

## **The School Curriculum**

The following sections will provide you with a brief outline of the main areas of the curriculum but if you would like any additional information about the curriculum in general, or specific subjects, please contact the school.

The school's long-term curriculum plan is designed to ensure coverage and progression for all children in every subject. Subjects may be taught independently, together, or as part of a project, in order to provide greater purpose and understanding for the children, for example, Literacy may be taught through History, or vice versa. A range of teaching techniques are also used to meet the needs of particular lessons, or children.

### **Foundation**

In Reception, the children follow their own curriculum, based on structured play, social and physical development and an awareness of communication through language, the written word and numbers.

This Early Years Foundation Stage Curriculum is very much based on a child's natural development, allowing them to work towards more formal teaching styles, at a pace that meets their own particular developmental needs and understanding.

For some children, this style may continue into Year 1 to assist their transition into the rigours of the National Curriculum, the content of which is outlined below.

### **English/Literacy**

Throughout the school, great emphasis is placed on the enrichment of children's language. Literacy skills are developed through printed material, incorporating a vast range of styles, from many different authors from a range of different countries.

The school uses the National Primary Framework as a basis for the delivery of skills in speaking and listening, reading and writing. It is our aim that all pupils fulfil their full potential, through the rich variety of activities and opportunities provided.

The reading curriculum is now linked to the Assessment of Pupil Progress (APP) with children being assessed regularly and following a structured programme linked to their needs. All pupils are introduced to a wide variety of cultures through fiction and non-fiction texts.

Children are encouraged to write for a variety of audiences, in a variety of styles.

For reading, we use a combination of schemes: Rigby Stars, Rigby Rocket, Bug Club, Oxford Songbirds and Rapid Phonics. We use phonically regular as the core up to Year 1 and then use some of the Rigby scheme books to consolidate tricky word knowledge. In Year 1 we start using the scheme books to develop their comprehension skills further.

### **Maths/Numeracy**

Maths teaching at Acomb Primary School follows the National Curriculum and our own set of 'Non-Negotiables'. There is a great emphasis upon number work and mental agility, providing the basis for pupils to seek appropriate strategies to solve problems relating to all areas of mathematics.

Pupils are encouraged to recognise and understand the importance of place value, number bonds and the relationships between number operations.

### **Science**

Our aim is to encourage all children to develop an interest in the world around them. As well as building up a body of concepts and knowledge, children will acquire the various scientific skills and attitudes to enable them to plan investigations, predict their outcomes and interpret and communicate their findings.

## **Computing**

At Acomb, computing is taught as a subject in its own right and is also utilised across the wider curriculum. Children are given opportunities to use computing tools and software to analyse, process and present information and to model, measure and control events. They learn to write and debug simple computer programs from an early age. We use a range of technologies in order to give children a rounded experience of computing – this includes Apple iPads, other tablet devices, laptops, desktop computers and other handheld devices. A variety of specific subject-based programmes also assist in many other areas of learning, as does supervised use of the Internet.

## **Design Technology**

Throughout their time at Acomb, the children are taught to analyse, design and make good quality products. The learning achieved through design, structured development, testing and experimentation provides excellent experiences in both problem solving and physical manipulation. Children will make a range of models and structures, learn to cook basic foods and use problem solving skills to work on larger projects.

## **Geography**

This subject will often be taught as an element of a class topic or theme. Much use is made of the local environment as a starting point for such projects. Many visits are made to places of interest connected with class topics and such fieldwork gives opportunities for first-hand experience and observation. Children will also learn to use maps and to name and locate key places in Britain, Europe and the wider world.

## **Art**

The overall aim of our artistic programme is to enable all children to become visually literate and to be given the opportunity to develop personal interests and talents. The experiences available for the children at Acomb include a range of drawing and painting activities, using a variety of media, printmaking, textiles, computer generated art and modelling. The children will also have the opportunity to become familiar with the work of a range of Artists and study particular styles of painting etc.

## **Physical Education (PE)**

Physical Education aims to encourage all children to participate in physical activities that promote an understanding of the importance of an active life-style. The children will be encouraged to improve their individual skill level in each area: Games, Dance, Gymnastics, Athletics and Swimming (KS2). At the same time positive attitudes towards themselves, other team members and their performances are to be encouraged. This includes competitive involvement against other schools. We have a variety of after school clubs running and take part in local competitions against other schools in sports including football (girls and boys), netball, hockey and rugby.

## **Music**

Many opportunities are offered to all children both through specialist and peripatetic teachers giving lessons in a variety of instruments. Children learn to sing together and on their own, both through regular whole school assemblies and in class. All children take part in a dramatic performance each year, an element of which will be musical.

## **Religious Education**

The City of York Religious Education Syllabus and Guidelines for Collective Worship at KS1 and KS2 are followed. No denominational teaching of R.E. takes place, but children are introduced to the Christian way of life, helped to appreciate society's moral values and are told stories from the Bible. There is a multicultural element in the R.E. curriculum, which the school believes to be important in equipping children with respect and tolerance for all who live within our global community. Assemblies make up an important part of each school day. The opportunity of meeting together, listening to stories, discussing topics of interest and looking at each other's school work is regarded as playing a major part in the development of the child's social and moral values.

