



LUCK LANE, A SHARE PRIMARY ACADEMY

CURRICULUM AIMS

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1. Our vision

“Nurturing the individual, inspiring a community”.

We recognise each pupil as an individual, whilst realising the significant role pupils’ play as a school community. We have put in place a broad, engaging and creative curriculum that builds a wide range of skills and knowledge. There is also a wider curriculum that promotes diversity and independence in a nurturing, supportive and inclusive environment.

Our aim is to help every pupil to achieve their personal best, to succeed and to develop so that they are proud of all that they achieve. We celebrate our many accomplishments as a community, valuing those people within it. Aspirations are high for all our pupils so that they are best placed for the next stage in their educational journey and as positive, active citizens within their communities.

At Luck Lane Primary we teach our children to be curious enquirers through the delivery of a challenging, broad and creative curriculum which develops a love of learning; enabling them to reach their individual potential.

We expect all our children to develop high standards of behaviour with a mutual respect for all. We hope that in doing so they will become valued members of our setting and have continued success for their future and in the wider world.

Luck Lane Primary inspires, motivates and nurtures our children and adults within our inclusive community. All children are taught the importance of being healthy and active as well as the impact this has on life-long physical and mental well-being.

At Luck Lane Primary our aim is to provide our children with an engaging, exciting and empowering curriculum that equips them for today and tomorrow. Our curriculum has been centred around a literature spine that helps to celebrate and develop the needs of our diverse community. Literacy texts are chosen for a range of reasons, including to enhance pupils’ vocabulary, to broaden their understanding of the world, to inspire their imagination and to aid them in understand a range of genres and themes. Where possible, many areas of our curriculum have clear links to the chosen text to connect as many aspects of learning with the aim to make learning more engaging and relevant.

We offer a wide range of extra-curricular activities in a variety of areas e.g. art and craft, choir, film/book club and football. We have a full time specialist PE Teacher who offers a wide range of sporting activities including, tag rugby, gymnastics, dance and basketball.

All of our pupils follow the National Curriculum, however a small number of learners may need this adapting and therefore a differentiated curriculum is created and put in place to match their individual needs, interests and abilities. As leaders we work closely with teachers and parents to map out a curriculum most suited to the needs of these children, to help them develop and progress across the breadth and depth of the curriculum.

2. Our Curriculum Allocation

The time spent on teaching each week at Luck Lane Primary is approximately 5 hours per day.

- Under usual circumstances, schools must open so that teachers can meet with pupils for 190 days in an academic year.
- There is no published guidance on minimum teaching hours for children in the Early Years Foundation Stage.
- The Department for Education no longer imposes legal requirements regarding the length of the midday break, or the morning or afternoon sessions. Schools can, therefore, determine the length of each sessions and breaks. Every day on which a school meets is divided into two sessions with a midday break.
- The DFE no longer make recommendations as to teaching times per Key Stage.
- The DFE also states that it is for schools to decide how much time to spend teaching each subject, taking account of the needs and particular circumstances of their pupils.
- It is not necessary to study all National Curriculum subjects every week, term or year, so an individual school may decide to concentrate on particular subjects during particular terms or particular years.

At Luck Lane Primary the following approximate time allocations are offered for teachers in Key Stage 1 and Key Stage 2, to be used as a general guide, taking into account the teaching time each week of 25 hours and the above information:

Each week, approximately the following time will be dedicated to the subjects listed below:

- English – Core subject including reading, writing, phonics and other literacy activities: 10 hours
- Mathematics – Core subject equivalent to one session each day - 5 hours
- Science – Core subject – 1.5 to 2 hours per week
- Computing – Core subject – 45-60 minutes per week
- Physical Education (or swimming) – 2 hours per week
- History/Geography – 1.5 hours per week
- Art/DT – 1 hour per week

Music, Religious Education (RE), Modern Foreign Languages (MFL) and Personal, Social, Health and Relationships Education (PSHRE) are allocated 2.5 to 3 hours per week and are used flexibly depending on the focus for the half term.



1. Being Me In My World
2. Celebrating Difference
3. Dreams and Goals
4. Healthy Me
5. Relationships
6. Changing Me



Jigsaw!

3. The Curriculum at Luck Lane

Personal Development

PSHRE/SMSC

The Jigsaw Framework helps pupils to develop their understanding of personal, social, health and relationships education and also has a strong focus on the fundamental British Values (democracy, rule of law, individual liberty, tolerance and mutual respect) as well as social, moral, spiritual and cultural (SMSC) awareness.

Phonics – Read Write Inc (RWI)

RWI Phonics teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly and compose their ideas step-by-step.

We use RWI to teach phonics across the school. Discreet phonics sessions take place regularly for those who are working within the phonics phases and interventions help pupils to catch up if they have any gaps. Once children complete the RWI programme, they move onto more challenging work in order to develop their spelling skills and knowledge.

