

NURSERY Curriculum 2019-2020

TERM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ASPIRATIONS FOCUS	BELONGING	LEADERSHIP & RESPONSIBILITY	CURIOSITY & CREATIVITY	HEROES	SPIRIT OF ADVENTURE	FUN and EXCITEMENT
TOPIC:	All About Me	Seasons/Festivals	Under the Sea	Minibeast/ Living things	Growing	People who help us/changes
Literacy	Starting Nursery Going to playgroup Dear Zoo	The Little Red Elf Panda bear panda bear what do you see? Owl Babies Panda Bear what do you hear?	The Three Little Pigs Commotion in the Ocean	Mad About Minibeast The very hungry caterpillar The Bad Tempered Ladybird	Jaspers Beanstalk Jack and the Beabstalk Goldilocks and the Three Bears	Handas Surprise The Three Billy Goats Gruff Topsy and Tim starts school
Reading Expectations	Children to explore books and show interest in them.	Children join into nursery rhymes and fill in missing words from stories and rhymes.	Children join into nursery rhymes and fill in missing words from stories and rhymes. Answering questions.	Children to begin answering questions about stories and suggest story end.	Read a range of common irregular word and simple sentences.	Children to demonstrate their understanding of stories when talkig to others.
Writing Expectations	Mark making on different surfaces using different medias and use different tool to write.	Mark making on different surfaces using different medias and tool to write.	Mark making opportunities Name writing	Mark making opportunities Name writing	Mark making opportunities Name writing	Mark making opportunities Name writing practise. More able children to use some phonics in writing or letter formation
Phonics	Phase 1 letters and sound Aspects 1-4	Phase 1 letters and sound Aspects 1-4	Phase 1 Letters and Sounds Aspect 5-7 In addition- Phonemes and grapheme recognition: S A T P I N	Phase 1 Letters and Sounds Aspect 7: In addition- Phonemes and grapheme recognition: M D G O C K E U R	Phase 1 Letters and Sounds Aspect 7: In addition- Phonemes and grapheme recognition: H B F L	Phase 1 Letters and Sounds Aspect 7: In addition- Phonemes and grapheme recognition: J V W X Y Z Q u
Maths	Colours- sorting Count up to 10 verbally Filling and emptying containers Inset puzzles	Recite number names 1 to 10 Match quantity to number 1-3 Simple shape	More or less Number recognition Time language	Number recognition Quantity to 10 Shape/ size / positional language	Number recognition Quantity to 10 Shape/ size / positional language	Number recognition Quantity to 10 shape language- and/ size/ language ordering numbers 1 -5 etc
Celebrations- People and communities	Diwali	Halloween Bonfire night Hanukkah Christmas	Chinese New Year Valentines Day Pancake Day Mother's Day	Good Friday Easter Sunday St George's Day	Ramadan Eid al-Fitr Father's Day	Class Assemblies
The World	To know the school and staff. To talk about myself and home life	To learn about seasonal changes- Autumn. Bake Biscuits To learn about harvester/ Hannukah/ Christmas	To learn about seasonal changes- Winter. Learn about cold, hot and wet environments (rainforest-, Desert, antartic-snow.) How to look after our environments Ice/Snow.	To learn about seasonal changes- Spring To learn about the life cycle of a butterfly. Learn about animals in spring- mother and baby differences .g. chick and chicken.	To learn about seasonal changes- Summer. To learn about planting and growing flowers and vegetables.	To learn about summer holidays and people who help us. To learn about getting ready for reception classroom.
Technology	Everyday technology- Effective use of IPADs and IWB- mark making	Everyday technology- Effective use of IPADs and IWB- mark making	Everyday technology On IWB	Everyday technology- Complete a game On IWB- Lgfl busy things	Everyday technology- Coding toys- caterpillar	Using the internet with adult to find out facts/information
EAD	Learning new techniques to paint- Explore media and materials Music – Nursery Rhymes Role play	Firework pictures Christmas play Music – listening to music related to celebrations, learning Christmas play songs	Colour mixing Exploring instruments Role play Exploring media and materials	Colour mixing Exploring instruments Role play Exploring media and materials	Colour mixing Exploring instruments Role play Exploring media and materials Junk modelling	Arts week project Colour mixing Exploring instruments Role play Exploring media and materials
PSED/CL	Settling in Classroom routines and rules	Settling in Classroom routines and rules	taking turns / sharing making friendships	taking turns / sharing making friendships	Relationships Making friendships	Transition to Year R
PD	Toilet training Managing own personal Hygiene Fine motor control activities Climbing, balancing	Toilet training Experimenting with different mark making tools Climbing, balancing	Toilet training Pencil control: Letter formations Climbing, balancing	Toilet training Pencil control: Letter Formations Climbing, balancing	Toilet training Pencil control: Letter Formations Climbing, balancing	Climbing, balancing Toilet training Pencil control: Letter formations

RECEPTION Curriculum 2019-2020

TERM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ASPIRATIONS FOCUS	BELONGING	LEADERSHIP & RESPONSIBILITY	CURIOSITY & CREATIVITY	HEROES	SPIRIT OF ADVENTURE	FUN and EXCITEMENT
WHOLE SCHOOL EVENTS	Belonging Week Creativity Week	Anti-Bullying Week, Remembrance Day, Carol Concerts- Church	Healthy week	Reading Week, World Book Day, Science Week	Enterprise Fair	Summer Creativity Festival Sports week
TOPIC:	All about me	Seasonal changes	Space	Growing	Living creatures	A journey through time
Literacy	Aliens love Underpants	Room on the Broom The Little Red Hen The Gingerbread Man The Jolly Christmas Postman Story	Whatever Next Jasper's Beanstalk	Jack and The Beanstalk We're going on an egg hunt	The Very Hungry Caterpillar	The Naughty Bus
Reading expectations	Children to be able to retell a story	Children to recall the initial sounds in words and blend and segment CVC words	Children to read words and simple sentences. To use vocabulary and phrases influenced by stories	Children to read and understand simple sentences using their phonic knowledge	Children to read a range of common irregular words and simple sentences	Children to demonstrate their understanding of stories when talking to others
Writing expectations Talk for writing texts	Name Writing Practice Mr wiggle and Mr waggle	Initial Sound Writing Practice The little red hen	Children to begin to use letters to communicate meaning in writing The gingerbread man	Children to begin to write simple sentences using their phonics Whatever Next	Children to write a range of words and tricky words Dear Zoo	Children to write simple sentences which can be read by them and others The Naughty Bus
Phonics	Letters and Sounds Phase 2	Letters and Sounds Phase 2 and start 3	Letters and Sounds Phase 3	Letters and Sounds Phase 3 consolidation	Letters and Sounds Phase 4/5	Letters and Sounds Phase 4/5 consolidation
Maths	MM Early maths Pattern and early number Read, write and order numbers within 10	MM Addition and subtraction within 6 Measure length Shape and Sorting Calendar and time Numbers within 10 Addition and subtraction within 10	MM Numbers within 15 Grouping and sharing Numbers within 20	MM Double and half Shape and pattern Addition and subtraction Money	MM Measure Depth of numbers within 20 Numbers beyond 20	MM Consolidation
Celebrations- People and communities	Diwali	Halloween Bonfire night Hanukkah Christmas	Chinese New Year Valentines Day Pancake Day Mother's Day	Good Friday Easter Sunday St George's Day	Ramadan Eid al-Fitr Father's Day	Class Assemblies Bocketts farm
The world	To know the school and staff. To talk about myself and home life	To learn about seasonal changes- Autumn. Bake bread To learn about harvester/ Hannukah/ Christmas Bake gingerbread man biscuits	To learn about seasonal changes- Winter. Learn about cold environments & different environments desert, rainforest, urban. How to look after our environments Ice/Snow. Light/Dark/Shadows Make pancakes	To learn about seasonal changes- Spring To learn about planting and growing different vegetables and fruit.	To learn about seasonal changes- Summer. Observe a caterpillar cycle. Learn about animals in spring- mother and baby differences .g. chick and chicken.	To learn about Hounslow and London landmarks.
Technology	Everyday technology- Effective use of IPADS and IWB- mark making	Everyday technology- Effective use of IPADS and IWB- mark making	Everyday technology- Complete a game On IWB- Lgfl busy things	Everyday technology- Complete a game On IWB- Lgfl busy things	Everyday technology- Coding toys- beebots and caterpillar	Using the internet with adult to find out facts/information
EAD	Self portraits Learning new techniques to paint Music – Nursery Rhymes Role play	Firework pictures Christmas play Music – listening to music related to celebrations, learning Christmas play songs	Colour mixing Exploring instruments	Colour mixing Exploring instruments	Junk modelling	Arts week project Singing assembly
PSED/CL	Classroom routines and rules	How to deal with anger Bonfire night safety	Board Games – taking turns	Good to be me	Relationships	Transition to year 1
PD	Managing own personal Hygiene Pencil control	Experimenting with different mark making tools	Pencil control: Letter formations	Pencil control: Letter formations	Pencil control: Letter formations	Sports day practise