## **Sex Education**

We encourage children to appreciate the responsibilities of friendship with regard to moral considerations and the value of family life. This is an important part of preparation for adulthood. The children's questions, as and when they arise, will be dealt with sympathetically and sensitively with the emphasis on emotional aspects of friendship.

However, the Governors and Staff of this school believe that this aspect of learning relies on a partnership between the school and parents, particularly when it comes to discussing the physical side of sexual relationships. This will be taught in Year Six, with some coverage of puberty in Year Five if appropriate.

## **Homework**

Homework is given throughout the school with all children expected to read each night. For most, there will also be some 'learning by heart' tasks set, such as spellings and times tables.

At Key Stage 1, an additional weekly homework may be set. This work is designed to reinforce the work they have been doing in school. By Key Stage 2 more regular homework is set along with reading and 'learning by heart'.

Homework offers an excellent opportunity for parents to support their children in a most positive way and we strongly encourage the completion of homework, when set.

## **Extra Curricular Activities**

We aim to provide a range of clubs, at lunchtimes and after school, to provide an opportunity for children to try activities, some of which may be new to them. The following Clubs have been held during recent years:

- Archery
- Badminton
- Basketball
- Chess
- Choir
- Coding
- Cooking
- Cross Country
- Football (girls', boys' & mixed)
- Gardening
- German
- Golf
- 
- Gymnastics
- Hockey
- Homework
- Library
- Multi-sports
- Netball
- Recorder
- Rock School
- Rounders
- Sewing
- Spanish
- Ultimate Frisbee.

CYCLE A

KS1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	People Who Help Us	Keeping Healthy	Fairy Tales/ Traditonal stories, inc book week	Homes/ + weather	Animals	Explorers/Space
History	<i>Past Event</i> - Great Fire of London	Significant people- Florence Nightingale/Mary Seacole/Edith Cavell		<i>Living Memory/Local</i> - Homes (+windmill)	<i>Explorers</i> - Columbus/Armstrong	
Geography				Mapwork, find places	Compare weather	
					Map & positional vocabulary	
Science					Animals	Working Scientifically
Literacy Genres	Stories with familiar settings, Information texts, Recounts, Performance Poetry, Non Chronological reports-Y2	Labels, lists and captions FS/Y1, Information text, Instructions, Poetry	Traditional stories and Fairy Tales, Book reviews, Stories with predictable and patterned language	Recounts, Instructions,	Different stories by the same author, Extended stories/significant authors-Y2, Animal poetry	Information texts, Stories about fantasy worlds, Explanations Y2
Art	Drawing	Painting	3D Textiles	Use of IT	Printing	Collage
DT	Cooking	Materials	Textiles	Mechanisms		Construction
Computing						
RE						
PE	Gym, Y1, Unit E Games, Y1, Unit 1	Gym, Y2, Unit I Dance, Y2, Unit 2	Gym, Y1, Unit G Dance Y1, Unit 2	Games, Y2, Unit I Dance, Y2, Unit 3	Gym, Y2, Unit K Games, Y1, Unit 4	Games, Y2, Unit 4 Dance, Y1, Unit 4
Music	Y2 Feel the Pulse Exploring pulse and rhythm	Y1 What's the Score Exploring instruments and symbols	Y2 The Long and the Short of it Exploring duration	Y1 Taking Off Exploring Pitch	Y2 Rain, Rain Go Away Exploring timpre, tempo and dynamics	Y2 Sounds Interesting Exploring sound

CYCLE B KS1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Ourselves	Pirates	Fairy Tales and Traditional Stories, inc Book Week	Toys, A village in...	Plants/+ Literacy theme	The Seaside/Animals?
History				Living Memory - Toys/old school		Living Memory - Seaside, Grace Darling
Geography		Mapwork, location, knowledge		Compare an area of the UK to a non-European place Mapwork, find places		
					Places vocabulary	
Science	Ourselves - health; Humans	Materials	Materials		Plants	Living Things and their Habitats (Y2 unit) Working Scientifically
Literacy Genres	Stories with familiar settings FS/Y1, Performance poetry, Information texts, Labels, lists and captions-Y1, Non-chronological reports-Y2, Nursery rhymes-FS	Information texts, Instructions, Christmas Poetry, Stories from another culture, Labels, lists and captions FS/Y1	Traditional stories and Fairy Tales, Book reviews,	Information texts, Recounts, Stories from another culture, Letters	Information Texts, Different stories by the same author, Extended stories/significant authors-Y2,	Seaside poems, Stories with familiar settings, Information texts, Recounts, Explanations Y2
Art	Drawing	Printing	3D textiles	Use of IT	Printing	Collage
DT	Construction	Cooking	Textiles	Mechanisms		Using materials
Computing						
RE						
PE	Gym, Y1, Unit D Games, Y1, Unit 2	Games, Y2, Unit H Dance, Y1, Unit 1	Gym, Y1, Unit F Dance, Y1, Unit 3	Games, Y2, Unit 2 Dance Y2, Unit 1	Games, Y1, Unit 3 Dance Y2, Unit 4	Gym, Y2, Unit J Games, Y2, Unit 3
Music	Y1 Sounds Interesting Exploring Sounds	Y1 The Long and the Short of it Exploring Duration	Y1 Feel the Pulse Exploring pulse and rhythm	Y2 Taking Off Exploring Pitch	Y2 What's the Score Exploring instruments and symbols	Y1 Rain, Rain Go Away Exploring timbre, tempo and dynamics