Click the link for more information:

<https://www.ruthmiskin.com/en/programmes/phonics/>



Reading

To help teach reading, we use Resilient Reader which helps pupils to develop a wide range of skills across a range of texts. Based around a superhero character called **Resilient Reader**, the strategy aims to inspire children to read regularly and to give them key skills, such as scanning and skimming texts, as well as support with vocabulary and techniques such as inference and explaining.

In Reception and Key Stage 1, children read a range of texts which phonetically matched to each individual.

In Key Stage 2, children use Accelerated Reader to ensure that they are engaging with reading books that stretch and challenge them.

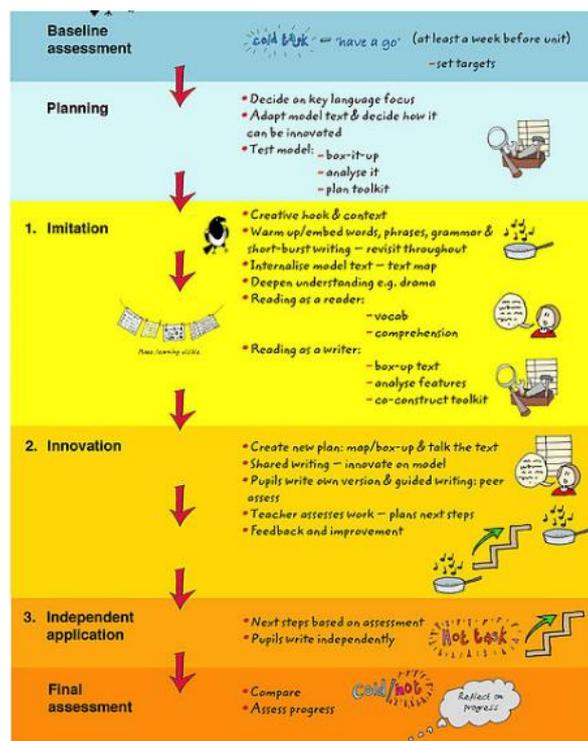


Accelerated[™]
Reader

Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age and suggests books that match pupils' needs and interests. Pupils take computerised quizzes on the books and earn AR points as they progress.

Children not only have an Accelerated Reader book at their level, they also access the school library weekly where they can choose other books to encourage reading for pleasure.

Each year group also has a reading spine of carefully selected novels to read as a class throughout the year.



Writing

Pupils' writing is developed in English lessons using the Talk for Writing framework. The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.

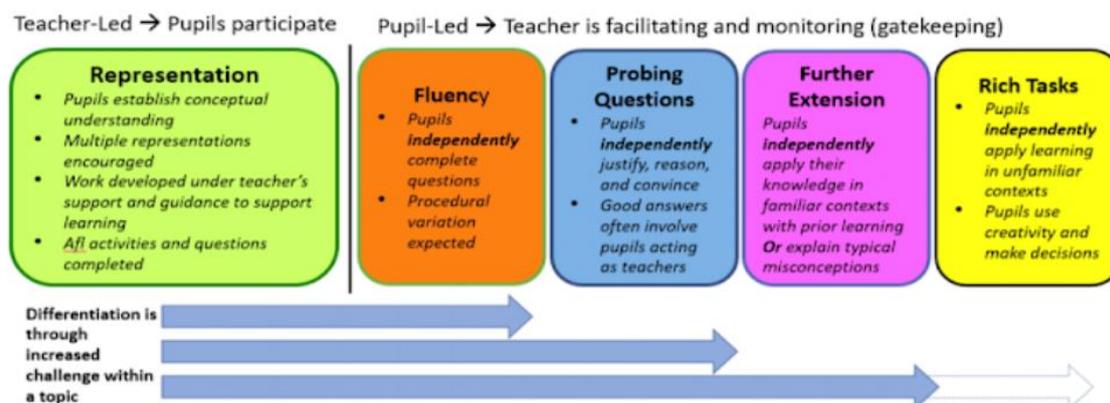


Pupils' knowledge, understanding and application of grammar is supported using MC Grammar resources at Luck Lane Primary. Children of all ages are inspired to learn the rules and structure of English grammar through this fun, exciting and unique approach. The MC Grammar combination of music, rap and grammar puts the swag into SPaG (Spelling, Punctuation and Grammar)! Try the resources for yourself at home.

<https://www.theteachertrain.com/mc-grammar>

Maths

In maths, teachers use Academies Enterprise Trust (AET) resources to plan and deliver their lessons. This ensures that children are stretched and challenged to develop basic understanding of maths concepts and operations, whilst developing problem solving and reasoning skills.



At Luck Lane Primary we want to make maths challenging, active and real to ensure that children are having a positive experience and gain powerful tools for future use. We aim to make maths fun, engaging and interesting by extending children's knowledge and broadening children's mathematical processes through a cross-curricular approach.

