



# **Tame Valley Academy**

## **Tame Valley Academy Curriculum Intent Statement**

### **Intent**

Our curriculum puts the child at the centre of our school, where positive relationships, based on mutual trust and respect are at the heart of everything we do. Our ambitious curriculum has been designed to take account of the legal requirements of the Early Years Foundation Stage Curriculum and the Primary National Curriculum. It exposes our children to enriching experiences, immersing them in progressive knowledge and skills; equipping them with personal characteristics required to succeed in life.

The key principles behind the design of our curriculum are for our children to:

- be confident, independent and resilient; displaying a thirst for learning
- be kind; showing empathy and compassion whilst valuing diversity
- achieve academically across the entire curriculum, meeting at least the national expectation by the end of their primary education
- be culturally knowledgeable about our country and our world
- have aspirations for the future and know that these can be reached through hard work and determination
- be well prepared for the challenges of the secondary school curriculum.

Ultimately, we want all of our children, to be the best they can be, making a positive contribution to the world they live in.

## **Implementation**

### **English**

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

### **Phonics**

Phonics is taught in EYFS and KS1 through the highly successful Read Write Inc. Phonics programme to teach our children to read, write and spell. Our children do well in the phonics screening check and by Year 2, the majority are fluent readers with the best chance of success in the KS1 tests. KS1 pupils have additional whole-class reading sessions to develop their vocabulary and comprehension skills.

### **Reading**

Tame Valley pupils are taught through whole class reading lessons each day. Our reading sequence aims to address the common barriers to success by increasing their vocabulary; teaching the skill of analysing a text in detail; and teaching the background knowledge needed to engage with the text. Non-fiction texts are used to provide the background knowledge each week and children also have opportunities to study poetry and to compare texts with similar themes, characters and settings. Reading for pleasure is promoted through our well-resourced, inviting library, which is a key hub for the school community. We also have reading for pleasure sessions in all year groups, as well as class story-time.

### **Writing**

Tame Valley pupils are taught writing through two key areas: -

Transcription (spelling and handwriting) - Composition (articulating ideas and structuring them in speech and writing).

Pupils are taught how to plan, revise and evaluate their writing. These aspects of writing incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription. As a school we teach writing in different ways including shared writing, guided writing and independent writing. These all offer children different opportunities to learn and develop their skills as writers. This helps them to understand and develop knowledge of a range of genres. Writing is planned and delivered through the Talk 4 Writing scheme, where the genres to be covered over the course of each year are mapped to the topics to which they are most appropriate. This supports the use of reading and writing for real purposes and increases time for children to explore and deepen their understanding of different topic areas. We recognise that there are children of widely different abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this in a variety of ways by:

- Setting common tasks which are open-ended and can have a variety of responses.
- Grouping children by ability in the room and setting different tasks to each ability group.
- Providing resources of different complexity depending on the ability of the child. Within a lesson there will be clear learning intentions, steps to success, opportunities to build on and connect to prior learning, time for reflection and self and peer assessment. These help to promote children's independence and encourage them to take ownership of their own learning.

## **Maths**

Through Tame Valley's mastery curriculum (supported by the White rose Scheme of Work) we ensure that all pupils achieve their full mathematical potential through the teaching of deep and sustainable learning. Children will manipulate and use apparatus and equipment to explore problems; delving into a process of mathematical thinking. Through representations and pictorials, children progress and demonstrate their own learning - enabling them to access more abstract concepts - whilst continually building and making links to prior learning. Therefore, it is of utmost importance that every child's individual needs are met in each lesson and that any gaps in learning are catered for. Mathematics at Tame Valley both encourages and empowers children to construct a mathematical knowledge base, formed upon fluency, reasoning and problem-solving skills, which will prepare them for their lives far beyond that of primary school. We equip pupils with the awareness and mindset to believe and realise their hopes, dreams and wishes. If they put their minds to it, there is nothing they cannot accomplish.

