



Springwell
Learning Community

**Primary Alternative Academy Curriculum
2019 – 2020**



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

Mathematics

In Primary Maths, we have three aims for our pupils:

1. To become fluent in the fundamentals of mathematics
2. To be able to reason mathematically
3. To problem solve by applying the mathematics that the pupils have learnt.

Maths is taught 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 practical resources, including Numicon, Base 10 Apparatus and Cuisenaire to help children learn and encourage a good understanding of mathematical concepts, based on the renewed Primary National Curriculum Framework. 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

Literacy in Key Stage 1 and Key Stage 2 has been developed to suit the needs of our pupils and is based on the revised National Curriculum.

Reading, Writing and Speaking and Listening, the three core areas for literacy, are planned and emphasis is placed on these areas as they are the basis that pupils need to make progress throughout the school.

Within the Elements Curriculum sequences of writing are planned and developed based on real life experiences and drawing on skills and knowledge to support our pupils and develop their confidence to attempt extended writing.

Reading and Phonics: Early phonics is based on the Letters and Sounds approach and the LCP programme of planning is used to plan phonics activities on a daily basis in Primary. Phonics testing is used to provide baseline assessment on entry and then to assess progress. This can lead to recognition of difficulty and early intervention to respond to any child's learning problems. Intervention strategies are implemented later in Key Stage 2 according to this individual need. Pupils have reading records which record progress and pupils are listened to by a member of staff on a regular basis and are encouraged to talk about what they have read. All Pupils in school have DEAR time (**D**rop **E**verything **A**nd **R**ead) where guided reading and reading for pleasure takes place daily where pupils read a range of different books, and read on the iPad app 'EPIC'. Comprehension skills are also a component of weekly practice.

Writing: Coverage for Primary and KS3 uses the framework of the Revised National Curriculum for coverage. This starts with mark marking 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.

Speaking and Listening: Most lesson have a 'talk' component this runs alongside 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.

Elements

Springwell 'Elements' curriculum was developed on site to meet the needs of our pupils. It uses a thematic/immersive approach for coverage in literacy, history, geography art, PHSE, science, Wellbeing and citizenship; it also provides a platform for cross-curricular work in numeracy, DT and computing.

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 pupils involved in the journey. Through using story and immersive approaches, pupils learn about people, emotions and the world around them and they 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, resources and approaches we use engage the pupils; hooks and effective ways into learning are also a core feature to motivate and inspire learning.

'Elements' creates opportunities for a wide range of writing purposes. 'Talk4 Writing' approaches engage pupils in the context and provide support for memory; speaking and listening opportunities are plentiful and pupils are then compelled to write about their experiences.

A further aim of 'Elements' is to develop empathy and compassion for others. By developing themes with stories and characters at its heart, pupils are able to explore feelings, opinions and situations others experience and put themselves in the character's shoes. This is a safe way for the pupils to think about their own life experiences without having to talk about themselves.

P.E.

KS1 pupils participate in sensory circuits focusing on fundamental movement skills (balance, agility and coordination). This is to encourage development and physical skills in order to prepare pupils for National Curriculum skills and expectations.

National curriculum P.E is delivered to pupils in Key Stage 2 with assessments carried out on a half termly basis to provide accurate age-related levels. A wide range of activities are on offer for pupils to participate in including:

- Invasion games (basketball, football, netball, rugby, dodge ball, handball and hockey)
- Games (boccia, curling)
- Net and wall game (tennis, badminton and volleyball)
- Gymnastics (floor skills, apparatus skills and trampolining)
- Striking and fielding (cricket, rounders and kin ball)
- Athletics (high jump, shot put, discus, javelin and running)
- Extracurricular activities are on offer to all pupils in School, popular clubs include:
- Football
- Multi sports
- Swimming
- Boxing

P.E helps to promote health and wellbeing, most importantly building pupils confidence and self-esteem. SEAL is constantly a part of lessons encouraging self-awareness where pupils evaluate both their own work and work of others. Pupils manage their feelings by experiencing working in a range of environments using resilience when learning new skills and techniques. Using learning journeys for each topic pupils are motivated to achieve. Most importantly pupils are expanding on their social skills learning to take turns and work together as part of a team.



- **Sensory Circuits**

Some of our pupils struggle in PE lessons due to their lack of progression through the early developmental stages. They have a lack of experiences and a neurological impairment as the positive connections and pathways have not been formed in the brain. During sensory circuits, activities are planned that aim to revisit early stages of physical development through positive experiences, making neurological pathways and bridging the gap in their physical abilities. The (FUNS) fundamental movement skills programme is used to assess the pupils BALANCE, COORDINATION and AGILITY at the start and end of the intervention period.

Drama

Drama skills in primary are incorporated into Elements lessons to develop pupils' confidence in their speaking and listening and Social Skills. Drama for learning strategies such as Hot Seating develop pupils questioning skills, their engagement and curiosity as part of a learning sequence for writing outcomes. Wellbeing lessons also include drama and theraplay games to promote trust through paired, small and whole group work in order to develop their teamwork skills. Pupils in year 6 also have discrete drama lessons to further develop the aforementioned skills. In these lessons they begin to learn to explore simple drama techniques such as freeze frames, thought tracking, character and simple script and improvisation processes. They learn to use different ways to convey action, character, atmosphere and tension when they are scripting and performing in plays. Drama also features in pupils' performances of plays in the Springwell concerts, in films for assembly and in extra-curricular drama club. In addition, we are piloting the Arts Award Discover in KS2 to enhance opportunities for students to access nationally recognised qualifications in the Arts.

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.

Wellbeing Curriculum (SEAL/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 leaning: 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.

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.

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 given the opportunity to play and create their own music using a range of musical instruments and technology. They are taught how to select the appropriate instrument, compose as a group and record their compositions and performances. We aim to build up confidence of all children in performing in front of others. Primary children have a discrete music lesson every week and are encouraged to prepare pieces of music to perform to the class and also in the school concerts we hold at Christmas and Easter.

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 provided with 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 on the internet is encouraged to ensure pupils experience work by well-known artists.

Forest Schools / Farm

The philosophy of Forest Schools is to encourage and inspire our learners through positive outdoor experiences. By participating in engaging, motivating and achievable tasks and activities in a woodland environment pupils have an opportunity to develop intrinsic motivation, sound emotional and social skills. These, through self-awareness can be developed to reach personal potential.

Forest Schools has demonstrated success with pupils of all ages who visit local woodlands on a regular basis and have the opportunity to learn about the natural environment, how to handle risks and most importantly to use their own initiative to solve problems and co-operate with others.

Our Forest School programme aims to develop:

- Self-Awareness
- Self-Regulation
- Intrinsic motivation
- Empathy
- Good social communication skills
- Independence
- A positive mental attitude, self-esteem and confidence