Pupils are taught to:

- apply arithmetic fluently to problems (Times Tables Rock Stars and Purple Mash are used throughout the school to strengthen and develop pupils' multiplication and division arithmetic)
- understand and use measures
- make estimates and sense check their work
- apply their geometric and algebraic understanding
- relate their understanding of probability to the notions of risk and uncertainty
- understand the cycle of collecting, presenting and analysing data
- apply their mathematics to both routine and non-routine problems, including breaking down more complex problems into a series of simpler steps.

Science

Science topics follow the National Curriculum framework and help children to develop their understanding of identifying and classifying. Teachers use as many practical resources as possible to ensure that lessons are engaging and that children link science lessons to real life.

Science is taught across the school to give our children chance to discover, test and explore; we aim to provide an environment where children are willing to take risks when trying out their ideas and are given the opportunity to develop their scientific enquiry. Our science teaching builds knowledge and develops children's understanding of the world through first hand experiences and exploration.

Topics such as those listed below are invested through the science curriculum at Luck Lane:

- Animals including humans
- Living things and their habitats
- Everyday materials
- Rocks and plants
- Seasonal changes
- States of matter
- Earth and space
- Forces and magnets
- Evolution and inheritance
- Light, sound and electricity

Computing



Purple Mash is a creative online tool that introduces computing to children of all ages curriculum providing focused activities, creative tools, programs and games to support and inspire learning every day. It links elements such as algorithms, data, computing programming in order for our children to become responsible, competent, confident and creative users of information and communication technology. This exciting cloud based platform is available for our pupils to access both at home and at school.

PE



Children across the school access a comprehensive curriculum of Physical Education. This provides them with the opportunity to become physically confident, develop their health and fitness and try out a range of wide range of activities and compete in sport to build their character and embed key values including fairness and respect. We have our own full time Luck Lane PE specialist teacher and children are taught a wide range of PE skills and games and also have the opportunity to take part in a variety of extra-curricular sports clubs. Our Year 4 cohort attend swimming lessons for half a year each with a catch up programme running in Year 5; all our children are able to swim by the end of Year 5. Across the year, all children will have the opportunity to work with coaches from Huddersfield Giants Rugby Club.

History

The history curriculum is taught through both practical and theoretical methods at Luck Lane Primary to help bring history to life. We make links to other subjects such as Geography and to prior learning to help our children understand the historical connection over time and between subjects. We aim to build an awareness of the past so that all children have a secure understanding of British, local and world history.

This includes topics such as:

- The Stone Age
- Roman Empire

- The Anglo-Saxons
- Vikings
- Monarchy
- British history, law and political power
- Early civilisations
- Ancient Egypt and Ancient Greece
- War & post-war Britain

Geography

Geography like history is taught through both practical and theoretical methods, helping children to build their understanding and interest in the subject. Children start by learning about the world around them, building up their specialist vocabulary and awareness through first-hand observation. They then develop their understanding places by naming and locating countries, continents and oceans on a map; through to finding the similarities and differences of human and physical geography across the globe. Children begin to investigate different geographical timescales such as the ice age, and discuss the impact that humans can have upon the natural world.

Art

Art is taught at Luck Lane Primary by our art specialist who encourages and inspires our children to create exciting art work using a wide range of materials, equipment and methods. Each project links to the work of an artist, craftsperson or culture and helps children of all ages to understand the importance of art and the way that it can help 'describe' the world around them. They use a wide range of techniques to develop their imagination, describe or investigate.

The following is an example of the types of art curriculum covered at Luck Lane:

- Pattern, texture, colour, line, shape and tone
- Record observations
- Master techniques such as painting, weaving, sculpture and drawing
- Develop individual ideas through understanding and investigating artists, designers and craftspeople.
- Making and designing products.

Design Technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts (for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment).

When designing and making, pupils should be taught to:

- Design
- Make
- Evaluate
- Technical knowledge
- Design and technology

Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. 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.

At Key stage 1 our children are taught to:

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

At Key stage 2 our children are taught to:

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Religious Education (RE)

We highly value the teaching of Religious Education at Luck Lane Primary. It gives us an opportunity to think about and reflect on religious practices and beliefs held by different groups in our community as well as beyond this. Respect, tolerance and understanding for the beliefs of others are at the heart of our teaching of Religious Education. As a school, we follow the agreed syllabus across Kirklees and Calderdale.

In Early Years Foundation Stage, we look primarily at religious celebrations and what makes us special. We consider the similarities and differences between various celebrations and use non-fiction books to find out more information. We look at stories connected with different celebrations.

