



Leen Mills Primary School

Curriculum Organisation



English

English is taught in blocks of work relating to different genres of writing. Grammar, spelling, phonics, handwriting and reading comprehension are taught either as part of the literacy lesson or as separate sessions throughout the day, depending on the age and ability of the children.

The teaching of reading is delivered through our whole class reading sessions (ERIC) or small group sessions. All FS, Key Stage 1, SEND and Pupil Premium children are taught reading regularly by an adult.

In Reception and Key Stage 1, the children are split into phonic ability groups and have daily 20/25 minute teaching each morning. We follow our Wise Owls scheme of work.

In Key Stage 2, spelling is taught using the No Nonsense spelling scheme with additional resources from Spelling Shed. Daily phonics sessions are still available to the children who require them as an intervention. Each week the children have spellings to learn via Spelling Shed. These will be from the spelling lists from each phase, common exception words and any key vocabulary from topics.

Writing longer pieces help develop a cursive script and a deeper understanding of grammar conventions. Across the school Rainbow Grammar is used to aid with the teaching of key grammar skills.

Opportunities for activities directly linked to learning in 'Speaking and Listening' are varied and include:

- Plenary sessions at the end of lessons
- Discussion as part of learning in all subjects
- Drama and role play
- Use of IT
- Being part of the School Council
- Assemblies and other opportunities for speaking in public
- Productions

Mathematics

Maths is taught daily across the school following the National Curriculum, supplemented by Focus, White Rose and Clic schemes of work. This ensures that our Maths curriculum builds on prior learning and equips the children with the skills and knowledge they need.

Each lesson starts with a 10 minute Clic session where children are encouraged to revisit learning and learn new skills. This is followed by a recap of times tables with the use of magic number books.

Children are usually grouped in mixed ability and tasks are differentiated accordingly. The classroom is organised to allow for a variety of whole class, ability group work, mixed ability, paired and individual work, where appropriate. Children are encouraged to work both independently as well as collaboratively. Problem solving is taught across all mathematical areas and the children have opportunities to investigate their mathematical ideas and theories. They often apply their mathematical skills across the other curriculum subjects. Discussion plays an important part in all aspects of mathematical teaching and is central to developing a mathematical vocabulary. IT is also used regularly to support and extend learning.

To develop problem solving and independence children are encouraged to use the thinking stems that are displayed in each class room in Key stage 1 and 2. To help develop mastery at all levels in Maths the children are encouraged to Apply, Prove or Explain (APE) their learning. This learning is also shared with parents on special GO APE days.

The Foundation Stage follows the EYFS Guidance. The children work on the sections entitled 'Numbers and Shapes and Measures'. Through this they develop their early mathematical ideas. Early concepts, such as comparing and counting, help lay the foundations for later concepts and help lead to the understanding of number in later years. Practical resources are used and these include, counters, counting apparatus, number lines and individual whiteboards. Although we do not follow one published scheme, teachers select materials and resources as appropriate to best support the children.

Science

The Foundation Stage objectives are taken from the Early Learning Goals; Understanding (EGL 02) health and self-care (ELG 05) and the world (ELG 14).

The school uses as wide and varied range of teaching styles so that different types of learners are catered for. The methods chosen may also depend on the content and requirements of the topic. Pupils will work as a whole class, in groups, pairs and individually on investigations. Children will also be encouraged to research from secondary sources such as the school library, reference materials, the internet. Lessons will also allow for discussions and project work.

The curriculum encompasses the statutory content of Curriculum 2014 but this is also enhanced with extra content through the creative curriculum so that the children experience both breadth and depth of scientific concept.

To help develop mastery at all levels in Science the children are encouraged to Apply, Prove or Explain (APE) their learning.

Geography

The Foundation Stage objectives are taken from the Early Learning Goals;

Understanding (EGL 02), People and communities (ELG 13) and The world (ELG 14).

