learner and the natural world.
- FS aims to promote holistic development, fostering resilient, confident, independent and creative learners.
- FS offers learners the opportunity to take supported risks appropriate to the environment and to themselves.

At Maylands, we have chosen to offer forest School because its ethos creates learning communities where deep-level learning and progression are the norm.

### Curriculum Map

Teachers plan themes which will inspire learners, include the appropriate National Curriculum requirements and provide opportunities to enrich the knowledge and experiences of our pupils. The outline of themes is given, based on PSHCE, history, geography and science for the three terms.

Quality texts are used to support the theme and cross-curricular links to writing, mathematics and IT are written in to planning. The theme begins with a collaborative planning activity for a 'Knowledge Harvest' and then a Wonder Wall is created with questions and ideas to encourage self-directed learning.

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Autumn: History/ PSED</b>	<b>Autumn: History/ PSED</b>	<b>Autumn: Science/ PSED</b>	<b>Autumn: History/ PSED</b>	<b>Autumn: History / PSED</b>	<b>Autumn: History/ PSED</b>	<b>Autumn: History/ PSED</b>
All About Me!	My Toy Story.	Can A Tiger Come To Tea?	Stig Of The Dump	Roman Mysteries	Castles and Conquests	The Terrible Tudors
<b>Spring: Science</b>	<b>Spring: Science</b>	<b>Spring: History</b>	<b>Spring: Science</b>	<b>Spring: Science/ History</b>	<b>Spring: Science/ Geography</b>	<b>Spring: Science</b>
Can We Keep A Dinosaur?/ Whose baby is This?	The Island	We Are Elizabethans!	Roald Dahl and Enid Blyton	Myths and Legends	Michael Morpurgo (author study and books)	Modern Authors-relevant to year group
<b>Summer: Geography</b>	<b>Summer: Geography</b>	<b>Summer: Geography</b>	<b>Summer: Geography</b>	<b>Summer: Geography</b>	<b>Summer: Geography</b>	<b>Summer: Geography</b>
Sail Away...	Welcome To Our School.	Where the Google Are We?	The Nile.	The Rainforest	Natural Disasters	Blue Planet

All theme units are linked to the programmes of study from the National Curriculum. Units build progressively from EYFS to Year 6 with links in planning from previous learning and future themes. Where there is a dual curriculum focus, teachers should consider the National Curriculum requirements and plan according to pupils' interests so that skills and knowledge are not missed but collaborative planning will determine the focus.