KS1 Curriculum 2019-2020

TERM	Autumn 1 & 2		Spring 1 & 2		Summer 1 & 2	
ASPIRATIONS FOCUS	BELONGING ME IN MY WORLD (Humanities)	CURIOSITY & CREATIVITY SPACE (Science)	HEROES A JOURNEY THROUGH TIME (History)	SPIRIT OF ADVENTURE SURVIVAL (Science)	LEADERSHIP & RESPONSIBILITY ENTERPRISE (Maths/DT)	FUN and EXCITEMENT PERFORMANCE (Art/Music/Drama)
WHOLE SCHOOL EVENTS	Belonging Week Creativity Week DT Week- Movement / Construction	Anti-Bullying Week Remembrance Day Y1 trip Panto Y2 trip St Paul's	Healthy week DT Week- Movement / Construction Y1 Osterley Park House (Victorian Workshop)	Reading Week World Book Day DT Week – Food focus Science Week (11.3.19)	DT Week- Movement / Construction Y2 SATS Y1 Trip Wisley	ENTERPRISE FAYRE Summer Creativity Festival Sports week Y1 phonics Screening Y2 trip Lookout centre
YEAR 1	ME IN MY ASPIRATIONS ACADEMY TRUST:	All Year Round	Historical Heroes	SHAPING UP! KEEPING HEALTHY:	ENTERPRISE:	PERFORMANCE: POETRY/RECITALS
TOPIC: ENGLISH SCIENCE GEOGRAPHY HISTORY	Elmer, Funny bones , Sequencing stories Character descriptions, Captions, labelling, riddles Body parts and 5 senses Belonging: Me and my class and my school	How to catch a star, the man on the moon, beegu story writing Letter writing, Diary writing Space poems (shape), Traditional tales : Snow White–panto link) Descriptive writing Seasonal Changes/Weather Neil Armstrong/ Leila (space dog)	Major Gllad Major Dizzy Fact file on Queen Victoria child Fact finding Working Scientifically - Toys People who have made significant improvements to our lives : Isambard Brunel and Queen Victoria	I will not never eat a tomato (Counting poems, Easter story Captions, instructional writing) Plants Labelling the United Kingdom Investigation of Hanworth and the seaside	Alphabetical order, Dogger, The Jolly Postman -Letter Writing Everyday materials: describe and compare properties	Fortunately Unfortunately Handa's surprise – recipes Something special to me Transition letter to yr2 description, Instructions, Identifying and name a variety of common animals and categorise them. Human and Physical. Identify key features of locations: cliff, coasts etc Important People In Our Lives(linked to Current Events- the Queen) Mo Farrah
COMPUTING	Eafety (PIXL)					
ART/DT	Drawing skills/FMS	Painting: Using different Materials: Henna patterns/Rangoli patterns /Diva Lamps/Firework pictures	Van Gogh/ Light and Dark/Sunflowers Textiles	Printing:	Collage Compare The Suitability of materials for a particular purpose	Sculpture
RE	Christian :Creations story	Diwali/Christmas Story: How is water used	Jesus as a Friend and the Easter story	The Holy Books	Judaism 10 Commandments	Buddhism
PHSE	Belonging	Curiosity and Creativity	Heroes	Keeping Healthy	Medicines	SRE
YEAR 2	ME IN MY ASPIRATIONS ACADEMY TRUST	Fire ! Fire!	Historical Heroes	SHAPING UP! KEEPING HEALTHY:	ENTERPRISE:	PERFORMANCE: POETRY/RECITALS
TOPIC: ENGLISH SCIENCE GEOGRAPHY HISTORY	<u>Reports: me and my school and My area</u> Information texts, Traditional tales, character descriptions (LRRH) Living and Non Living /observing seasonal changes over Time Here and There: Contrasting locality: Lake District and Hanworth/Japan	<u>Stories with familiar settings</u> Narrative, Fire Cat, Diary writing- GFOL link, _recount of school trip, instructions Poetry-acrostic /counting Forces/Working Scientifically Great Fire of London -significant historical events ,people and places in their own locality	Space Poetry anthology , , Narrative- Way Back Home, Florence Nighthale (HIST: CC) letter writing/ Explanation Plants-observe/describe seeds and bulbs/investigate what plants need to grow Florence Nighthale -Lives of significant individuals who have contributed to national /international achievements	Information Texts(Life cycles) Traditional Tales:(Hansel and Gretel Narrative Storm seal Health and Grow (Animal inc humans) Continents and Oceans	Gruffalo, Persuasive text, SATS revision , Information Text (Recycling) The day the crayon quit-letter writing Materials Recycling	Enormous Crocodile , Recounts, Instructions Bear and the piano The Lighthouse Habitats Changes within living memory
COMPUTING	E-safety	Bee bots	Scratch	Garage Band	Touch Typing Club	Data Handling
ART/DT	Drawing /Pointillism	Sculpture - Diva lamps /Rangoli patterns mosaics/Henna patterns/Dioramas	Painting :Experimenting with techniques – Jackson Pollock	Collage: Healthy Eating plates Smoothies/Healthy pizza	Printing	Textiles-Art week
RE	My Beliefs/Judaism	Diwali/Christmas: Story How is Light used	Islam : 5 pillars	Sikhism Gurdwara /Easter Story	Lord's Prayer	Joseph and the technicolour dreamcoat
PHSE	Belonging	Curiosity and Creativity	Heroes	Keeping Healthy	Medicines	SRE

