



Primary Alternative Academy Curriculum 2018 - 2019

This curriculum is a shared curriculum with the Special Academy at Primary level

Numeracy

We teach Maths every day, using different strategies to encourage children to not only learn skills but use these in their everyday life. We aim to teach a broad range of mathematical skills such as mental and written methods of calculation, shape, time, and measures such as weight, capacity and length. We provide, in every classroom, practical resources to help children learn and encourage a good understanding of mathematical concepts, based on the Primary National Framework and through developing numerical understanding from concrete experiences to pictorial representations and finally to abstract thinking. Through other areas of the curriculum, we teach children how to manage and present data using diagrams, tables and graphs and how to apply their mathematical skills through problem solving. We aim for our maths curriculum to be stimulating, engaging and above all, challenging

Literacy

Pupils in Key Stage 1 and 2 follow the National Curriculum for Literacy. The three areas we cover are S&L, Reading and Writing. Literacy is a very important basic skill that enables our pupils to make progress through the school.

Writing Coverage for Primary and KS3 uses the framework of the revised National Curriculum for coverage. This starts with mark making and the formation of written letters. Handwriting is developed through sensory approaches. Skills sessions for SPaG are also delivered in class and personalised to meet pupil levels. Writing skills are then personalised and delivered within Elements, the school's own bespoke curriculum. Writing coverage is based on a thematic approach and each half term covers Poetry, Narrative and Non-Narrative writing.

Reading

Phonics: All pupils have a phonics assessment on entry to the alternative academy and are then taught phonics at the correct stage. All pupils working on phonics levels 1 to 6 have daily phonics sessions taught using Letters and Sounds using the LCP programme. Some pupils who are disengaged readers also participate in an 'Active Phonics' programme.

Pupils are encouraged to talk about what they have read. They read many different books and answer comprehension type questions. Pupils at Springwell read every day; either to a member of staff or, if they are free readers, to themselves. This can be a part of DEAR time (Drop Everything And Read) and happens daily. Staff also read to pupils on a daily basis, often as part of nurture time.

Speaking and Listening Most lessons have a 'talk' component, which runs along planned sessions for S&L. Drama strategies, role play, songs, stories and rhyme, circle time sessions, co-operative learning, paired work and Talk4Writing all encourage pupils to discuss and reflect on personal experiences, narrative and the world they live in. For our pupils talk is vital alongside experiential learning to provide the basis for language and vocabulary development.

P.E.

The children take part in PE lessons twice weekly. Each year group covers all of the different areas of PE over the year including gymnastics, games and athletics. They work to develop their skills in order to play a game or



create a performance. Our KS2 children also take part in outdoor and adventurous activities and they get the opportunity to undertake swimming lessons.

On occasions, PE lessons may be linked to other areas of the Elements curriculum. ICT can be used to record, analyse and review children's learning. In all year groups, knowledge and understanding of fitness is embedded within PE lessons so that children understand the benefits and effects of exercise.

Wellbeing Curriculum (S.E.A.L/PHSE/Global Learning)

PHSE, SEAL and Global Learning have been merged to form Springwell's 'Wellbeing Curriculum'. This has been designed to develop young peoples' resilience and values, through learning about empathy, self-care, kindness, respect for the environment, safety, acceptance of others, positive relationships and citizenship.

Our Wellbeing Themes teach essential life skills, encouraging pupils to feel good about themselves and learn skills to cope with their lives and get on with each other, in order to fulfil their potential. The six wellbeing themes are planned to fit with the most appropriate Elements themes for each year and these include Being Brave, Resilience, Kindness, Relationships, Compassion and Changes.

SEAL focuses on five social and emotional aspects of learning: self-awareness, managing feelings, motivation, empathy and social skills. These are woven into lessons, which are practical and allow pupils to share ideas within lessons and circle times and run alongside Mindfulness and Theraplay activities. SEAL themes are New Beginnings, Getting On and Falling Out, Going for Goals, Good to be me, Relationships and Changes. Say No to Bullying has a specific focus in Kindness week in November to complement on-going work on combating bullying and cyber-bullying.

PHSE supports pupils by giving relevant learning experiences in a safe environment. It aims to develop our learner's awareness of how to keep themselves and others safe, develop understanding around positive relationships, improve confidence and develop resilience in order to lead to a healthy lifestyle and become responsible citizens. Our PHSE themes are Health and Wellbeing, The Wider World and Relationships.

Global Learning prepares pupils for the interconnected world we live in by developing their sense of respect for each other and for the environment. It explores the 17 Sustainable Development Goals (SDGs) from the United Nations Sustainable Development Programme.

Global Learning themes are Values and Perceptions, Diversity, Interdependence, Human Rights, Social Justice, Conflict Resolution, and Sustainable Development.

Elements

Springwell's 'Elements' curriculum was developed on site by staff from both organizations with the needs of our both sets of pupils in mind, it incorporates history, geography, art, DT, Citizenship, PHSE and science, and provides a platform for literacy and numeracy.