## **Science**

Science stimulates and excites pupils' curiosity about phenomena and events in the world around them. It also satisfies their curiosity with knowledge. We follow the Plan Bee scheme of work. Because science links direct practical experience with ideas, it engages learners of all ages. Scientific method is about developing and evaluating explanations through experimental evidence and modelling. Through the teaching and learning of science we will provide the foundations for understanding the world and will strive to create opportunities for children to gain an understanding of how science has changed our lives.

## **RE**

At Tame Valley, we believe that religious education provides children with key life skills and the ability to develop a greater understanding of themselves and others. We follow the Birmingham SACRE scheme. It is our role, through our religious education curriculum, to enrich pupils' own spirituality and to develop the skills and knowledge that will enable pupils to flourish in the world at large with all people and communities. This includes developing pupils' knowledge of significant people, key festivals, practices, artefacts and places of worship (including an annual visit to one of these). Through the R.E curriculum, we strive to help children to understand and appreciate all the key religions and the rich variety they bring to our city, country and world. We do this by following the Birmingham SACRE scheme, through SMSC, through our assemblies and by taking all opportunities to reinforce

the British Values of Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance of Those of Different Faiths and Beliefs.

## **History**

At Tame Valley Academy we believe that history studies are fundamental to every child where our pupils develop an understanding and appreciation of the past. Our History curriculum strives to inspire curiosity in our pupils whilst developing a broad knowledge base and the key historical skills. Our intent is to deliver a curriculum that is accessible to all and that will enable pupils to understand the complexity of people's lives, the process of change, the diversity of societies as well as their own identity and the challenges of their time. Pupils will develop a secure knowledge that they can build on, our History curriculum is organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way. Chronological Understanding; Historical Understanding; Historical Enquiry; Interpretations of History; Organisation and Communication are all mapped out to ensure that pupils build on secure prior knowledge.

Pupils are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Wherever possible, studies are enhanced by incorporating our rich local history, drawing children in by making their study more relevant and personalised to them. Pupils' learning is enhanced by the use of a wide range of primary and secondary historical sources and we encourage our pupils to regularly review and make connections in their studies.

## **Geography**

At Tame Valley Academy, Geography lays an important foundation, informing and preparing children for their future in our global community. Our Geography curriculum is designed to develop children's understanding, fascination and respect for the world and its people that will remain with them for the rest of their lives, through knowledge, first hand experiences and skill based learning the children experience their local environment and issues that affect the wider world.

We want children to understand how the world has changed over time, both in terms of physical processes but also how human interaction with our planet has impacted on our environments. Pupils will develop an awareness of the wider world and their place within it and be encouraged to take an active role to make our planet more sustainable. We want our children to become passionate about the planet and become actively involved in protecting the environment. Our curriculum follows a clear progression of skills which is progressively more challenging through Years 1 to 6. Teachers make meaningful links between geography and other subjects, to ensure an interconnected approach to learning. They will also develop geographical skills such as collecting and analysing data, using maps, atlases, globes, aerial photographs and digital mapping.

## **Art and Design**

At Tame Valley Academy, learning within art, craft and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. Our teaching of Art and Design at our school provides opportunities to experience and explore materials, skills and techniques in different ways. Our pupils will have regular opportunities to engage with different art forms where pupils are equipped to successfully think, work and communicate like an artist covering a particular set of artistic disciplines, including drawing, painting, printmaking, textiles, 3D and collage. We want our children to know how Art & Design has contributed to our culture and understanding of our history and the world. They explore a variety of artists and their styles from different time periods of history. Our children will focus on a variety of key artists and they will begin to understand the development of their particular art forms. The children will have opportunities to take inspiration from these key artists and create their own artworks in their particular styles.

## **Design and Technology**

At Tame Valley Academy our design and technology curriculum is designed to prepare children for the developing world. The subject encourages children to become creative problem-solvers, both as individuals and as part of a team. Through the study of design and technology children combine practical skills with an understanding of aesthetic, social and environmental issues, in order to design and make a product. Evaluation is an integral part of the design process and allows children to adapt and improve their product, this is a key skill which they need throughout their life. Design and Technology helps all children to become discriminating and informed consumers and potential innovators.