KS2 Curriculum 2019-2020

TERM	Autumn 1 & Autumn 2		Spring 1 & Spring 2		Summer 1 & Summer 2	
ASPIRATIONS FOCUS	BELONGING HUMANITIES	CURIOSITY & CREATIVITY SCIENCE	HEROES HUMANITIES	SPIRIT OF ADVENTURE SCIENCE	LEADERSHIP & RESPONSIBILITY ENTERPRISE	FUN and EXCITEMENT (Art/Music/Drama)
WHOLE SCHOOL EVENTS	Belonging Week Creativity Week	Anti-Bullying Week, Remembrance Day, Carol Concerts- Church	Healthy week	Reading Week, World Book Day, Science Week	Enterprise Fair	Summer Creativity Festival Sports week
YEAR 3	PARK LIFE	MAY THE FORCE BE WITH YOU!	ANCIENT EGYPTIANS	SHAPING UP & KEEPING HEALTHY	ENTERPRISE:	PERFORMANCE:
TOPIC: ENGLISH SCIENCE GEOGRAPHY HISTORY	Geography skills : local study (London) Chronology and Historically valid questions Plants Voices in the Park – Anthony Brown Window- Jeannie Baker	Forces and Magnets Traction Man -Minnie Grey	Ancient Egypt Physical features (rivers, landscapes) Rocks There's a Pharaoh in your Bath	Animals, including humans Lost and Found- Oliver Jeffers	Light George's Marvellous Medicine – Roald Dahl	Festival: Revolting Rhymes Roald Dahl Tales from Shakespeare (Reading for enjoyment) Marcia Williams Forces and Magnets
COMPUTING	Introduction to Computing Log on / Laptops / Esafety	Introduction to Computing Log on / Laptops / Esafety	ICT – HISTORY POSTERS PSHE POSTERS	CODING	ICT – POSTERS / ADVERTISING	BLOGGING
ART	DRAWING	PAINTING	SCULPTURE	PRINTING	PHOTOGRAPHY/COLLAGES	ART HISTORY
D&T	CONSTRUCTION			MOVEMENT	FOOD	
YEAR 4	DESTINATION EUROPE	ROCK BAND	TIME COP	I'M A CHILD, GET ME OUT OF HERE!	ENTERPRISE: HONEYDUKES- (SCRUMMIDDLYUPTIOUS)	ALL THE WORLD'S A STAGE
TOPIC: ENGLISH SCIENCE GEOGRAPHY HISTORY	European study Organising relevant historical information and chronology States of Matter C.S Lewis- The Lion, the Witch & the Wardrobe	Sound & Electricity C.S Lewis- The Lion, the Witch & the Wardrobe	Ancient Greece and Rome Human Geography (Settlements) Locational knowledge Place knowledge Myths and Legends from around the world Living things and their habitats	Animals, including humans Living things and their habitats Human physical Geography Place knowledge J.K Rowling- Harry Potter	States of Matter Non-European study (Mayans) J.K Rowling- Harry Potter	Festival: Shakespeare- A Midsummer Night's Dream Science Investigation skills
COMPUTING	E-safety, Lgfl.net – cyberpass – gap analysis quiz	Digital Literacy / E-safety	BLOGGING	CODING	ICT – POSTERS / ADVERTISING	ICT - DICTATION / AUDIO BOOKS
ART	DRAWING	PRINTING	PAINTING	SCULPTURE	PHOTOGRAPHY/COLLAGES	ART HISTORY
D&T		CONSTRUCTION MOVEMENT		CONSTRUCTION	FOOD	
YEAR 5	JOURNEY TO THE AMAZON	MISSION: SPACE	TIME COP	THE GENERATION GAME	ENTERPRISE:	PERFORMANCE:
TOPIC: ENGLISH SCIENCE GEOGRAPHY HISTORY	South America- Rainforests Chronology and Historically valid questions Properties and Changes of Materials (recycling, sustainability) Living things and their habitats (rainforest animals and plants) Vanishing Rainforest	Earth and Space Wrinkle in Time	Ancient Greece and Rome Human Geography (Settlements) Locational knowledge Place knowledge Properties and Changes of Materials Wrinkle in Time	Living things and their habitats Animals including humans SRE science – puberty/Sex ed There's a Boy in the Girls' Bathroom	Animals including humans (contd.) There's a Boy in the Girls' Bathroom	Festival: Romeo & Juliet Carol Ann Duffy- The Lost Happy Endings Science Investigation skills
COMPUTING	E-safety, Lgfl.net – cyberpass – gap analysis quiz	Digital Literacy / E-safety	BLOGGING	CODING	ICT – POSTERS / ADVERTISING	ICT - DICTATION / AUDIO BOOKS
ART	DRAWING	PAINTING	SCULPTURE	PRINTING	PHOTOGRAPHY/COLLAGES	ART HISTORY
D&T	MOVEMENT/ CONSTRUCTION/ FOOD				FOOD	
YEAR 6	NATURAL DISASTERS	ALL WOUND UP	LOCAL HISTORY STUDY	HORRIBLE SCIENCE	ENTERPRISE:	PERFORMANCE:
TOPIC: ENGLISH SCIENCE GEOGRAPHY HISTORY	World study: Natural Disasters Chronology and Historically valid questions Organising relevant historical information Living things and their habitats Escape from Pompeii- Christina Ballif	Light and Electricity Evolution and inheritance: fossils Phillip Pullman- Clockwork (AKA: All Wound Up)	World War I-including the changing power of monarchs Place knowledge (comparison) Private Peaceful	Animals including humans (Circulatory & Digestive systems) Horrible Science Digestion	Animals including humans (Circulatory & Digestive systems) Range of fiction and non-fiction extracts	Festival: Shakespeare-Macbeth Science: 'consolidation investigations' ALL TOPICS COVERED
COMPUTING	E-safety, Lgfl.net – cyberpass – gap analysis quiz	Digital Literacy / E-safety	BLOGGING	CODING	ICT – POSTERS / ADVERTISING	ICT - DICTATION / AUDIO BOOKS
ART	DRAWING	PRINTING	SCULPTURE	PAINTING	PHOTOGRAPHY/COLLAGES	ART HISTORY
D&T	MOVEMENT/ CONSTRUCTION/ FOOD				FOOD	



Oriel Academy West London EYFS Curriculum 2019-2020

As an Aspirations Academy, situated in Hanworth, West London, we have designed a bespoke and innovative curriculum. Our engaging curriculum has been constructed to meet the needs of all children. We follow the National Curriculum and align it to the 'No Limits Curriculum: for success in the 21st century' philosophy and curriculum within our Multi Academy Trust. In Early Years we use Development Matters, non-statutory guidance material supporting practitioners in implementing the statutory requirements for the EYFS.

Our Early Years curriculum nurtures, deepens and broadens the development of children's knowledge, skills and qualities which are required for success in the modern world. We approach the teaching of early reading, synthetic phonics and early mathematics systematically to ensure the same academic ambition for all our children. We ensure that all children learn to read words and simple sentences accurately by the end of Reception. Children are assessed through the developmental age bands across 17 areas of learning, in order to achieve a good level of development at the end of Reception. By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education and our children achieve well (Above National) particularly those children with lower starting points. We aim to ensure that all of our children achieve high levels of success, whilst at the same time equipping them with the knowledge and skills required to play an active and successful role in today's highly competitive, fast-changing world. Our children learn in a challenging, engaging and supportive environment.

At Oriel Academy, we believe it is important to educate the whole child, in order to fulfil their aspirations and ensure they achieve their full potential in learning and life skills thus becoming conscientious, confident, responsible and respectful members of society. We use a values-based approach to build character, resilience and responsibility, preparing children for their life's journey. The EYs curriculum underpins learning and development across all areas and supports the children to remain effective and motivated learners. We have created a curriculum which is dynamic, broad, balanced and innovative to ensure that the children enjoy learning. Our curriculum supports both children's emotional security and development of their character.

Characteristics of Effective Learning

Our Early Years curriculum encourages children to learn through playing and exploring (engagement), being active eager learners (motivation) and creating and thinking critically (thinking).

LITERACY

Reading and writing

Reading underpins the Early Years curriculum. Practitioners ensure that their own speaking, listening and reading of English enables children to hear and develop their own language and vocabulary well. They read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary. Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development.

