



This document provides a brief synopsis of the holistic learning we provide for children at Huntington Primary Academy.

For more detailed information about exactly what is taught see the main curriculum map and subject overviews.

Our approach:

At Huntington Primary Academy we aim to provide quality teaching and learning for all its pupils, delivering a curriculum for the development of the whole child and one that is fitting for the 21st century, in a safe, secure, happy, caring and stimulating environment. We aim for our children to be successful, independent and confident learners who will be prepared for their next steps of education and the future beyond school.

We aim to deliver a broad and balanced curriculum, using a number of different approaches, based on our own and British values. We want our children to be inquisitive and aspirational and will provide exciting and stimulating contexts through which the children can absorb new skills and knowledge. Each term, we strive to include each curriculum subject into our chosen themed topics, making them relevant and meaningful for our children, whilst also developing their ability to question, infer and discuss rationally (see curriculum maps and medium term plans).

Irrespective of the ability of the child, we aim to provide a wide range of planned and relevant experiences for children living in York; we aim to stimulate their interest and imagination. We personalise learning, tailoring it to the needs of each individual, while trying to capture their interests and generate aspirations. We aim for all children to confidently access the different activities offered, regardless of their ability, gender, religion, race or cultural/ethnic background.

In order to develop and extend a child's skills and knowledge, we use a balance of teaching methods suited to different learning styles addressing the needs of all learners and we recognise that children learn best through memorable, first hand experiences; to support this our aim for the curriculum to be memorable, we will arrange a variety of relevant visits, visitors and experiences within our vibrant and rich community of York.

In all our curriculum, we make sure that essential transferable skills (English, numeracy and computing) are applied and strengthened. An emphasis is placed on the acquisition of language skills; these include the ability to read fluently, to write easily in a pleasing style of handwriting and the ability to speak clearly and confidently in a variety of situations. Children are always encouraged to reflect on their own progress and achievements and are fully involved in agreeing and evaluating their own targets for personal improvement. We want them to become resilient in their learning, to take reasonable risk and to persevere with challenge.

Our Drivers

Our curriculum planning is driven by our drivers: our community; the personal, social, emotional developmental needs of our children and creating global citizens.

Community

We endeavour to make our curriculum relevant to children living in Huntington, York. Wherever possible, we will make links with the local community and make comparisons to their life here in York.

Personal, social and emotional development

We realise the importance of emotional literacy and our curriculum encourages the development of independence.

Global Citizenship

We feel it is important for our children understand the wider world and their place in it. They take an active role in our school community and work with others to make our planet more equal, fair and sustainable.

The National Curriculum

The current National Curriculum outlines what should be taught in Key Stages 1 and 2 (Years 1-6). It provides details of children's statutory curriculum entitlement in English, mathematics and science and across 10 further subject areas: art and design, computing, design and technology, geography, history, languages, music, and physical education. We make sure that PSHE (Personal, Social and Health and Economic Education) is integral to the learning of our pupils and from September 2020 will follow the statutory guidance for relationship education in primary schools. The teaching of RE (Religious Education) in our school promotes the spiritual, moral, cultural, mental and physical development of all pupils and we also make provision for a daily collective act of worship or reflection.

The following subjects are known as the 'core' subjects' and will have more time devoted to them than others.

English:

This includes speaking and listening and drama, reading and writing (spelling, punctuation and grammar). We believe that the development of language and access to language, through talking, listening, reading and writing (including spelling) lies at the heart of the whole curriculum.

Pupils' interest and pleasure in reading is developed as they learn to read confidently and independently; becoming accurate and analytical readers. At Huntington Primary Academy, the Letters and Sounds Phonics program is used extensively to support phonics and teaching in EYFS and Key Stage One. In Key Stage 1 and 2 we consolidate phonetic understanding and extend the breadth of reading the children experience: they read stories, poetry and play scripts as well as non-fiction texts such as newspapers, leaflets, explanations and diaries. We use a variety of different schemes and to encourage children to read quality material at home. In years 5 and 6 our children each have a class library of 100 recommended books to choose from. All children are encouraged to take books home regularly so that daily reading forms part of every child's life.