In Key Stage 1 and 2 Geography is taught during three half terms of the year to allow an in-depth study to be carried out. Topics follow the National Curriculum and are planned using the school's progression document to ensure that key skills are taught and that prior learning is built upon.

Each year all children study a topic that covers skills within Locational Knowledge, Place Knowledge and Human and Physical Geography with ongoing Geographical skills and field work.

The geography curriculum is delivered through first-hand experience of the local area, whenever possible. Other localities have also been chosen in order to meet statutory requirements and to provide a contrasting study. Even where not specified, countries will be studied under topics such as water, rivers, mountains, earthquakes and volcanoes. These will include a mixture of near and far, developed and developing countries.

To help develop mastery at all levels in geography the children are encouraged to Apply, Prove or Explain (APE) their learning.

History

The Foundation Stage objectives are taken from the Early Learning Goals;

Understanding (EGL 02) and People and communities (ELG 13)

In Key Stage 1 and 2 Geography is taught during three half terms of the year to allow an in-depth study to be carried out. Topics follow the National Curriculum and are planned using the school's progression document to ensure that key skills are taught and that prior learning is built upon. Children are usually immersed in the era of study through an educational visit or theme day held in school.

Each year group study a set period in time which builds up chronologically across Key Stage 2. Lessons are designed to encourage children to question and enquire. Children have access to historical sources in order to develop knowledge and understanding of past events.

To help develop mastery at all levels in History the children are encouraged to Apply, Prove or Explain (APE) their learning.

Religious Education (RE)

The Foundation Stage objectives are taken from the Early Learning Goals;

Understanding (EGL 02), People and communities (ELG 13) and the World (ELG 14)

In Key Stage 1 and 2 RE is taught using the Discovery scheme to ensure progression across the school.

RE is taught via;

- one dedicated lesson a week
- a wider topic
- occasional connections with the school's programmes of assemblies
- or as a combination of all of the above

Topics are taught with an Enquiry-based approach (Engagement, Investigation, Evaluation and Expression). Over their phases the children will learn about the five major world religions and will gain an understand their role as global citizens.

Computing

The Foundation Stage objectives are taken from the Early Learning Goals;

Technology (ELG15). The EYFS follow the Purple Mash scheme of work to achieve these goals.

We have 7th Generation iPads for one-to-one device access. We follow the National Curriculum in Computing through Digital Literacy, Programming and Online safety strands. Digital literacy and skills are covered through Apple's Everyone Can Create Scheme of work and Purple Mash. Pupils in KS2 have access to free Office 365 products including Microsoft PowerPoint, Excell, Word and Class Notebooks where pupils can save, share and collaborate on documents in real time. Programming is taught via unplugged lessons, apps such as Alex, Kodu and Hour of Code and hardware such as Lego WEDO 2.0, Beebots and Drones. We use kindles to access Times Table Rock Stars and Spelling Shed apps. Devices and equipment are timetabled.

Online safety is taught through a progressive scheme of work using Google's Be Internet Legend framework alongside pupil eBooks. The school follows the SMART code of practice alongside the Be Internet Legends Sharp, Alert, Secure, Kind, Brave pillars. The school also has a SMART crew pupil leadership team that promotes online safety through video blogs, competitions, Safer Internet Day and whole school assemblies.

In Key Stage 1 and 2 Computing lessons are based on the national curriculum and the school progression document to ensure that key skills are being taught and that prior knowledge is built upon.

In the Foundation Stage Computing is taught within 'Knowledge and Understanding of the World' and as a cross-curricular subject. Reception children are taught to acquire basic skills in operating IT equipment and to perform simple functions. They interact with age-appropriate software and use everyday technology to support their learning.

Each classroom has an interactive whiteboard with adjustable height and access to Active Primary and SmartNote book software. Software, app updates and online security are provided by ATOM IT support and the program of study as well as the progression of skills and online

safety are delivered by an Apple Distinguished Educator, recognised by Apple for innovation, leadership and educational excellence.