The content is taught in a logical progression which consists of encouraging children to add to their first-hand experience of the world using books, text information and IT. We teach our children to understand sounds and names of letters, when teaching phonics we use appropriate terminology with our children such as phoneme, grapheme and digraphs. Regular systematic phonics sessions take place which uses a multi-sensory approach such as, quick write (supports children to use their phonics in their writing), playing phonics games e.g. cross the river. We use our displays and the room available in our classrooms to present letters, sounds and a variety of words/ simple texts for children to practice their reading skills- decoding, segmenting and blending- increasing self-confidence. Therefore, the children become familiar with these through their learning environment. Displaying photos of main characters, key events or words from a story sparks an interest to the children thus, providing engagement allowing the children to express their own ideas such as Aliens Love underpants and Room on the Broom. Therefore children participate in imaginative play which supports identifying key points in stories. Children will be able to practice writing their names, and CVC words in small focus groups following the handwriting that we as teachers model. Children will use their phonic skills to read and understand simple sentences.

MATHEMATICS

Numbers and Space, Shape and Measure

In year R we follow the Maths Mastery programme. Maths Mastery is the UK's version of the highly successful Singapore maths teaching model, rated number one in the world for having most impact and success in educating children in maths.

Maths lessons are fun and practical which helps to stimulate children's curiosity. We seat the children altogether on the carpet to introduce the topic to all children. Maths mastery lessons involve pair, group and whole class work- this enables the children to explain their learning and understanding. There is also time in each lesson for different ability groups of children to work on a task with their teacher. The tasks will also be assessed by the teacher and will be marked with the next steps in yellow, in addition verbal feedback will be given during the task. As Well as Maths Mastery Reception children will partake in a Maths Meeting which occurs five times a week, the children will sit on the carpet for no longer than 10 minutes to go through the days of the week, counting, shapes, measure and so on. Maths is also all around the environment, inside and outside we set up numerous activities which will encourage children to participate. Children have access to counting cubes, numbers around the classroom, shapes and more. Outside we have different activities for the children such as ladybird spots they can count. Maths Mastery is an excellent maths programme which has proven to be highly effective in supporting children's mathematical learning at Oriol in the last two years. We run a Maths Mastery parent information session for all parents interested in finding out more about the programme.

UNDERSTANDING THE WORLD

In Reception we encourage the children to talk with us and their peers about their family members, home life, the world around them, people both in their community and in the wider world and customs and festivals. We encourage the children to use the materials in the classroom to make and design models, and use their vocabulary to talk about what they have made.

Children are encouraged to draw pictures of their family so they can be stuck up on our all about me board. Providing children with stimulating displays encourages children to recognise the world around them, for example having Tesco printed and stuck on a display so that children can recognise the world around them. Both inside and outside we have a construction area where children have access to traffic lights, hi-vis jackets, cones and more. This encourages children to understand what each part of the construction area can be used for, children can tell us what the traffic lights mean, and why we need them.

Using songs and circle time we talk to the children about being different, and that this is okay. We study living things and different places. We even go on a trip to Bocketts Farm where the children get to explore all living things, this encourages discussions within the classroom and outside the classroom.

TECHNOLOGY

In Reception class we encourage the children to use the Ipads and the IWB. We have a variety of educational games on both the Ipads and IWB which aids the children in the different areas, for example counting games, phonics games, musical games and more. These games help emphasis what the children learn and understand.

PSED

In our reception classrooms we have spoken together about our class rules and made up some rules as a class about what makes a lovely classroom environment, this allows the children to feel responsibility towards their classrooms and making good decisions. In our classrooms we also have an 'I am feeling' poster. This is a way of helping both the teachers and children in the class to understand how each child is feeling that day. With this is a place where children can expressive their feelings by putting their name on the emotion they are feeling, thus we can try and understand why they are feeling this way. Having a large apparatus outside allows us to encourage the children to try new things like climbing to the top of the apparatus, hanging upside down. It also encourages children to say no when they do not want to participate in something. In Reception we encourage all children to play with one another and to make new friends, inspiring children to share with one another. During circle time and story times we have the opportunity to talk to the children about their friends and what they have played with them .

We also show great interest in the children's parents careers and ensure that we have a positive relationships with both the children and their families, so that the children feel safe and welcome into Reception. We welcome each individual in the morning and at dismissal - here the children will witness this and continue to do this themselves and make relationships within school and in their community. The journals we acquire over the school year are also a positive way to show the children what they have been up to in school- this encourages them to look at the photos and talk about what they are doing and how they are feeling in these photos.

EXPRESSIVE ART AND DESIGN

Children enjoy playing outside on the musical instruments here they can get into character of somebody else (a rockstar) and show their talents on the instruments. Inside the children have access to the Ipads and IWB where they can play on a variety of musical apps. There is always an option for the children to be creative in the classroom with tables set ready for painting, colouring, drawing and junk modelling. Likewise, outside there are areas for the children to get creative, where they can also draw, paint and colour.

BEING IMAGINATIVE

In our classrooms we have a role play area where the children can pretend to be different people, for example the home corner, the children can pretend to be the cook and make all types of foods for their peers. The children have the construction area where they can dive into their imagination about what they are building, like our construction area we have lego and much more where the children can design their own creations. Not only building but modelling, they can use the junk modelling areas, playdough and more. Additionally, the children can use our Talk For Writing (T4W) to express their imagination by re telling a story we may read as a class like Mr Wiggle and Mr Waggle.

PHYSICAL DEVELOPMENT

Moving and handling- is a constant developmental area for the children in our classrooms as they are using both their fine and gross motor skills this can be them climbing the apparatus, riding the bike/ scooter or using a pencil to write their name. Children also have access to activities like playdough where children can use the different equipment shape cutters and rollers to make different designs from playdough. We encourage the children to take care of their health and self care, for example, encouraging the children to go to the toilet on their own and washing their hands after they have used the toilet. At snack times we educate the children on what healthy eating looks like and allow the children to choose their own piece of fruit at snack time. We encourage them to keep themselves safe at all times, but reading stories and talking to them about how we can keep ourselves safe.

HOMEWORK

Each Year Group sends out homework on a weekly basis at Oriel Academy. Homework is tailored to the year group and also personalised to individuals or groups of children as needed. Homework provides further challenges and opportunities for children to deepen and broaden their knowledge and skills in different curriculum areas.

Reception: Maths and English homework is sent out on a Friday weekly and due back on a Monday. In Summer 2 spellings are distributed on a Friday and are kept at home to be practised until the following week ready for a test at school. Every half term, a topic based project homework is sent home. Pupils are given the opportunity to produce models, posters, leaflets or a submission of their choice, being creative in the process.

ASSESSMENT AND DEVELOPMENT MATTERS

Each child is working towards an early learning goal or exceeding for the end of Reception based on Development matters document. Children who are not on track to achieve their targets and make the expected progress, will receive afternoon interventions to help them get back on track.

Oriel Academy West London Curriculum 2019-2020 (KS1 & KS2)

As an Aspirations Academy Primary School, situated in Hanworth, West London, we have designed a bespoke and innovative curriculum, tailored to meet the needs of all children in our school. We follow the National Curriculum and align to the 'No limits: Education for success in the 21st century' philosophy and curriculum within our Multi Academy Trust.

At Oriel Academy, we believe it is important to educate the whole child, in order to fulfil their aspirations and ensure they achieve their full potential in learning and life skills thus becoming conscientious, confident and responsible members of society. We use a values-based approach to build character, resilience and responsibility, preparing children for their life's journey.