CYCLE A

Y3/4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme						
History	Stone Age, Bronze Age, Iron Age				<i>20th Century Entertainment and Leisure</i>	
Geography	<i>Locational</i> - Europe, UK features, Latitude etc		<i>Human Geography</i> - Settlements		<i>Mapwork</i>	
Science	Living Things and their Habitats	Animals including humans	Light	Sound	States of Matter	Working scientifically
Literacy Genres	information text (3/4) Stories from other cultures (4) Personal recount.	Creating images (4) Stories which raise issues (4) Reports.	Persuasion text (4) Stories with imaginary worlds (4) Explanation	Dialogue & plays (3/4) Stories with familiar settings. Poetry	Newspaper (4) Myths & legends (3) Instructions	Poetry. Biography. Adventure & Mystery.
Art	Colour mixing. Print making. Painting	Collage	3D	Printing	Drawing	Painting
DT	Cooking/nutrition/stiff material	Cooking/nutrition/stiff material	Mouldable materials	Mouldable materials	Textiles	Textiles
Computing						
RE	Judaism		Christianity			
PE	Games	Dance	Gym	Outdoor	Games	Athletics
Music	Recorders			Production		

CYCLE B

Y3/4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme						
History	<i>Romans, Anglo-Saxons &amp; Celts</i>		<i>Vikings to 1066</i>		<i>Local Vikings</i>	
Geography	Map work					
Science	Electricity		Forces and Magnets	Working Scientifically	Plants	Rocks
Literacy Genres	Adventure & Mystery (3) Information text. Stories with historical settings.	Shape poetry & calligrams (3) Myths, legends and fables. Persuasion.	Stories with historical settings (4) Stories with imaginary worlds. Poetry.	Authors and letters (3) Dialogue and plays. Reports.	Instructions (3) Stories with familiar settings (3) Biography.	Explanation (4) Poetry. Literacy enterprise.
Art	Painting	Collage	3D	Printing	Drawing	Painting
DT	Electrical and Mechanical components	Electrical and Mechanical components	Stiff and flexible materials	Stiff and flexible materials	Textiles	Textiles
Computing						
RE			Christianity			Islam
PE	Games	Dance	Gym	Outdoor Ed	Games	Athletics
Music	Recorder			Production		

## CYCLE A Y5/6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme						
History	World War 2 (Battle of Britain)				<i>Ancient Civilisations</i>	
Geography			Comparison of 3 places			
			Mapwork			
Science	Forces		Animals including humans		Evolution & Inheritance	Working Scientifically
Literacy Genres	Journalistic Writing, Recounts, The Power of Imagery		Arguments with formal/impersonal, Extending narrative, Fiction genres, Non-chron reports		Myths and Fables, Authors and texts, Poetry(choral performance)	
Art	Colour mixing & Drawing		3D sculpture(papier mache)&Print making		3D Clay Tiles, Painting, Drawing	
DT	Make Do and Mend (textiles)		Electricity - illuminate maps		Egyptian domestic houses	
Computing						
RE	Judaism		Christianity			
PE	Tag Rugby & Gymnastics	Football & Dance	Hockey & Gymnastics	Hockey & Netball	Athletics & Cricket	Rounders & Cricket
Music						
Maths Links	Distances - length		Grid reference		Measuring - scaling up	

CYCLE B Y5/6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme						
History	Local - Victorians				Mayan/Islamic/Benin	
Geography			Physical Geography			
			Mapwork			
Science	Light	Earth and Space	Properties and changes of materials		Living Things and their Habitats	Working Scientifically
Literacy Genres	Stories with flashbacks, Biography and Autobiography, Older literature, Recounts, The Power of Imagery		Persuasive writing (formal & impersonal), Extending narrative with fiction genres, Instructions		Stories from other cultures, Authors & Texts, Poetry (reading a poem)	
Art	Colour mixing & Drawing		Clay 3D, Printing making, Painting		Sculpture, Drawing, Colour	
DT	Zoetropes		Moving mechanisms (pullies & cams) Bradford visit		Food (bread- inc naan)	
Computing						
RE	Islam (Bradford visit)		Christianity			
PE	Tag Rugby & Gymnastics	Football & Dance	Hockey & Gymnastics	Hockey & Netball	Athletics & Cricket	Rounders & Cricket
Music						
Maths Links			Grid reference		Shape & Space	