



CURRICULUM

Our aim is to give all children the basic skills in Reading, Writing, Speaking and Listening, Mathematics, Art, Design Technology, Information Communication Technology, Religious Education, Personal, Social, Health and Citizenship Education, Science, History, Geography, Music and Physical Education. These are all underpinned by [Values Education](#). We then develop subject knowledge, skills and understanding through integrated work and enquiry based learning. As much as possible, children learn through first-hand experience, and through practical activities. We embrace the use of technology as a tool to teach across the whole curriculum.

The curriculum is designed to develop the individual skills of each child. We aim to give each child success at their own level, and build on that success so that the child develops with confidence. For an overview of learning for this academic year in each year group, please see the attached Long Term Plans.

National Curriculum

In Key Stage 1, pupils follow the objectives set within the National Curriculum. These are taught within a teaching framework designed by the school. It reflects current guidelines as well as the needs of our school community. Reception pupils follow the DFE Principles and Guidelines for the Early Years Foundation Stage.

Reading

Our aim is to help our children develop a love of reading and books. We will teach the children the technical knowledge and skills they need to read as well as giving them opportunities to develop their understanding of different genres and comprehension.

We have a wide, structured Reading Programme which uses a variety of approaches towards reading. Children will experience reading activities such as guided reading, sharing 'Big Books', comprehension activities, playing reading games as well as their daily phonics sessions.

We use a variety of reading schemes including Oxford Reading Tree, Big Cats and Phonic Bugs. These are banded developmentally to enable children to progress in an appropriately structured way. Teachers continually monitor and assess children's progress. Periodically the teacher will assess reading through the use of a published 'PM Benchmark' scheme. Learning objectives for reading are shared with parents through the use of the reading diary.

We also have a wide range of children's literature to support the children's love of books.

Approach to Phonics

Phonics is taught to all children from Reception through to Year 2 based on 'Letters and Sounds' and in Year Two, the 'No Nonsense Spelling Programme'. We use a range of resources such as 'Jolly Phonics' which is a multi-sensory approach to teaching. The schemes we use allow phonics to be taught through a structured and phased approach which enables the children to become skilled at blending and segmenting using their phonic knowledge and it also teaches tricky words children need to know by sight.

Writing

The practical skills of learning to write are taught and practised throughout the school. We aim to teach the children to write fluently and neatly in joined cursive script and to take pride in their presentation.

Children write using a range of strategies including their phonic knowledge and learnt spelling strategies. Children are taught how to construct sentences using correct grammar and punctuation.

The children will have the opportunity to learn about different genres and apply their writing skills in those genres.

Speaking and Listening

The ability to listen to others and speak well is vital in developing reading and writing skills.

Opportunities are provided for the children to express themselves clearly and with confidence. This usually begins with children talking about themselves and their interests and progresses to the children talking about their learning to an audience.

Various methods are used to develop listening skills including discussions and drama story sessions. Children are encouraged to listen with courtesy to others and to respond appropriately.

Mathematics

We aim to make mathematics an enjoyable and relevant subject for all pupils to ensure that they develop confidence and mental fluency with whole numbers, counting and place value.

In Reception our children develop and improve their skills practically through a play based learning programme focusing on counting, understanding and using numbers, addition and subtraction, shapes, space and measure.

In Key Stage 1 our structured mathematics programme develops the children's ability to work with numerals, words and the four operations using a variety of practical resources. Children learn to recognise, draw and compare 2d and 3D shapes using the correct vocabulary. They are taught to use a range of different measures to describe and compare quantities such as length, mass capacity/volume, time and money. Teachers use a variety of approaches to teach mathematics including whole class, ability and small groups and individual support. The use of ICT interactive programmes, story books and games are used to support the children's learning.

Science

Science is taught as a discrete subject and also through cross curricular links. In Early Years, Science is taught through investigation and first-hand experience. Children are encouraged to ask and answer questions about the world around them. These skills are further developed through key stage one where children are taught to observe the natural and human world in greater detail asking questions at greater depth. Different types of scientific enquiry are taught including observing changes over periods of time, looking for patterns, grouping and classifying and carrying out simple comparative tests. Children learn to communicate their ideas and findings using simple scientific language in a variety of different ways. As well as first-hand experience children are taught to use books, photographs and ICT to enhance their learning.