We feel that the teaching of food and nutrition is of great importance and holds great relevance in current times. For this reason, children will study a food and nutrition unit every year. By instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

## **Music**

Music is planned in-line with the statements laid out in the National Curriculum. Music is planned with cross-curricular links where possible with Charanga being used to supplement and provide extra support and resources to enhance music teaching. Charanga provides many examples of music styles and genres from different times and places. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre. Charanga is a scheme of work which offers a topic-based approach to support children's learning in music. A progression grid has been developed using the key objectives from the National Curriculum and Charanga, which is used by teachers to develop sequential long and medium term plans.

Through our music lessons children are actively involved in a wide range of musical opportunities. Children develop their singing voices, using body percussion and whole body

actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

## **PE**

At Tame Valley we recognise the role that physical education and sport must play in promoting a healthy lifestyle. As a school we provide a high-quality physical education program (Get Set 4 PE) which inspires our children to succeed and excel. Our vision is for Tame Valley children to be happier, healthier and more successful through physical education and the physical curriculum. We aim to make PE and sport an integral part of the curriculum, using it as a vehicle to help children develop physical skills, exercise, build friendships, have fun, learn about teamwork, fair play and improve self-esteem. Children are taught to think, select and apply skills that promote positive healthy attitudes, well-being and mental health. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. This provision fosters an environment where children will develop appropriate levels of confidence, competitiveness, fairness and resilience, whilst embedding crucial values, creating a well-rounded individual.

## **Computing**

At Tame Valley, we follow the Kapow computing scheme; this is designed with three strands that run throughout:

- Computer Science
- Information Technology
- Digital Literacy

This is further organised into 5 key areas, creating a cyclical route through which pupils can develop their computing knowledge and skills by revisiting and building on previous learning:

- Computer Systems and Networks
- Programming
- Creating Media
- Data Handling
- Online Safety

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as unplugged and digital activities. This variety means that lessons are engaging and appeal to those with a variety of learning styles.

E-safety is taught at Tame Valley both discretely, through lessons and assemblies and throughout the computing curriculum. E-safety should be referred to constantly in our increasingly digital world, and each computing unit includes a minimum requirement of e-safety topics to be referred to throughout that unit. Through teaching a well-rounded computing curriculum, we will help to prepare children for their futures outside of school and help them to use computers safely and creatively.

## **PHSE**

At Tame Valley Academy we follow the Jigsaw PSHE scheme. Jigsaw offers a comprehensive Programme for Primary PSHE including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. Jigsaw consists of six half-term units of work (Puzzles), each containing six lessons (Pieces) covering each academic year.

- Term 1: Being Me in My World
- Term 2: Celebrating Difference (including anti-bullying)
- Term 3: Dreams and Goals
- Term 4: Healthy Me
- Term 5: Relationships
- Term 6: Changing Me (including Sex Education)

Every Piece has two Learning Intentions, one specific to Relationships and Health Education (PSHE) and the other designed to develop emotional literacy and social skills. Each year group studies the same unit at the same time (at their own level), building sequentially through the school year, facilitating whole-school learning themes. The various teaching and learning activities are engaging and mindful of different learning styles and the need for differentiation and the Early Years (EYFS) planning is aligned to the National Early Years Framework (England)

### **Impact**

- Our children demonstrate confidence, independence, resilience and a real thirst for learning.
- Our children are able to form meaningful relationships based upon mutual respect and trust, recognising and celebrating difference, not only within the school community, but in the wider world as well.
- Our children have access to a wide and varied curriculum, allowing each of them to excel as individuals and be the best they can be.
- Our children achieve at least the expected standard across the entire curriculum by the end of Key Stage Two.
- Our children are well prepared to access the challenges of the secondary school curriculum. Our children have aspirations for the future and know that these can be realised with hard work and determination.
- Our children grow up being able to make a positive contribution to the world in which they live