In the rest of the school, we begin to look in more detail at different religions and provide our children with opportunities to develop their spiritual, moral, social and cultural understanding. Our children develop the ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion. Daily assemblies are also used as opportunities for us to think and reflect on different values and beliefs. Visits to places of worship are undertaken where possible and visitors into school are encouraged and welcomed.

If parents wish, they do have the right to withdraw their child from assemblies and all or some of the RE curriculum.

Modern Foreign Languages (MFL)

Learning about different languages helps our children to understand different cultures and to understand and respond to others through speech, language and written text that may be different to our own. In Key Stage 2 we help children to recognise sounds and patterns, understand basic grammar, and to build vocabulary, phrases and sentences in French. We learn through the listening of French songs for example, reading text in poems and stories, and communicating with each other through conversation and written text. At Luck Lane Primary we aim to build a confidence and enthusiasm in all our children so that they are ready for MFL as they move into Year 7.

Music

Music is part of everyday life at Luck Lane Primary. It is played throughout the day to prompt the start of lessons, enter and exit assembly and to eat our lunch to! We have 'Music of the Week' which celebrates different styles of music across school. For example, we introduce and immerse children in genres such as Musical Theatre, Classical, Pop Icons and film.

We encourage children to sing regularly, helping them to not only enjoy music as a school community but also develop reading and language skills. They use their voices expressively and creatively to build mood, and learn to play the African Drums as a class in our Year 3 classes.

We use the Charanga scheme of work to teach most elements of the music curriculum which develops through the key stages from recognising and combining sounds to playing an instrument and composing music. Children also gain an understanding of different musicians and composers, and styles of music throughout history through this scheme.

4. Assessment

English including Phonics, reading, writing, SPAG (spelling, punctuation & grammar) and Maths are assessed throughout the year to teachers understand how well pupils understand what has been taught. Some assessments are formal 'tests', for example the National Year 6 SATs tests. Other assessments are completed by the teachers during day-to-day teaching and learning in classroom activities.

Whilst subjects like History, Art and PE for example are not formally assessed in terms of a 'test', teachers check what pupils understand, learn and remember regularly. The curriculum is then 'adapted' to suit the needs of pupils across school so that they cover the National Curriculum.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf

At Luck Lane Primary, we do not 'test' children when it is not required, rather assess their knowledge, understanding and skills over time to help teachers and leaders create a tailored challenging curriculum for all our learners, both now and for their future. We aim to keep parents and carers up to date with the progress of their children. The following table offers a summary of our assessments across the academic year.

Year Group	Term 1 (Autumn)	Term 2 (Spring)	Term 3 (Summer)
Early Years (EYFS)	<ul style="list-style-type: none">EYFS baseline (Sept)	<ul style="list-style-type: none">EYFS assessment (March)	<ul style="list-style-type: none">EYFS Profile (May/June)
Assessment update to parent/carer	Parent/carer evening	Report home / Parent/carer evening	Report home
Year 1	<ul style="list-style-type: none">RWI Phonics (Oct)	<ul style="list-style-type: none">RWI Phonics (Feb)	<ul style="list-style-type: none">KS1 Phonics (May)
Assessment update to parent/carer	Parent/carer evening	Report home / Parent/carer evening	Report home
Year 2	<ul style="list-style-type: none">Practice SATs (Dec)	<ul style="list-style-type: none">KS1 Practice SATs (Feb)	<ul style="list-style-type: none">Phonics retakes (June)
Assessment update to parent/carer	Parent/carer evening	Report home / Parent/carer evening	Report home
Year 3	NFER Tests (Nov)	<ul style="list-style-type: none">NFER Tests (March)	<ul style="list-style-type: none">NFER (June)

Assessment update to parent/carer	Parent/carer evening	Report home / Parent/carer evening	Report home
Year 4	NFER Tests (Nov)	<ul style="list-style-type: none"> NFER Tests (March) 	<ul style="list-style-type: none"> National Multiplication Checks (June)
Assessment update to parent/carer	Parent/carer evening	Report home / Parent/carer evening	Report home
Year 5	NFER Tests (Nov)	<ul style="list-style-type: none"> NFER Tests (March) 	<ul style="list-style-type: none"> NFER (June)
Assessment update to parent/carer	Parent/carer evening	Report home / Parent/carer evening	Report home
Year 6	<ul style="list-style-type: none"> SATs baseline (Sept) Year 6 Assessment (Oct) 	<ul style="list-style-type: none"> Year 6 SATS practice tests (Feb) KS2 test week (May) 	<ul style="list-style-type: none"> KS2 SATs Tests (May)
Assessment update to parent/carer	Parent/carer evening	Report home / Parent/carer evening	Report home KS2 SATs results (July)

Reading assessments take place throughout the year to monitor how pupils are progressing and to make sure that the books they read are suitable for their needs, offer challenge and engage our learners. Our literacy spine is central to our whole curriculum.

5. Links

www.lucklaneprimary.org.uk