Our whole school curriculum nurtures, deepens and broadens the development of children's knowledge, skills and qualities which are required for success in the modern world. We aim to ensure that all of our children achieve high levels of success, whilst at the same time equipping them with the knowledge and skills required to play an active and successful role in today's highly competitive, fast-changing world. Our children learn in a challenging, engaging and supportive environment. We have created a curriculum which is dynamic, broad, balanced and innovative to ensure that the children enjoy learning.

Learning opportunities are also designed to develop children's intellectual, personal, moral, social and physical abilities. Through our diverse and exciting curriculum, Oriel Academy children will not only develop skills in English and Mathematics but across a much wider curriculum which aims to foster a lifelong love of learning, whilst also ensuring they reach their true potential academically, socially and emotionally.

CORE SUBJECTS

ENGLISH

Reading

Reading is at the heart of our curriculum.

In class, Reading lessons consist of *Content Domain* and *Accelerated Reader sessions*. We treat each *Content Domain* as a skill; each skill is taught using a source. We use three types of source: AUDIO, VISUAL and TEXTUAL. We focus on one skill over the week, using a different source for each READING session. This creative and interesting approach is designed to foster a love of reading for all, as well as developing each child's skills and abilities for decoding, inferring and articulating responses to what they have read.

Accelerated Reader is used to generate information linked to a child's reading ability, willingness to read and comprehension skills. *Star Reader* assessments take place half-termly- they provide each child with their 'point-in-time' levels which help them select appropriate books.

Writing

INTENT

Our drive is to produce independent, creative writers that have a developing bank of transferable skills, processes and experience to draw upon when expressing themselves and their ideas. By acquiring a wide vocabulary, a secure understanding of grammar and knowledge of linguistic conventions within writing, our learners become robust, resilient communicators who can adapt their language and style for a range of contexts, purposes and audiences.

As an appreciation of our rich literary history grows, so do our abilities to communicate effectively within the modern world. Our 'currency' is **knowledge**, and we **progress** as writers by developing this knowledge in a cumulative way.

IMPLEMENTATION

We write for a purpose. We do this by using four specific authorial skills:

to entertain, to inform, to persuade, to discuss

Each **skill** can be used to produce different **forms** of writing; for example, by using the skill **to entertain**, we can create narrative, poetic and prosaic forms of writing. Within each **form**, we explore a variety of **genres**.

SKILL: to entertain **FORM:** (narrative; poetry; description; play-script)

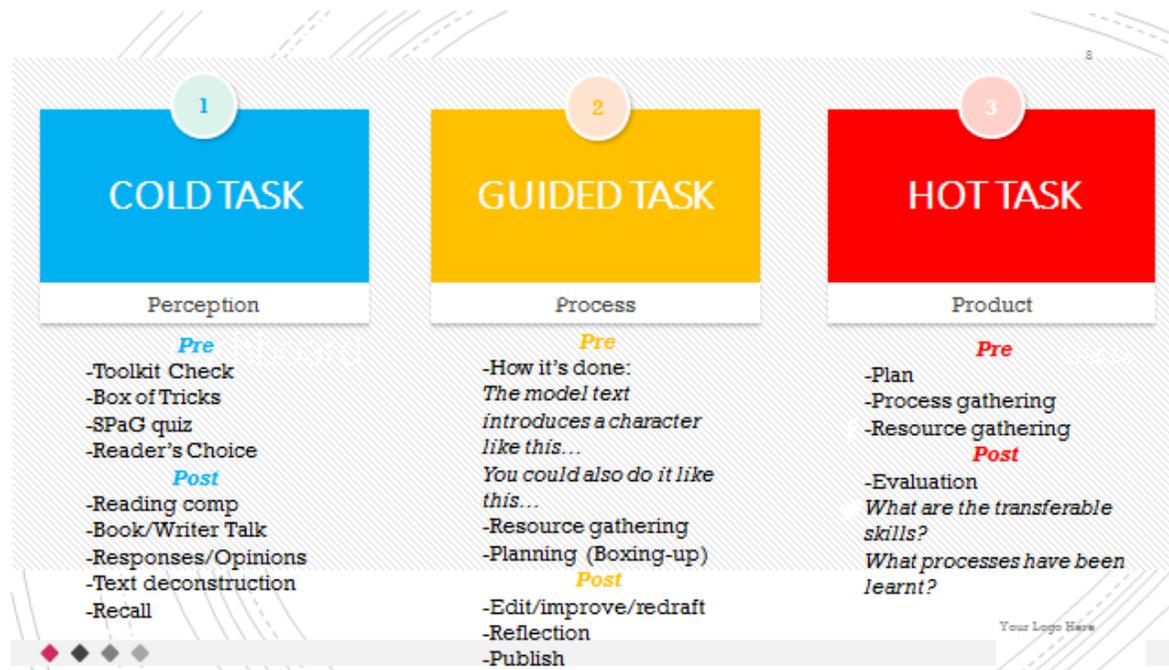
SKILL: to inform **FORM:** (information; explanation; instruction; biography)

SKILL: to persuade **FORM:** (speech; letter; advert)

SKILL: to discuss **FORM:** (review; argument; evaluation)

(**GENRE:** Action-adventure, mystery, thriller, autobiographical, comedy...)

There is a **specific toolkit** attached to each **skill**- this allows us to explore structure, style and sentence-level features in detail; the said features make up a large part of our learning journeys and are evident and visible in the children's independent work.



Handwriting

The skill of handwriting is a fine-motor activity that needs to be taught; we aim for our pupils to eventually develop the ability to produce accurately-formed and neatly-joined ascenders and descenders without thinking. Handwriting is explicitly taught as well as modelled and reinforced throughout the wider curriculum experience.

PEN LICENSES

As children progress through the stages, we encourage them to earn a Pen Licence. Children can start to gain a pen license in year 4. These will be issued when the following criteria are met:

To achieve a Pen License, you will need to:

- Form all your letters correctly using our school font
- Sit each letter vertically on the line
- Join all letters apart from capital using horizontal or diagonal joins
- Consistently make sure all your letters are the same height and width.

READING

At Oriel Academy, early reading is taught using synthetic phonics as the main approach to reading. Pupils are systematically taught the phonemes (sounds), how to blend the sounds all through the word for reading, and how to segment the sounds in order to write words. They are taught to use their phonic skills and knowledge as their first approach to reading, but are also taught high frequency words which do not completely follow the phonic rules.

Phonics lessons are undertaken daily and children are situated within 'Phase' appropriate groups with extra intervention groups taking place for those who need a little extra help. The school follows the government published programme "Letters and Sounds". For a detailed explanation of the various phonics phases please visit:

<http://www.letters-and-sounds.com/what-is-letters-and-sounds.html>

We also use interactive resources such as: PiXL, Phonics play and Giant Phonics, which supports us in providing a multi-sensory approach to learning phonics and enhances the children's learning.

INTENT

Our drive is to produce enthused, inquisitive readers that have a wide and varied interest in reading material of all kinds. We seek to develop the abilities of decoding and comprehension in all our learners by supporting and challenging the necessary skills; as such, all our children- including vulnerable groups- become progressively proficient at interpreting and applying knowledge to a range of contexts.

By reading fluently and with good understanding, it becomes possible to develop the habit of reading widely and often, for both pleasure and information; our approach to reading lends itself to creating an appreciation of the conventions and heritage of literature by deconstructing the elements and processes that constitute meaningful reading.

IMPLEMENTATION

Students are exposed to Accelerated Reader at least 3 times a week. This consists of children undertaking an initial reading test to clarify their reading level (this is tested every half term). When they have completed their book, children take a quiz on the computer which tests their comprehension of that book. Staff use the growth and diagnostic report to monitor children's progress and address any concerns.