French

Each KS2 class receives teaching in French once a week. Lessons are taught following the Language Angels scheme of work and are in line with the school progression document. Lessons are taught using a mixture of games, songs, activities and media to help children understand new vocabulary in an engaging way. Pupils will work as a whole class, in groups, pairs and individually on tasks.

Relationship, Health and Sex Education (RSHE)

The Foundation Stage objectives are taken from the Early Learning Goals; Self-confidence and self-awareness (ELG 06), Managing feelings and behaviours (ELG 07) and making Relationships (ELG 08)

The Jigsaw scheme of work is used across school to teach RSHE.

Jigsaw, the mindful approach to RSHE, brings together Relationship, Health, Sex Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. A lesson a week with the teaching resources included, helps teachers to focus on tailoring the lessons to their children's needs and to enjoy building the relationship with their class, getting to know them better as unique human beings. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike

Music and PE are taught through our PPA cover by specialised teachers once a week for all classes.

Music

The Foundation Stage objectives are taken from the Early Learning Goals; ELG 4 - Moving and Handling and ELG 5 - Health and Self- Care

Our school uses the national curriculum for music and the whole school progression document as the basis for its curriculum planning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school.

We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer, and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning

about how music can represent feelings and emotions. We teach children to make music together, to understand musical notation, and to compose pieces.

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is provided by Nottingham Music Service. Parents who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a termly basis. These lessons are normally taught to small groups of children who have chosen to learn one of a variety of instruments, such as the trumpet, flute and keyboards. This is in addition to the normal music teaching of the school, but usually takes place during curriculum time.

PE

The Foundation Stage objectives are taken from the Early Learning Goals;
ELG 4 - Moving and Handling and ELG 5 - Health and Self- Care

PE is an important subject in school because it increases physical competence, health-related fitness and self-responsibility. We want to promote an enjoyment of physical activity for all our children so that they can be physically active for a lifetime. Opportunities to compete in sports within PE lessons aims to build character and to embed values such as fairness and respect.

Physical activity and development begins in our foundation stage. Our PE lessons follow the national curriculum and the whole school progression document.

Art

The Foundation Stage objectives are taken from the Early Learning Goals;
ELG 16 - Exploring and using media and materials and ELG 17 - Being imaginative

In Key Stage 1 and 2 art is taught during three half terms of the year to allow an in-depth study to be carried out. Topics follow the National Curriculum and are planned using the school's progression document to ensure that key skills are taught and that prior learning is built upon

Art important part of developing our children's ability to develop their individual creativity, express their ideas and understanding and to work both individually and collaboratively with others. Each year group plans art lessons, which aim to ensure that children are able to develop key skills using specific media. Our planning allows us to deliver skills focusing on a particular skills or aspect of Art, throughout the school. Our aim is to ensure that children are confident approaching artwork, feel a strong sense of achievement, value the impact of art within our own lives and are able to reach their full potential

DT

The Foundation Stage objectives are taken from the Early Learning Goals;
ELG 15 - Technology ELG 17 - Being imaginative

In Key Stage 1 DT is taught every half term and in Key stage 2 it is taught every other half term to allow an in-depth study to be carried out. Topics follow the National Curriculum and are

planned using the school's progression document to ensure that key skills are taught and that prior learning is built upon.

During DT sessions, children are encouraged to be inquisitive about the way products work. We encourage both asking and answering questions in order to deepen children's understanding of product and product design. Children are also taught about famous designers and how they have helped shape the world. They will use market research to inform their designs and, as they move up through the school, will be encouraged to draw detailed designs and make prototypes in order to refine their designs before creating their final piece. Whilst making their products, staff will guide them through the technical skills they will require, modelling good practice and highlighting safety considerations with the children. Through the evaluation stage of our 'Design, Make, Evaluate, Technical Knowledge' approach, children are encouraged to reflect upon their final products, considering how they could have altered their design or techniques to impact the overall appearance and usability of their product.