Narrative is at the heart of each theme - Pupils become engaged in stories and the curriculum, like the story structure, unfolds episode by episode, with the pupils involved in the journey. Through the use of story, pupils learn about the world around them and learn in context.



Themes are chosen to be meaningful to pupils and as a result are more relevant and engaging.

Pupils know there is a purpose behind the skills, knowledge and understanding we want them to have. 'Elements' creates a context they engage with and in which to apply their learning. The materials and resources we use engage the pupils. Kooks, 'Mantle of the Expert', immersive learning and effective ways into and out of learning contexts are a core feature.

'Elements' creates opportunities for a range of writing for different purposes. 'Talk to Write' approaches engage pupils in the context; speaking and listening opportunities are plentiful and pupils are then compelled to write about their experiences.

Another aim of 'Elements' is for pupils to develop empathy and compassion for others. By developing themes with stories and characters at the heart, pupils are enabled to put themselves in the character's shoes. This is a safe way for the pupil to think about their own life without having to talk about themselves.

Opening minds Days

These half termly days aim to open pupils' eyes and minds to cultures, physical environments and social groupings of the world at large, enabling them to develop as tolerant, accepting adults who celebrate diversity and recognise equality and who are consistently thoughtful.

Spiritual, Moral, Social and Cultural Development

The curriculum is designed to move pupils through the learning of facts and the retention knowledge toward developing an understanding of the wider world beyond that which they experience every day. Elements supports pupils in developing more positive attitudes and builds aspirations around self-worth, personal contribution and spirit. The need for our children to see themselves as contributors to wider society is very important as they can often see themselves as distanced from it. The curriculum rehearses children for real life and the chosen themes and stories resonate with them. The themes offer opportunities for exploration of the area of spiritual, moral, social and cultural development, for example, cause and consequence, right and wrong, responsibility and rights, difference and understanding.

Design & Technology

In design and technology pupils combine practical and technological skills with creative thinking to design and make products and systems that meet human needs. They learn to use current technologies and consider the impact of future technological developments. They learn to think creatively and intervene to improve the quality of life, solving problems as individuals and members of a team. Topics run alongside the Elements Curriculum to deepen pupil's understanding, with body smart kinesthetic activities tailored to engage and inspire even the hardest to reach learners. Assessments are carried out every half term with key pieces of written and practical work combining to provide accurate National Curriculum Levels. All pupils are assessed at least once in the year on each of the following skills – research, specification, generating ideas, development, planning, making and evaluation.

Science



In science, we use the National Curriculum as the basis for our planning, with the aim of teaching children about the understanding of the world around them. Our aim is to encourage children's curiosity while developing the skills needed to plan and carry out different types of practical investigations.

We use ICT in science lessons where it enhances their learning and we engage the children in a wide variety of problem-solving activities. The children take part in role-play and discussions and present reports to the rest of the class. Wherever possible, we involve the pupils in 'real' scientific activities and use the local environment to enhance learning.

ICT

We believe that ICT should be embedded in all areas of the curriculum. It should not be a discrete subject but a tool for learning in and outside school. We aim to use and teach ICT as creatively as possible making links across the curriculum and make learning meaningful.

We recognise that all classes have differing ICT abilities. This is especially true when some children have access to ICT at home, while others do not. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child.

We cover skills in many different areas such as:

- **Word Processing** to write stories, poems or letters
- **Databases** to record information, e.g. rainforest animals.
- **Spreadsheets** to calculate data and to create tables, charts and graphs.
- **Blogging** to contact children and teachers and share work
- **iPad technology** to work creatively and encourage interactivity
- **Desktop Publishing programs** to design posters, leaflets, cards, booklets and hyperlinked texts.
- **Video Editing Software** to create professional films
- **Multimedia Presentation** to create slide show presentations using text, sound, images, video and effects.
- **Painting Programs** to create pictures and designs
- **Internet and CD-ROMs** to find information
- **Digital Cameras** to record what they have done in class or on a visit
- **Electronic toys** to help understand how things work.

Music

Music is a unique way of communicating that can inspire and motivate children. At Springwell we make music an enjoyable learning experience. Each week children are offered opportunities to sing in whole school assemblies. Children are also offered opportunities to play and create their own music using a range of musical instruments. They are taught how to select the appropriate instrument, compose as a group and record their compositions.

We encourage children to participate in a variety of musical activities, which we perform in school and in concerts with other schools. We aim to build up confidence of all children in performing in front of others.

Art

We believe that creativity improves pupils' self-esteem, motivation and achievement. Therefore, creativity is central to all curriculum teaching and learning and we view Art and Design as a vehicle for this creativity.



Art and Design activities are central to the curriculum planning, each term cross-curricular lessons are planned to ensure that pupils experience an enriched and diverse curriculum. Furthermore, we value the opportunity to explore art from different cultures and times.

At Springwell, we provide opportunities for independent and collaborative work in Art and Design. Pupils are also given the opportunity to explore a range of materials and techniques and to develop a wide range of skills and knowledge in Art and Design. In addition, making good use of the resources and Art available at Museums and Galleries is encouraged to ensure pupils experience work by well-known artists.