Our allotted **READING** sessions consist of **Content Domain** lessons.

The **Content Domains** highlight the elements of the National Curriculum Programme of Study at Key Stage 2 that are assessed in the English Reading test. We treat each **Content Domain** as a **skill**; each **skill** is taught using a **source**.

EYFS and KS1:

In class, Reading lessons consist of *Content Domain coverage through 1:1 reading, Guided Reading* and whole class readers. Additionally, Year 2 pupils have begun to access *Accelerated Reader sessions* within their classes. We treat each *Content Domain* as a skill; each skill is taught and discussed during Guided Reading sessions. We use three types of source: AUDIO, VISUAL and TEXTUAL. We focus on multiple skills through teacher questioning over the week, using a variety of texts. This creative and interesting approach is designed to foster a love of reading for all, as well as developing each child's skills and abilities for decoding, inferring and articulating responses to what they have read.

Accelerated Reader is used to generate information linked to a child's reading ability, willingness to read and comprehension skills. *Star Reader* assessments take place half-termly- they provide each child with their 'point-in-time' levels which help them select appropriate books. Additionally, KS1 and EYFS pupils are regularly benchmarked in order to identify their reading stages and support to promote early reading skills.

IMPACT

We recognise the potential -through reading – for our learners to develop culturally, emotionally, intellectually, socially and spiritually; via our bespoke Reading curriculum, the skills of language are progressed to allow our children to participate fully as a member of society.

We value skilled word reading and the linguistic knowledge that underpins comprehension- with this as our focus, the children are able to meet age-related expectations and beyond with a sense of joy and wonder.

KS1 : Focus on skills 1a, ab, 1c ,1d and 1e (Y2 to focus on SATS and comprehension skills and speed reads as well

LOWER SCHOOL: focus on skills 2a, 2b, 2d; 2c and 2h introduced in Summer Term.

UPPER SCHOOL: focus on skills 2a, 2b, 2d; 2c and 2h introduced in Spring Term; 2e, 2f and 2g introduced by way of assessments/tests and learning is carried out of the back of marking test/analysis.

Phonics

All children that did not pass the Year 1 Phonics Screening Test are re-tested in Year 2 in June.

SPELLING

Our children are taught to spell using a systematic approach- a progressive spelling programme, alongside vocabulary teaching from the National Curriculum statutory word lists, as part of our daily Marzano work.

Pupils are afforded opportunities to practise spellings and vocabulary via this method; also, we use the Pixl Spelling Tracker in order to provide specific intervention beyond classroom differentiation.

ORACY

At Oriel Academy, oracy plays a prominent role in teaching and learning. The ability to listen actively, speak clearly and communicate articulately is recognised as a fundamental part of the learning process. Critically, Oracy underpins the development of reading and writing, and is key to progress in all subjects. Oracy can be described as a combination of learning to talk and learning through talk; in our school, there is a shared understanding of how talk supports learning and children's social development. We believe that developing oracy throughout primary education provides our students with the communication capital to be fluent, confident speakers, who are able to discuss, debate and present in a wide range of situations.

The National Curriculum for English reflects the importance of spoken language in pupils' development. Oracy is embedded throughout our broad and balanced curriculum and lessons are talk-rich. The differentiation within our questioning and the model provided by each teacher ensures that all children can fully participate and progress.

Pupils participate in a wide range of Oracy activities which help them to develop confidence in spoken language:

- Coaching
- Partner talk
- Group discussion
- Collaborative work and problem-solving
- Debate
- Role-play
- Drama
- Presentations

Spelling, punctuation and grammar is applied meaningfully and taught within each learning journey; they are taught alongside high-quality writing models (that are cross-curricular where possible). The children are exposed to and engage with such models, before developing an increasing level of independence that allows them to create new prose showcasing their new learning. We use *Cold Write* and *Hot Write* to make formative and summative assessments; as such, learning journeys are then differentiated to cater for all needs, including Greater Depth.

MATHEMATICS

EYFS - Maths Mastery

Numbers and Space, Shape and Measure

In EYFS children follow the Maths Mastery programme. Maths Mastery is the UK's version of the highly successful Singapore maths teaching model, rated number one in the world for having most impact and success in educating children in maths through use of pacy and structured lessons.

Maths lessons are fun, practical and stimulate children's curiosity to think and explore the new concepts that they are being presented with. Children are sat together on the carpet and are introduced to the topic collectively. Maths Mastery lessons involve pair, group and whole class work, which enables children to explain their learning and understanding in a variety of different ways. There is also time in each lesson for groups of children to work on set tasks with their teacher to support and challenge their thinking. Tasks are assessed by the teacher and next steps are provided to move children's conceptual and mathematical thinking on. As well as

formal Maths Mastery lessons, Reception children will partake in regular Maths Meetings, where they rehearse and reinforce maths fluency across various topic areas, including: the days of the week, number, shape, measure etc. In the EYFS setting, Maths is also accessible by pupils around the environment via continuous provision. To facilitate pupils with building maths skills contextually, the inside and outside areas have been organised with numerous activities which encourage children to learn maths skills through play. Additionally, children have access to maths resources during their independent play to help them reinforce their learning further and access maths practically.

KS1 (and Year 3) - Maths Mastery

In September 2016 we introduced the Maths Mastery programme to the school curriculum at Oriel Academy starting in Reception and Year 1. Maths Mastery is the UK's version of the highly successful Singapore maths teaching model, rated number one in the world for having most impact and success in educating children in maths.

Currently in years R, 1, 2 & 3, our Maths Mastery programme uses concrete, pictorial and abstract teaching methods and approaches. Maths lessons are fun, practical and stimulate children's curiosity to think and explain what they are being presented with. Lessons require children to work and talk together in pairs, groups and in whole class contexts to explain their learning and understanding. There is also time in each lesson for independent work and opportunities are regularly provided for problem solving. Maths Mastery is an excellent maths programme which has proven to be highly effective in supporting children's' mathematical learning at Oriel in the last two years. We run a Maths Mastery parent information session for all parents from Reception – Year 3 interested in seeing the programme in action each autumn term and run parent workshops in the Spring and Summer terms to keep parents informed.

KS2 (Years 4 - 6) – Nigel Bufton

In September 2014 we introduced Nigel Bufton Scheme of Work to KS2, in line with the changes proposed by the new National Curriculum. This scheme was introduced in order to ensure coverage and progression across the year groups. As our school is transitioning to adopting Maths Mastery in all year groups, this scheme of work will be eventually phased out. As of this year, Years 4, 5 and 6** following Nigel Bufton.

This scheme of work is intended to be used as a scaffold to support teachers in the weekly planning and delivery of challenging and engaging maths lessons. At the heart of the scheme, is essential learning which draws together key aspects, taken from the New National Curriculum, that pupils need to secure to make good progress over the year. The scheme's cyclical nature allows teachers and pupils to refresh and rehearse skills through practice, consolidation and deepening knowledge. The emphasis of key mathematical vocabulary enables pupils to rehearse and embed language necessary to deepen their understanding of Maths in context or reiterate essential learning. This in turn, aids pupils in tackling problem solving complex reasoning questions in logical and coherent ways.

**In addition to the above, Year 6 students also receive a diet of additional tailored Maths sessions taken from regular formative testing including, but not restricted to PiXL therapies. This is done in order to ensure that pupils have every opportunity to achieve to their best potential and leave the school fully equipped and prepared for KS3.

Science

At Oriel, our Science lessons are a mix of practical investigations and knowledge based learning. The skills of scientific enquiry and investigation are spread across the whole curriculum, and provide children with essential tools and hands on experiences for learning. Through their work in Science, children are encouraged to question and hypothesize and use their initiative, to develop the skills of seeking and exploring.