Computing

The ICT curriculum can be broken down into four areas of learning:

Computer Science, Information Technology, Digital literacy and E-safety.

It is constantly evolving and embedded in our everyday life. To ensure the children can access a variety of computing experiences, we provide resources such as interactive whiteboards, computers, listening stations, programmable toys, microphones, cameras and visualisers. In addition to this, we have a laptop trolley which is timetabled for each class to use on a weekly basis. We also have timetabled iPads and Learnpads to use in classes in a cross curricular way.

The children are taught how:

- To understand the use of algorithms
- To write and test simple programs
- To use logical reasoning to make predictions
- To organise, store, retrieve and manipulate data
- To communicate online safely and respectfully

- To recognise uses of IT outside of school

Art

Children will explore a range of different techniques such as drawing, painting and sculpture, and will use a variety of materials, from pencil and paint to charcoal and clay to create their own art pieces. They have the opportunity to develop their techniques of colour, pattern, texture, line, shape, form and space. They will also learn about a range of artists, craftsmen and designers.

Design and Technology

Our Design and Technology program of study links closely with our cross curricular topic themes. Children are encouraged to develop their own ideas and have the opportunity to learn new skills. The children have the chance to design, construct and evaluate products connected with their learning while learning to use a range of tools and techniques. Cooking and food technology is an important part of D&T from 2014 enabling children to learn about healthy diets, eating and nutrition. Children are also taught how to prepare and cook dishes and sample different foods.

Music

Children will be given opportunities to enjoy singing, perform, compose and listen to a wide variety of music. They will be encouraged to appreciate and evaluate composers and musicians from their own and different cultures. All classes have regular music sessions as well as a weekly singing assembly. Year 2 also have the opportunity to participate in community singing.

Geography

We aim to develop children's understanding of the world in terms of its human and physical features. Through stories, artefacts, photographs and visits, children will increase their knowledge and understanding of different places and people in their immediate locality. Skills and knowledge are taught progressively throughout Early Years and Key stage 1.

Subject Content EYFS

- Children know about similarities and differences between themselves and others, and among families, communities and traditions.
- Children know about similarities and differences in relation to places, objects, materials and living things.
- They talk about the features of their own immediate environment and how environments might vary from one another.

Key stage 1 Pupils will be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

History

At Manby Lodge, history begins in the Early Years Foundation Stage where children explore and make sense of their world, the people in it and the world around them. Through the school, children gain a developing sense of chronology by placing events, people and objects in order and begin to recognise ways in which their lives are both similar and different from lives in the past. We teach the children to find out about the past by looking at a range of historical sources and by using them to ask and answer questions. The children learn about 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. The children learn about the lives of significant individuals in the past who have contributed to national and international achievements. Our curriculum is enriched through the use of visits and visitors to help the children make sense of the past and bring the study of history alive.

Religious Education (R.E)

The R.E. Curriculum aims to develop an awareness, understanding and respect for different religions and beliefs. We aim to provide a balanced and appropriate curriculum for young children. Children will develop an appreciation of the nature of religion and how it contributes to people's lives, values and traditions. A basic understanding of Christianity will be taught and children will celebrate major events of the World's religious calendar.

Physical Education (P.E)

At Manby Lodge we follow the Real PE scheme which aims to create 'positive relationships with physical activity for life'. The central focus of Real PE is to help support all children to become physically literate by developing their Fundamental Movement Skills. Throughout the year we focus on six abilities; personal, social, cognitive, creative, physical and health and fitness, which enable children to learn life-long skills through physical education. We have a variety of resources to help create these opportunities. The children engage in competitive (against self and others) and co-operative physical activities, in a range of increasingly challenging situations. We are also fortunate that our teachers are supported by coaches for PE throughout the year.

Other opportunities are provided for children to join activities run by independent organisers such as football, tennis, and multi-sports. As a healthy school, we promote the positive effect of sport and a healthy lifestyle through playtime activities and the PE curriculum.

Personal, Social, Health and Citizenship Education (PSHCE)

As part of our planned curriculum, we follow the [Jigsaw scheme of work](#) from Reception to the end of Year 2. In addition, children have regular opportunities to discuss issues in class circle time as and when the need arises.