Spelling accurately and having a good understanding of the complexities of word sounds, origins and structures is important in our school. We follow the 'No Nonsense' scheme approach to spelling whereby all our children learn words from the National Curriculum spelling banks for each specific year group, as well as other frequently used and relevant topic words. These are sent home on a weekly basis. Children also learn strategies and rules to support them with spelling successfully.

The accurate use of a wide range of punctuation and the use of Standard English in children's writing is important in our classrooms, so we teach explicit grammar through the 'No Nonsense Grammar' scheme and have high expectations to match this.

Writing is practised as a method of communication in a variety of different contexts. We believe children need to be able to speak and listen well before they can write effectively and so we use talk partners, drama and role play as ways for children to articulate their thoughts and develop empathy with characters; recording their thoughts and responses using a variety of appropriate techniques. We emphasise the importance of the writing process - planning, drafting, editing and publishing are all vital in developing successful and effective writer.

Mathematics:

We aim to equip our pupils with a variety of strategies to help deepen their understanding, confidence and competence in maths. We follow the White Rose Maths approach and give all children the opportunity to reinforce their learning with practical equipment. As they get older, we encourage the children to make jottings and to record

the process of their calculation in expanded form e.g. by using a number line, to ensure understanding before we teach compact, efficient standard written methods.

Number bonds and times tables are emphasised as early as possible when the children enter school and we welcome parental support in helping children to learn these vital building blocks to mathematical success. In Key Stage 1 and 2, children are given daily opportunities to practise basic skills including four operations, number bonds and rules to help embed their knowledge. Mathematics is a life skill and we seek to link the teaching of it to real life situations and problems. We hope to develop confidence and foster enthusiasm for maths.

Science:

Children learn about the processes of scientific inquiry. They will, as they get older, learn how to plan and carry out their own scientific investigations, consider their findings and communicate these to others, in a variety of ways. These skills are acquired within the areas of life processes and living things; materials and their properties, and physical processes. The children's curiosity and creativity is encouraged and they will carry out their own practical tasks using a wide range of equipment. Secondary sources, such as books, DVDs and the internet may also be used. Discussion will always form a very important part of most science lessons.

Religious Education:

Religious Education in our academy is taken from the City of York agreed syllabus. This meets the needs of our children and reflects the fact that religious traditions and practices in Great Britain are mainly Christian in nature. The teaching of RE also takes into account the teaching and practices of other principal religions such as Islam, Judaism and Hinduism, whilst supporting values held in modern Britain. Religious education in our academy is non-denominational and is not taught to convert pupils to a particular religion, more to provide them with the respect and understanding of the modern world in which they live.

Parents have the right to remove their children from religious education and the act of worship, which must be part of the daily assembly.

The following subjects are known as 'foundation' subjects':

Computing, history, design and technology, languages, geography, art & design, music, physical education (P.E.), and citizenship.

The National Curriculum is divided into 2 Key Stages at primary school: - Key Stage 1 (5 - 7 year olds) and Key Stage 2 (8 - 11 year olds).

Huntington Primary Academy's themed/topical approach to delivering the National Curriculum to our children:

Whilst the requirements of the National Curriculum are subject-orientated, this does not mean that the teaching week is divided up in a way that is always conspicuously labelled by these subjects. Particularly for our younger pupils, but also throughout the school, it is more natural to develop a topic/theme scheme of work, where teachers will work to help children meet attainment targets through a cross-curricular topic. Sometimes, however, it is artificial to teach certain subjects and skills within such a topic, and so these aspects may be taught in specific subject lessons.

Early Years and Foundation Stage Framework:

In the Foundation stage children follow the statutory framework for the Foundation Stage. This consists of seven areas of learning; three prime areas of personal, social and emotional development, physical development, and communication and language and four specific areas of literacy, mathematics, understanding the world and expressive art and design.

Our curriculum is enhanced by special events and themed weeks within school, which for example includes visiting

drama groups, musicians, dance experts, sports specialists as well as historians, local artists and speakers. Visits are made in the local community, day visits and residential visits, special curriculum events and assemblies, arranged by curriculum groups, also enrich the curriculum offered to all our children.

We are proud of the experiences we offer our children at Huntington Primary Academy. We will continue to develop and enhance what and how we teach our children on a daily basis, to ensure we meet their varied interests and needs.