

Ormiston Beachcroft Academy Vision for Education – Primary 2022/23

The Curriculum Vision for Primary.

The school's mission is **Together Everyone Achieves More**. Our values are built on the four principles of Trust, Excellence, Ambition, Motivation: we are a community built on Trust, we strive for Excellence in everything we do, we are Ambitious in our aims and we are Motivated to help all succeed.

With these values and principles in mind, we need to ensure that learners can achieve both currency and character. Our learners must be able to achieve qualifications that will support life chances, whilst being able to develop as individuals who have the characteristics that will allow them to integrate successfully into a Modern Britain.

Beachcroft Programme of Education (subject)

Intent

Our curriculum intent in Primary is to engage our learners with a curriculum that cannot only meet their needs to ensure they continue to progress academically but that the subjects that we offer and the way in which we deliver the curriculum excites learners and supports them to be interested in what they are learning.

We aim to provide an offer that allows all learners to be able to access the curriculum at the stage they are currently working at, whether that is below their age expected, at, or beyond. We aim to support not only learners academic need but also to be able to support them with being able to manage in a mainstream environment with tools that they can apply in future settings.

Implementation

This is delivered by learners having the opportunity to take part in drumming therapy, mentor programmes and dedicated social skills lessons, which encourage learners to work as a team and build positive relationships. Learners also have access to work that is aimed at meeting their ability and challenging them to achieve more.

At Key Stage 1 we ensure that all learners have access to daily phonic lesson to support their early reading as well as understanding that younger learners require more opportunities to play and be imaginative.

At Key Stage 2 we ensure that our learners have access to the same curriculum that is expected in mainstream schools as we strive to get our learners back into mainstream education when they are

Assessment in (subject)

We formally assess in terms....1,2,4 and 6

Key stage 1 are assessed using

- Phonic screening test
- End of KS1 SATs
- PUMA and PIRA assessments

Key Stage 2 are assessed using

- End of Key stage 2 SATs
- PUMA and PIRA

The reason for this is we want our learners to have the same opportunities that they would have in mainstream school, we would also like them to be able to reintegrate into mainstream settings with the correct support, so we feel it is important that we are able to track how they are progressing in line with their mainstream peers.

We also feel it is important to have a clear understanding of where our learners are when they start with us so that we are able to plan effectively to fill gaps if needed and where we can add more challenge to their curriculum.

We moderate assessment in the following ways: by coming together as a teaching team and challenging judgements, sharing our data with other Primary alternative provisions and by our lead teacher analysing data and feeding this back to the appropriate leadership team.

Curriculum Map/Programme of Study

Year A

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Maths - To know and use number</p> <p>To count backwards and forwards including negative numbers To know the place value of numbers Count in steps of different multiples To read Roman numerals To problem solve using numbers</p>	<p>Math – addition, subtraction,</p> <p>To add and subtract numbers To understand that some calculations can only be done in a certain order To be able to use the inverse To be able to solve word problems To solve calculations with increasing difficulty</p>	<p>Math - multiplication and division</p> <p>To multiply and divide To understand that some calculations can only be done in a certain order To be able to use the inverse To be able to solve word problems To solve calculations with increasing difficulty</p>	<p>Math – Fractions, position, movement and direction</p> <p>To write fractions To recognise a range of fractions in both shape and amounts To add, subtract, multiply and divide fractions * To solve problems To know compass points To use mathematical vocabulary to describe position, direction and movement order and arrange combinations of mathematical objects in patterns and sequences</p>	<p>Math – Shape and Measure</p> <p>To recognise and identify 2D and 3D shapes To use prior knowledge to identify nets of varying difficulties Compare and sort shapes according to their properties To identify different properties of shapes To identify and use their knowledge of angles* To compare and convert different measures To be able to measure accurately using a range of equipment. To be able to solve problems</p>	<p>Math – Statistics, algebra, operations revision</p> <p>To interpret and construct a range of graphs To ask and answer questions related to a range of graphs To solve missing number sequences To use simple algebraic formula* (Teachers to use tracking information from Pupil Asset and PUMA assessments to revise operations objectives specifically for each learner.)</p>
<p>English - Instructions Story writing</p> <p>To analyse texts To use full stops and capital letters To use bullet points To use imperative verbs To begin to structure writing appropriately e.g. beginning, middle and end</p>	<p>English – information texts, story writing</p> <p>To organise writing according to its purpose To identify fact and opinion To use adjectives to develop characters and setting To use full stops and capital letters consistently To begin to use commas</p>	<p>English – Biographies/recounts, poetry</p> <p>To use the past tense consistently To use the correct pronouns To identify different word classes e.g. verbs, adverbs To use similes and other descriptive devices</p>	<p>English – Newspaper/journalistic, story writing</p> <p>To organise writing according to its purpose To organise writing into paragraphs To use speech marks, question marks and exclamations mark To use more ambitious conjunctions</p>	<p>English – Persuasive writing/ story writing</p> <p>To use complex sentences To use adverbial phrases. To organise writing according to its purpose</p>	<p>English –poetry, plays, creative writing</p> <p>Read aloud to a group or whole class, using appropriate intonation. To use creative devices to add interest for the reader</p>
<p>Science - Investigating materials</p>	<p>Science – Forces</p>	<p>Science – Earth and space Ask relevant questions</p>	<p>Science – Light</p>	<p>Science – plants</p>	<p>Science – animals and humans</p>