Jigsaw teaches through six key themes throughout the year:

- Being Me in my World
- Celebrating Differences
- Dreams & Goals
- Healthy Me

- Relationships
- Changing Me

Through PSHCE we are able to encourage our children to be caring, responsible individuals who will be able to take a full and active role in society as adults.

We frequently collect for charities and ensure the children have a good understanding of the needs of others. We teach our children about having a healthy lifestyle and ensure they have regular physical exercise.

Our [Values](#) are woven into all that we do.

Relationships and Sex Education

We have a Relationships and Sex education policy and this focuses on how pupils form good relationships with each other. Some aspects of Sex Education are taught in the context of science and are taught according to curriculum requirements.

Parents can withdraw their child from all or part of sex education, except those elements taught as part of National Curriculum Science, and we request that this is put in writing.

Assessment

Teachers monitor children's progress in lessons and throughout the year in order to plan for the next steps in their learning. We involve the children in evaluating their own learning so they know what they have done well and how to improve. We track children's progress throughout the school. This begins as they enter Reception with a baseline assessment which builds upon any knowledge we also have about each child from their Nursery settings. Teachers assess children by observing, questioning, discussing and interacting with the children as they engage in learning. We continue to track progress through the year in Reception and end of year information is shared with Year One teachers and parents to ensure a smooth transition. Tracking continues throughout Key Stage One, alongside ongoing teacher assessment and some end of term assessments. In the Summer Term of Year Two, children take part in Standard Assessment Tasks and Tests, (SATs) which help to inform the End of Key Stage Teacher Assessments. The latter are reported to parents. Parents receive an individual Annual Report which highlights progress and achievements made during the year as well as detailing targets for development. If parents wish to discuss progress in more detail, we are happy to arrange an appointment with the Class Teacher.

Pupils with Special Educational Needs and Disabilities

The school's accessibility plan ensures the on-going development of increasing access to the school for pupil's with disabilities. Manby Lodge is an inclusive mainstream school. There is an emphasis on 'Quality First Teaching' so that staff are able to cater for learners who may have difficulties with:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health,
- Sensory and/or Physical

Once a need has been identified the school will match relevant provision to the need, in order to support the child. After discussion with the parents, support may take the form of additional resources, a change in the environment or this may be adult support on a 1:1 basis or working in a small group. Intervention is monitored and the impact evaluated. If a child has made progress then the intervention will stop but the children will to be monitored to ensure progress continues. If little or no progress has occurred then further individualised support will be put in place. Impact evaluation is shared with all stakeholders including parents. We have a member of staff trained as an ELSA (Emotional Literacy Support Assistant) to provide playground support for children with play or friendship difficulties, and who may also work in small groups to provide more targeted needs.

Our SEND policy is drawn up in line with the DfE's Code of Practice and individual SEND plans are drawn up for all pupils identified on the SEN register - these are reviewed on a termly basis.

Please see our [Special Education Needs Page](#) for further information.

Personalised Learning

We recognise children learn in different ways and how teaching can support children's learning. Teachers use a variety of approaches based on visual, auditory and kinaesthetic learning. Work planned by teachers is differentiated to meet the needs of the children. Teachers group children according to abilities for reading, literacy and numeracy work. At other times children may work in a variety of group situations e.g. friendship, mixed ability.

Intervention programs are also part of the process of helping children to achieve and reach their full potential; pupils are identified through our assessment and tracking process.

Able pupils are identified in accordance with our 'Able Pupil Policy' and individual education plans written if appropriate. Pupils who have English as an additional language also receive support in order to allow them to access the curriculum in line with their peers.

Behaviour and Discipline

We aim to have a well-disciplined environment where children develop good self-control and develop positive relationships with their peers and adults. We aim to promote positive discipline throughout the school recognising children's achievements giving rewards and praise.

Unacceptable or inappropriate behaviour is dealt with by the Headteacher and Staff. We aim to listen to the child and respond fairly and appropriately to the situation. Parents are kept informed and we welcome your support so that we can work together for the benefit of your child.

Child Protection

We have a Child Protection Policy and Statement in place. The Headteacher is the school's Designated Safeguarding Lead and there are four Deputy Designated Safeguarding Leads.

Please see our [Safeguarding Page](#) for further information.