PSHCE

At Oriel we aim to foster students' well-being and self-care, and promote a culture of resilience within the learning environment.

Our PSHCE curriculum aims to give our pupils the knowledge to understand the choices they face as they grow up and the skills to make safe choices as they prepare to become adults. Pupils learn to recognise, name, express and manage a range of emotions.

Through the use of the Pixl Primary Edge programme we look at three main areas; mind, life and health. We aim to teach pupils about healthy lifestyles, personal safety, managing money, relationships and preparing for work. Healthy lifestyles includes being prepared for puberty, drugs education (especially smoking and alcohol) and sexual health. In relationships we look at positive friendships but also explore bullying / controlling behaviour and what to do if they are being treated in a way they do not like.

Pupils also study some Citizenship issues to help them develop and express their own opinions as well as respecting the views of others.

Topics include understanding and tolerating people who are different from them, developing a basic understanding of our political system, exploring global issues such as the benefits of education worldwide, and the work of charities.

Across the school, topics and lesson content are adapted to the needs of each group and the school is skilled at making sensitive issues accessible to pupils in a safe and supportive environment.

The Foundation Curriculum

At Oriel Academy, we deliver the full National Curriculum which includes all of the foundation subjects: PSHCE, Art, Computing, Design & Technology, Geography, History, Music, Religious Education, Physical Education and our modern foreign language (MFL) is Spanish. To effectively deliver our curriculum, we carefully plan to deliver the foundation subjects across each half term, using a trans-disciplinary approach where appropriate.

ART AND DESIGN

Intent:

At Oriel Academy West London, we place a great emphasis on the importance of Art and Design. It enables children to express themselves in a creative, imaginative manner and through exploration. We intend to teach the children a skills-based curriculum, with individuality and creativeness flowing through everything they do.

Implementation:

The teaching of Art and Design in the Early Years Foundation Stage

In the Early years, Art and Design plays a very important role in their development. Children are taught to represent their own ideas, thoughts and feelings through design and technology, art, music and dance.

They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

The teaching of Art in Key Stage 1

Pupils should be taught to;

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work.

The teaching of Art in Key Stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Impact:

Children will become creative learners, who have a web of knowledge about the great artists of the world. Creativity and uniqueness will be celebrated and children will become astute at editing and improving the pieces they have created. As teachers, there will be an emphasis placed on individuality and children will be given the freedom to explore art using their imaginations. Children will have embedded the key art and design skills needed to allow them to produce inventive pieces of art.

COMPUTING

In line with the 2014 National Curriculum for Computing, our aim is to provide a high-quality computing education which allows children to develop their computing skills in an effective way. This is achieved by the children being able to find, explore, analyse, exchange and present information using various different programmes, websites and in-class tools such as iPads, chrome books etc.

The curriculum teaches children key knowledge about how computers and computer systems work, how they are designed and how they are programmed. Learners will have the opportunity to gain an understanding of computational systems of all kinds, whether or not they include computers.

By the time they leave Oriel Academy, children will have gained key knowledge and skills in the three main areas of the computing curriculum: computer science (programming and understanding how digital systems work), information technology (using computer systems to store, retrieve and send information) and digital literacy (evaluating digital content and using technology safely and respectfully). The objectives within each strand support the development of learning across the key stages, ensuring a solid grounding for future learning and beyond.

Cross-curricular links help ensure that the children of Oriel Academy understand the importance of computer literacy and how technology has an impact on their day to day lives and is constantly changing and developing. Our computing lessons equip pupils with experiences which will benefit them in secondary school, further education and future workplaces.

DT

Throughout our school, pupils will be exposed to a range of different kinds of design and technology opportunities including junk modelling, D&T lessons and outside workshops and opportunities. In D&T lessons, pupils are taught how to design, using research and sketches as aides, make using tools and materials and evaluate existing products and their own final products and build their technical vocabulary. Every year group will complete a design and make projects.

1. Food
2. Textiles
3. Mechanisms etc.

As part of their work with food, pupils explore how to cook and apply principles of nutrition and healthy eating.

Through our D&T curriculum, our children will be curious about the world around them and the design opportunities out there for them. They will have the key knowledge they need for life. From designing and making their products, they will have resilience and perseverance and knowledge that they need to keep trying and that things will not necessarily work first time round. Through engaging lessons, children will be able to take risks in a safe environment and think very carefully for themselves. All children are encouraged to think for themselves. We develop the children's knowledge of how they can be more eco-friendly in the products that they design and make and ensure children are aware of the throwaway society that we are now in and how we can step out of it.

HISTORY

Intent

At Oriel Academy West London, we take a great pride in the History teaching which we provide to our students. History teaching at Oriel seeks to make full use of the resources available within our local area and the south of England more broadly, especially the opportunities afforded to us by our proximity to London, which give our students a deep understanding of the rich history of the area in which they live and the part it has played in the wider history of the British Isles and beyond. At all points the curriculum is designed to link with other topics, especially English and Science, to show how History informs our understanding of many different topics. Guided by the National Curriculum, we seek to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

Implementation

History teaching is largely done in blocks throughout our school year, although these topics are interwoven with related topics in other subjects, such as studying World War I in History at the same time as studying war poetry and letter-writing in English in Year 6. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the time of Edward the Confessor. They are able to draw comparisons and make connections between different time periods and their own lives. Other topics help to provide context within a global setting, studying classical Greece and Rome, the Ancient Egyptians, and Medieval Baghdad in order to provide comparison and contrast with events in the British Isles and make children aware of the cultural heritage of humanity. This also helps us to build the cultural capital of our children, exposing them to other cultures and providing them with knowledge beyond the scope of their everyday lives.

Impact

We measure our outcomes in History in a number of different ways. First and foremost we assess students' work in their books, looking at knowledge acquisition as well as critical thinking and analysis of what they are studying. We also look for understanding of chronology and its importance in questioning cause and effect. Enquiry plays a key role in History, and the ability to ask good questions, both written and oral is a crucial part of assessing our impact. What are the children curious about in History? What questions do they want to ask? Finally, through links to Art and Design, children are encouraged to make and build in history, expressing themselves beyond the written and spoken word, and this again often forms a key part of building their cultural capital.

MFL (SPANISH)

INTENT: (Curriculum design, coverage and progression)

- **What is our vision?**

At Oriel Academy Primary School, our vision is of a community whose members: children, parents, teachers and staff work collaboratively towards achieving an exciting and inclusive school, with high expectations and standards for all, within a happy, caring and secure environment. At our school, we aim to spark a love of languages in children through engaging lessons within a creative, interactive and inclusive environment. Learning a foreign language is a necessary part of being a member of a multi-cultural society and provides an opening to other cultures. As described by Federico Fellini “A different language is a different vision of life”.

- **What are we trying to achieve? (List key outcomes for the year)**

The core language taught at Oriel Academy School is Spanish. We ensure that children are given opportunities to widen their knowledge and understanding of the world and learn and apply skills which will make them successful learners for life as well as enhancing their spiritual, moral, social and cultural development. Children will become confident, independent and resilient learners who are willing to take risks. They will have high aspirations and be proud of their achievements. We aim to give everyone the opportunity to fulfil their highest potential, both academically and in respect of their wider interests and talents.

Key outcomes:

The National Curriculum for languages aim to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources.
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- discover and develop an appreciation of a range of writing in the language studied.

IMPLEMENTATION: (Curriculum delivery, teaching and assessment)

- **How: What will we do/How are we going to do it?**

Children are introduced to Spanish from Year 3 to Year 6 and receive a 60 minute lesson every fortnight. The Spanish specialist will follow “Language Angels” website, using their interactive and fun activities every other week.