To be able to follow instructions to set out an experiment.	Record finding using simple scientific language, drawings, labelled diagrams, bar charts and tables	To draw conclusions from Scientific enquires	Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	Identify differences, similarities or changes related to simple, scientific ideas and processes	Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.
<p>History – The Mayans To work chronologically To understand and order different sources To use different sources to ask questions about the past To make links between the past and the present</p>	<p>Geography – The Americas To interpret different geographical sources e.g. atlas, maps, globe and diagrams To make comparisons between two continents</p>	<p>History – The Vikings and Anglo-Saxons To ask questions related to change and causes across two time periods To use secondary sources to draw their own conclusions</p>	<p>Geography – The Water cycle/Rivers collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</p>	<p>History – Ancient Greece To work chronologically To devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<p>Geography - use aerial photographs and plan perspectives to identify human and physical features. Devise a map; and use and construct symbols in a key Use 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.</p>

Year B

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Maths - To know and use number To count backwards and forwards including negative numbers To know the place value of numbers</p>	<p>Math – addition, subtraction, multiplication and division To add and subtract numbers To multiply and divide</p>	<p>Math – addition, subtraction, multiplication and division To multiply and divide To understand that some calculations can only be done in a certain order To be able to use the inverse</p>	<p>Math – Fractions, position, movement and direction To write fractions To recognise a range of fractions in both shape and amounts To add, subtract, multiply and divide fractions *</p>	<p>Math – Shape and Measure To recognise and identify 2D and 3D shapes To use prior knowledge to identify nets of varying difficulties Compare and sort shapes according to their properties</p>	<p>Math – Statistics, algebra, operations revision To interpret and construct a range of graphs To ask and answer questions related to a range of graphs To solve missing number sequences</p>

<p>Count in steps of different multiples To read Roman numerals To problem solve using numbers</p>	<p>To understand that some calculations can only be done in a certain order To be able to use the inverse To be able to solve word problems To solve calculations with increasing difficulty</p>	<p>To be able to solve word problems To solve calculations with increasing difficulty</p>	<p>To solve problems To know compass points To use mathematical vocabulary to describe position, direction and movement order and arrange combinations of mathematical objects in patterns and sequences</p>	<p>To identify different properties of shapes To identify and use their knowledge of angles* To compare and convert different measures To be able to measure accurately using a range of equipment. To be able to solve problems</p>	<p>To use simple algebraic formula* (Teachers to use tracking information from Pupil Asset and PUMA assessments to revise operations objectives specifically for each learner.)</p>
<p>English - Instructions Story writing To analyse texts To use full stops and capital letters To use bullet points To use imperative verbs To begin to structure writing appropriately e.g. beginning, middle and end</p>	<p>English – information texts, story writing To organise writing according to its purpose To identify fact and opinion To use adjectives to develop characters and setting To use full stops and capital letters consistently To begin to use commas</p>	<p>English – Biographies/recounts, poetry To use the past tense consistently To use the correct pronouns To identify different word classes e.g. verbs, adverbs To use similes and other descriptive devices</p>	<p>English – Newspaper/journalistic, story writing To organise writing according to its purpose To organise writing into paragraphs To use speech marks, question marks and exclamations mark To use more ambitious conjunctions</p>	<p>English – Persuasive writing/ story writing To use complex sentences To use adverbial phrases. To organise writing according to its purpose</p>	<p>English –poetry, plays, creative writing read aloud to a group or whole class, using appropriate intonation. To use creative devices to add interest for the reader</p>
<p>Science – Plants Identify differences, similarities or changes related to simple, scientific ideas and processes</p>	<p>Science – Rocks Gather, record, classify and present data in a variety of ways to help in answering questions.</p>	<p>Science – Sound Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p>	<p>Science – Electricity Ask relevant questions To draw conclusions from Scientific enquires</p>	<p>Science – Animals including humans Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.</p>	<p>Science – Living things and their habitats Record finding using simple scientific language, drawings, labelled diagrams, bar charts and tables</p>
<p>History – The Roman Empire</p>	<p>Geography – Geography of the world</p>	<p>History – Ancient Egypt To work chronologically</p>	<p>Geography - eathquakes and volcanoes</p>	<p>History – World War II To work chronologically</p>	<p>Geography – The UK collect, analyse and communicate with a range of</p>

To ask questions related to change and causes across two time periods To use secondary sources to draw their own conclusions	To interpret different geographical sources e.g. atlas, maps, globe and diagrams To make comparisons between two continents	To understand and order different sources To use different sources to ask questions about the past To make links between the past and the present	communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.	To devise historically valid questions about change, cause, similarity and difference, and significance	data gathered through experiences of fieldwork that deepen their understanding of geographical processes
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The above programme of study is based on a majority Key stage 2 cohort. When there is a higher number of Key Stage 1 learners, all areas of the programme of study will stay the same but applied to the objectives set out in the Key Stage 1 curriculum, with the exception of History.

Year A	History – Toys Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	History - The Great Fire of London events beyond living memory that are significant nationally or globally	History – Rosa Parks The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
Year B	History – The Beatles Significant historical events, people and places in their own locality.	History – The Gunpowder Plot events beyond living memory that are significant nationally or globally	History – Neil Armstrong The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods