Mauldeth Road Primary School

Curriculum Development Strategy

Starting Points

The following considerations were our starting points in developing our school curriculum:

- ✓ Our children's starting points and what we have learnt about their performance at this school
- ✓ Different models of curriculum delivery and the advantages and disadvantages of each
- ✓ Our statutory obligations to deliver The national Curriculum
- ✓ What we feel about the practical delivery of different parts of the curriculum

Our Children's Starting Points

Although the social, ethnic and linguistic demographics of the school's intake can change (and clearly has done in recent years), there have been some persistent themes

We have identified the four following pervasive obstacles to success

- High number of children historically joining Nursery with very low baselines, especially in spoken English
- A general lack of stimulating life experiences, impacting upon understanding and creativity
- High proportion of older children joining the school at early stages of English acquisition in recent years
- High proportion of children who have issues impacting upon their learning

What we have learnt about children's performance at this school

In terms of performance against national benchmarks, analysis of test outcomes over a period of years has shown that many of our children struggle with the higher order skills (questions requiring inference and deduction, or multi-step word problems in maths as examples). Conversely, our children tend to perform relatively better in applying their knowledge to more direct questions in arithmetic and SPaG tests.

We also know from following up our students over a longer period, that a high proportion go into further and higher education, even amongst those who perform modestly at the end of KS2 against national benchmarks. Past pupils report very positively about their time here and will cite primary school as having inspired them to learn.

We are also conscious that EAL children (even those superficially competent in English) sometimes suffer something of a bottleneck effect in achieving at the end of KS2. We feel that this is due to the weighting placed upon higher order literacy skills. These do develop over time and we try to ensure the best possible grounding in basic skills as a gateway to future success.

Different Curricular Approaches

We looked at different approaches to curriculum delivery and considered the following models:

Knowledge-led approach. The curriculum is seen as a body of subject-specific knowledge to be mastered. Skills are an outcome of the curriculum, not its purpose. The focus is on an in-depth understanding of fewer topic areas.

Knowledge-engaged approach. The curriculum is seen as balancing knowledge and skills. Cross-curricular teaching helps make the curriculum relevant and meaningful to children and puts knowledge into context.

Skills-led approach. The curriculum is used to develop the skills children need for future learning, such as resilience and a growth mindset. Skills are not seen as 'by-products' of the curriculum but of greater importance than simply acquiring knowledge.

Our Thoughts on Different Approaches

There are advantages and disadvantages to each approach and through discussion we noted the following:

- We should be wary of false dichotomies between different approaches. Any value placed on knowledge of fact is relative and dependent upon both context and future use. For example, rapid recall of times tables can be of huge assistance in freeing up processing time, when applying these in problem solving. Similarly, phonic knowledge that assists spelling can free up thinking time for well realised writing.

- There are different levels of knowledge: knowing that Auschwitz existed and when it operated is far less powerful than knowing why Auschwitz existed and how it came to be closed. Enabling children to understand' how' and 'why' may require a little 'what' and 'when' knowledge to build upon.

- There is real value in linking learning between subjects where such learning supports understanding in both areas. An understanding of electrical circuits can be practically applied in making a working buggy in design technology. We try to avoid building up topics with contrived links, but find ways to support learning through linkage. A vivid history topic can provide real stimulus for children's writing.

- There is also value in maintaining the integrity of the subject. Giving learning a subject context is important in developing understanding. For example, having a sense of chronology on a timeline or setting on a globe allows linkage to be made and promotes historical or geographic understanding.

- We can link learning and build up a knowledge base within and between subjects which gives children a good platform for developing skills (such as, for example, historical enquiry).

- One of our prime strengths as a school is in fostering enjoyment. Regardless of any pedagogical considerations, **fun** is a vital part of learning. Some of our students who performed indifferently at the end of KS2 (eg through EAL issues) have gone on to enjoy high levels of academic and professional success. They often report their love of learning as being rooted in their primary schooling here. A key part of any approach we take to our curriculum should be developing positive **attitudes** towards learning.

- Where learning engages a child's **emotions**, the effect is always more powerful. When children are given the opportunity to feel emotional engagement and empathise with a character as part of their learning, interest in the content will be heightened.

- Having direct, **first hand experiences**, through role play, trips and visits or someone coming into school (such as The Tiger Who came to Tea) gives greater engagement, context and understanding to learning.

Our Approach to Curriculum Design and Our Intentions in Delivering the Curriculum

Taking all of the above into consideration, our approach is as follows:

- We will teach discrete numeracy and literacy lessons whilst making meaningful links, where skills can be practiced in other subject areas. These take place daily, unless there is a timetabling variation.

- We aim to teach through topics, and to use these to make natural links between subjects, whilst delivering some subjects/activities separately. This avoids losing sight of objectives in order to contrive thematic links. We aim for children to have an awareness of 'subject'. We will try, where possible to centre topics around a vivid experience, such as a visit, a visitor or drama and we will try to find ways to promote enjoyment of, and emotional engagement with, topics.

- We will include elements such as PSHE, RSE and diversity strands in topics, when they can link in a meaningful way.

- We aim to use special themed days/blocked curriculum time to deliver some areas efficiently. For example, blocked Art Days, allow children to move from appreciation through to creation, without having large gaps between timetabled slots.

- We exploit staff expertise, through team teaching or timetabled delivery of some work. Music, PE, Spanish and, to some extent, Science and Computing may be delivered in this way, in order to ensure high quality delivery and up-skilling of class teachers in specialist areas.

- We ensure coverage of The National Curriculum with clear objectives (against which progress is assessed and reported to parents at the end of the year): See appendices for foundation subject coverage and objectives to be assessed, for each subject, in each year group. We aim to build upon prior learning, through some revisiting of previous subject matter.

- We aim to start new topics or subject areas with elicitation of related prior learning (in order to address any built-up misconceptions).

- We are wary of learning facts out of context and with no linkage to an understanding of subject matter. We use devices such as Bloom's Taxonomy, Thinkers Keys and De Bono's Hats to ensure that we foster a deeper understanding of subject matter (and offer children insights into the process of learning). We will try to use opportunities to give children learning strategies (such as chunking) that they can carry forward into any subject matter. We will use some of the language of the Growth Mindset, similarly.

- We will offer children regular opportunities to discuss their learning, with partners and adults. We aim to use devices such as the SOLO Taxonomy to assess children's level of understanding of subject matter.

- We aim to use assessment as a tool to identify how successfully we deliver what we teach and how we can best provide the appropriate level of challenge for children. Our collaborative year-group planning should be dynamic and responsive to childrens' understanding of subject matter.

- We seek to engage children as active agents in the assessment process through devices such as self and peer-assessment. This is part of a process of nurturing, in children, an awareness of how to improve their own work. By sharing learning objectives and providing success criteria, we start children on a journey which should evolve over time to the point where they can devise their own success criteria as independent learners.

Our Learning Intentions

Here are agreed learning intentions, subject by subject through the National Curriculum

These are the intended outcomes that we, as a school have agreed, when teaching each of the National Curriculum subjects.

Design Technology

To enable children to develop the skills they need for designing and making through range of creative and practical activities

To help children appreciate a range of mechanisms and techniques for applying them

To develop children's ability to investigate, analyse and evaluate a range of products, applying their understanding and technical knowledge across a range of products and materials

To develop the skills needed to prepare and cook healthy food

Physical Education

To enable children to develop, and master, fundamental movement and sports skills and to apply these to different activities and games.

To nurture a co-operative and competitive attitude in an exciting way, creating opportunities for children challenge both themselves and their peers

To support children in developing the ability to analyse and evaluate their own performance and the performance of others in different activities and sports, in order to make ongoing progress

Art and Design

To enable children to experience and experiment with a wide range of materials To enable pupils to develop and master a wide range of techniques when using colour, pattern, texture, line, shape, form and space

To use research, analysis and emulation of a range of artists, architects and designers, from different cultures and times, to inspire and engage children in their own creative development

To develop knowledge and understanding linked to the history of music

History

To provide children with knowledge of local, UK and global history, embracing the perspectives of different cultures and traditions.

To develop research skills and an understanding of the variance in reliability of sources.

To make children aware of significant historical figures, events and processes,
and to nurture sensitivity towards events that have happened in the past.

Geography

To nurture a secure understanding about how countries can vary; empathy and respect for people from other countries and cultures.

To develop the geographical and practical skills needed to use developing technology, alongside atlases, maps, compasses etc.

To help children develop an understanding of climate and seasonal change across the world

To foster an understanding of physical and human features of their local surroundings and compare these to those in the wider world

Music

Our intention is to foster an interest in, and understanding of, music.

Through use of the body and voice (movement with music, singing games, use of classroom percussion and samba drums), we will:

- develop the children's listening skills
- encourage the children to find and develop their own musicality
- enable the children to participate in music making with increasing confidence, control and cooperation
- introduce both formal and informal music notation

Children will listen to a range of music from different traditions, cultures, musicians and composers, aiming to increase their knowledge and understanding of the history of music and music from the wider world.

Latin

To further develop an understanding of Roman history and culture (mythology, language, numerals and society).

To introduce children to Latin as the basis of many European languages (linked to Spanish) and foster an enjoyment and curiosity around language.

To strengthen children's understanding of how languages are structured (word classes, word order, morphology) reinforcing learning in English (SPAG) and modern foreign languages.

To strengthen children's understanding of the etymology of the English language.

English

Our intent is to ensure that every child becomes a reader, a writer and confident speaker by the time they leave Mauldeth Road Primary School.

Reading:

- To establish an appreciation and love of reading.
- To gain and build on knowledge learnt across the English curriculum, develop their comprehension skills and apply these to different subject areas.
- To ensure that children read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live.

Writing:

- To learn to be able to plan, revise and evaluate their writing.
- To develop an awareness of audience, purpose and context
- To develop an increasingly wide knowledge of vocabulary and grammar.
- To leave school able to use fluent, legible and speedy handwriting.

Maths

Our intent is for children to enjoy Mathematics and become enthusiastic and engaged Mathematicians.

- To become fluent in the fundamentals of mathematics so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- To be able to solve problems by applying their mathematics to a variety of unfamiliar contexts and to model real-life scenarios.
- To reason mathematically using precise mathematical language.
- To have an appreciation of number and number operations, which enables mental calculations and written procedures to be performed efficiently, fluently and accurately.

Science

- To develop and maintain a good subject knowledge and a respect for scientific evidence and the scientific process.
- To develop logical and critical thinking skills through the regular use of practical scientific enquiry skills and a child-led approach to investigations.
- To reinforce and create science career related aspirations that motivate children to continue to study science in the future.

Foreign Languages (Spanish)

- We intend that children develop practical skills in speaking, listening, reading and writing in Spanish. Our core focus is on building children's fluency, underpinned by a developing knowledge of grammar, vocabulary and phonology.

- We intend that children are prepared for success in language learning at high school, equipping them with important transferable skills they can apply to language learning at key stage 3.

- We intend language learning to be a means of fostering mutual respect within our diverse school community, enabling children to see themselves within a wider context. We actively encourage children to be curious about languages and to make links between their learning in Spanish and other languages they speak.

- We intend language learning to be a means of fostering cognitive flexibility; a bilingual brain is more able to think about multiple concepts simultaneously and problem solve. We plan for opportunities to develop and strengthen children's higher order thinking skills.

The Curriculum in Practice

The next few pages are extracted from an end-of-year report. They exemplify curriculum content in a given year group, summary assessments at the end of the school year and some of the wider opportunities which are offered during the year. These examples are from Year 6. Reports for parents at KS1 and KS2 would also include general comments about the child, headteacher's comments, attendance registration records and would sit alongside the results of statutory National assessments at the end of each key stage.

Assessments are reported in summary form. Much more detailed assessments, objective by objective are made by teachers on the Arbor tracking system for reading, writing and maths.

Foundation Subjects Covered in Year 6

Subject	Topics covered	Skills and knowledge developed
Computing 	We are presenters We are programmers We are animators We are coders We are website designers E-Safety	This year we have studied the following: •E-Safety – how to stay safe online and safe use of other devices. •Website design – creating pages for a website linked with a history topic of Vikings. •Coding – looking at the language used when creating websites (HTML). •Animation – creating and editing a short 'stop start' film. •Word processing
Geography 	Volcanoes and earthquakes Locational Knowledge Water - Natural resources	The children have spent time studying modern and historic maps of Britain and Europe as part of our history topics. During the volcano topic, we learned about the location of the world's most active volcanoes and why they formed. They looked at the causes and effects of volcanic eruptions. This term, the children have been looking at the topic of water: how water is used and managed, both in this country and where water is a limited resource.
History 	The Anglo Saxons The Vikings The Battle of Britain	The children enjoyed learning about Anglo-Saxon and Viking invasions and settlements. They looked at a range of sources to look at what life would be like in Britain during these times. During the spring term, we studied the Battle of Britain as a turning point in British history. The children gained an understanding of key events between 1939 and 1945.
P.E. 	Games skills Team work Gymnastics Movement Athletics Manchester City Coaching	This year, children have experienced a wide variety of sporting activities both indoors and using the outdoor areas too. This has included gymnastics, football, tag rugby, athletics and cricket. They have spent time improving their running skills, including pace and endurance over longer distances. Overall the children have developed their physical skills in an enjoyable and active environment.
Music 	Singing and playing instruments Samba drumming using control, fluence and expressions Reading written music	Children have developed their understanding and control of the musical elements of: pitch, pulse, rhythm, tempo, phrase, structure, metre, ostinato and dynamic, through movement and singing games. They have further developed their ability to read and use rhythm notation and have been introduced to pitch notation. They have listened to music from a variety of cultures and have used tuned and untuned percussion instruments to create their own music.
Art/DT 	Portraits Brooches Volcanoes Henry Moore Buggies	This year the class have produced art works with cross curricular themes. In the Autumn term, the children designed portraits in different media based on Anglo-Saxon warriors. They have also looked at the work of Henry Moore, using his sketches of people in underground stations during World War Two as a starting point for drawing figures. As part of Art Day, we created our own gargoyles linked to our Gothic writing topic. During the summer term, we will be creating our own buggies in DT.
Spanish 	Giving Directions The City Eating Out in Spain	Children have learnt about typical Spanish food and have written and presented their own dialogues set in a café. They have also learnt vocabulary related to the city and have practised giving each other directions. Throughout their time at Mauldeth Road the children have been encouraged to develop a curious attitude toward language learning with the aim of preparing them for continued success in languages at high school.
PSHE/SEAL	E-safety Getting on with others Relationships Legal and illegal drugs Peer pressure British values	Over the course of this year, children have regularly taken part in school assemblies, lessons and class discussions about a range of topics in PSHE (personal, social and health education)/SEAL (social and emotional aspects of learning).

Literacy and Numeracy							
	Below expected National Standard	Working towards National Standard	Meeting expected National Standard	Above expected National standard	Sometimes Tries Hard	Tries hard most of the time	Always tries hard
Reading							
Comparing within and across a range of books				✓			
Identifying how language, structure and presentation can contribute to meaning							
Discussing and explaining reading, providing reasoned justification for views							
Reading target:							
Writing							
Planning writing to suit audience and purpose							
Using a fluid, joined handwriting style							
Selecting grammar and vocabulary for effect							
Consistently spelling well, using known rules							
Grammar							
Using a wide range of punctuation correctly							
Using the passive voice for purpose							
Choosing language for effect when writing							
Writing and Grammar target:							
Maths							
Knowing all x and ÷ facts to 12 x 12							
Using and solving simple algebraic equations							
Performing all four formal methods of calculations including long division							
Understanding ratio and proportion							
Calculating the area of triangles and parallelograms							
Comparing and simplifying fractions							
Solving problems involving fractions, decimals and percentages							
Reading pie charts, bar charts and line graphs							
Knowing the properties of 2D and 3D shapes							
Using reasoning and logic to solve number puzzles							
Maths target:							

Other Subjects	Attainment				Effort		
	Below expected National Standard	Working towards National Standard	Meeting expected National Standard	Above expected National standard	Sometimes Tries Hard	Tries hard most of the time	Always tries hard
Science							
Asking scientific questions and planning a fair test							
Understanding how solids, liquids and gases behave							
Having a good knowledge of the Earth and the Solar system							
Using logic when testing the brightness of light and how electricity travels							
Understanding what microorganisms are and how they fit into the classification system							
Using equipment with care and respect							
History							
Recognising that the Battle of Britain was a significant turning point in British History							
Having a good knowledge of the settlement in Britain by the Anglo-Saxons							
Knowing how the Vikings came to Britain and the struggle for the Kingdom of England							
Geography							
Showing a good understanding of the key aspects of volcanoes							
Using maps, atlases, globes and digital mapping to locate countries							
Having a good knowledge of water distribution and the water cycle							
Art							
Showing understanding when learning about great artists, architects and designers							
Using various materials to develop mastery of drawing, painting and sculpting skills.							
Music							
Using voice and other instruments with accuracy, control and expression							
Understanding tempo, rhythm, pitch and dynamics in listening to and performing music.							
Computing							
Using the internet safely and with respect							
Creating a working website with links							
Creating a short animation							
PE							
Using running, jumping, catching and throwing in isolation and in combination							
Developing flexibility and control in gym, movement and athletics							
Design and Technology							
Using annotated sketches and prototypes to explain ideas							
Evaluating their own work and making suggestions on how to improve							
Spanish							
Actively listening and engaging							
Actively using target language							

Wider Learning Opportunities:

This year the children in Year 6 have been able to:

- Take part in Spanish lessons throughout the year.
- Enjoy regular music and samba sessions with Mrs Seal.
- Participate in an educational visit to Stockport Air Raid Shelter as part of our learning about the Battle of Britain.
- Participate in an educational visit to John Ryland's Library to take part in a 'Gothic Writing' workshop.
- Join in several workshops led by Manchester University medical students.
- Develop circus skills through workshops during the year.
- Take part in Christmas carol singing in December at local residential homes in the community.
- Join in a workshop/performance presented by Manchester University Students' Music Society Outreach Orchestra
- Experience a school residential at Robin Wood in November, where they enthusiastically took part in every activity available!
- Attend weekly Forest school sessions led by 'We Are Adventurers' during Autumn term.
- Experience Super Learning days, Book week and Art days throughout the year.
- Have been offered the opportunity to participate in the following lunchtime/after school clubs: karate, cricket, gymnastics, football, guitar, percussion, craft, choir and gardening.
- Visit Tatton Park to celebrate the end of Year 6.