Actions – overview of key actions for the year

At Oriel Academy we enable the children to develop their Spanish language skills through speaking, listening, reading and writing:

- Children are taught to listen attentively to spoken language and respond, joining in with songs, rhymes and games.

- Children develop an appreciation of a variety of stories, songs, poems and rhymes in Spanish that are delivered through the curriculum content as well as by native Spanish speakers within the wider school community.
- Cross curricular links with computing are provided using the Spanish app.
- We follow the primary MFL scheme of work from Language Angels.
- Hispanic Day enables the whole school to be immersed in the inclusion of the culture and use the language meaningfully in context.
- Children to practice rhymes and songs during singing assemblies to build and consolidate their Spanish understanding and vocabulary.

IMPACT: (Attainment and progress, reading and future skills)

- **What evidence of impact will you collate and monitor?**

At Oriel Academy we will evidence our Spanish learning through:

- Spanish greeters in each class.
- Displays around the school.
- Learning walks.
- Singing assemblies.
- End of the Unit projects.

MUSIC

Intent

At the heart of our music curriculum is the knowledge that children in our school enjoy music and that all our pupils, regardless of their academic or physical ability, have the ability to be musicians. As many of our pupils come from socially disadvantaged backgrounds, it is important that our music curriculum provides pupils with creative opportunities in line with those experienced by children who are less disadvantaged.

Implementation

Pupils in the Early Years have an excellent free choice musical activity area where they can investigate the sounds of different instruments. Key stage 1 and 2 follow the Charanga music scheme which enables the pupils to have well-structured lessons that progressively teach the inter-related dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

The pupils are exposed to a wide range of musical genres and develop familiarity with key pieces of music and composers to develop their own cultural repertoire. We recognise the positive impact that singing with others can have on mental health and children's sense of belonging. At Oriel, children sing on a regular basis in class and a singing assembly is held each week.

Impact

Pupils are taught the skills to appraise their own musical learning and to incorporate increasingly technical vocabulary into the language they use to discuss their knowledge and understanding. Performance is at the heart of the assessment of pupils' music learning and provides the greatest opportunity to assess pupils' skills. Charanga music scheme provides scheme related progression documents for each year group which are used to assess the separate, but inter-related National Curriculum strands.

PE

PE in Oriel is a fusion of discrete, skills-based activities that link to a wide range of sports. The Oriel PE curriculum approaches the PE national curriculum by taking the best parts of various curriculums and several PE schemes, but gives teachers the freedom to bring creativity and cross-curricular opportunities into each and every PE lesson. Inventive and engaging games are employed in all lessons to motivate the pupils and ensure all students are actively participating. Physical wellbeing is vital part of life for all children. The PE curriculum at Oriel aims to foster within all pupils a love and appreciation for physical exercise and healthy life choices.

In EYFS and KS1, the balance between practicing discrete physical skills and immersion in a sporting context is tilted more towards discrete physical skills. This takes many influences from the Real PE scheme of work which focuses on children being able to physically develop by using a variety of physical games and activities. PE is also embedded throughout the wider school Early Years and KS1 by healthy eating initiatives, a wide variety of play equipment and cross-curricular opportunities for physical learning.

In KS2, the balance between practicing discrete physical skills and immersion in a sporting context is tilted more towards immersion in a sporting context. Lessons in KS2 address the general physical skills in the national curriculum by framing them as sport-specific skills and embedding them in competitive match settings. In the wider school in KS2, children are taught healthy eating habits and required to bring in healthy break-time snacks; they are encouraged to use various sports and games equipment during break and lunch times and outdoor, cross-curricular lessons are featured in every year group.

RE

RE in Oriel is an inclusive, accessible and diverse curriculum. The Oriel RE curriculum takes guidance from the Hounslow Widening Horizons RE syllabus, covering Christianity, Islam, Judaism, Hinduism, Sikhism, Buddhism, Humanism and Philosophy. Teachers are encouraged to make RE lessons as cross-curricular as possible, blending skills from English, History, Geography, Art and Design, Music, Drama and Science. Each unit of RE is split into three sections: People and Prophets, Beliefs and Books, and Practices and Places. This ensures that children are immersed in the religions and philosophies they are studying, with enough dedicated time to develop a true understanding of people's faiths and beliefs. This understanding is a vital part of being a citizen of the modern world and being employed in a diverse workforce.

RE is an opportunity not only for children to understand the beliefs and values of others, but to develop their own critical thinking skills and ideas about morality. This links RE at Oriel deeply with PSHCE and British Values, allowing for children to put religious and philosophical ideas in the context of their own lives. RE uses religious stories and parables to make the religious and philosophical idea accessible to learners of all ages, abilities and from all backgrounds. This also links RE intimately with reading and an understanding of the importance of stories in everyone's lives.

Science

At Oriel, our vision for the Science curriculum is focused on our students broadening and developing a deeper thinking about the world around them. This involves having exciting, practical hands on experiences that encourages children's curiosity towards a variety of Science topics within the curriculum from nursery to year 6. This will be done by: exploring, discussing, testing and developing ideas about everyday phenomena and relationships between living things and environments. Children are provided with an environment where they can work using a range of investigative styles and can communicate their findings in a variety of ways. Students will be encouraged to ask questions about content covered and be given the opportunity to conduct practical experiments while being encouraged to make predictions about how things will behave. Through our no-limits curriculum, the children will be provided many cross-curricular Science links giving them a deeper understanding of biology, chemistry and physics.

Inclusion

At Oriel Academy we believe that all children, regardless of need are entitled to the best possible provision and outcomes. Every child is unique and we ensure this individuality is celebrated and supported. We ensure that all children, including those with academic, behaviour or emotional difficulties have full access to a broad and balanced curriculum, have their needs identified as early as possible, receive focused provision matched to those needs, and as a consequence leave us with the best possible outcomes.

Our identified **More Able** children are challenged daily within their classroom lessons and are given opportunities to take part in national / local school enrichment days and competitions. Our most academically able children are identified and selected to take part in 'Explorers Academy' during the spring term at Rivers Academy annually. Our children have opportunities to work with students at Space Studio West London throughout the year.

Children with a talent for **Music, Sport, Art and Drama** are encouraged to develop their interests through our wide range of curricular and extra-curricular activities and opportunities.

Home School Link Worker: As part of our inclusion policy, children and parents benefit from having access to our full time Home School Link Worker. Parents whose children need support with behaviour, attendance or any other pastoral need can come in and discuss the support being given to their child or family and develop positive links between home and school.

Homework

Each Year Group sends out homework on a weekly basis at Oriel. Homework is tailored to the year group and also personalised to individuals or groups of children as needed. Homework provides further challenge and opportunities for children to deepen and broaden their knowledge and skills in different curriculum areas.

The Upper School (Years 5 & 6) are given Maths, English and spellings weekly.

The lower school (Years 3 & 4), are given Maths and English activities as well as Maths online homework and spellings weekly.

Every Year Group also receives "Enrichment" project based homework, reflecting the topic or theme being studied for that half term. This homework involves making models or designing 3D objects. The enrichment homework consolidates the learning that has taken place in the classroom and provides an opportunity for pupil led deepening of learning.

Assessment and Target Setting

Each child is set a target for the end of Key Stage based on prior attainment and Fisher Family Trust predictions. These targeted will be either the National Expected Standard or the Greater Depth Standard. Children who are not on track to achieve their targets and make the expected progress, will receive afternoon interventions to help them get back on track. Some children may also be invited to an 8:30am breakfast intervention session.