

# Our Primary Curriculum

We aim to develop well-rounded children, where learning experiences are constructed through a rich and varied curriculum offer. We have used the National Curriculum NC2014 as a spring board to generate ideas for which topics, knowledge and skills will be covered within each year group.

It is our aim to provide a curriculum offer that:

- enables children to make great progress
- provides equal opportunities for all learners
- engages, motivates and develops curious children
- creates responsible citizens
- prepares children for the digital world
- promotes a healthy lifestyle

## Art and Design

Art and Design are considered to be an integral part of the Arts curriculum –we provide exciting, high-quality learning opportunities for our children which sit firmly at the centre of everything we do. They bring cohesion to learning experiences from across the curriculum, enabling children to make sense of their experiences and to express how they feel about them

We provide children with a wide variety of Art and Design activities. Each year the children build on the skills that they have learnt in the previous year. Our Arts Curriculum enables the children to find out about the work of different artists as well as developing their own artistic skills. Pupils have the opportunity to experiment with a range of mediums such as: sculpture, sewing, sketch pencils, charcoal, watercolours, oil pastels, acrylic paint.

Enables the children to gain knowledge and understanding of materials, structures, controls and mechanisms. It also provides them with opportunities to develop their designing, enquiry, scientific and mathematical skills.

We like to celebrate the children's artwork by displaying it within the classrooms and school hall such as the WOW badge competition.

## English

At our School we recognise that reading and writing are key skills for pupils to develop for their future life and employment. Each week we have a cycle of focussed spelling, grammar and handwriting lessons, as well as exploring a variety of texts and offering varied opportunities for writing. We also seek to create a love of reading and a creative outlet in writing.

### **Reading at JGA**

Key stage 2 pupils read books which provide a variety of fiction, non-fiction and poetry, with focussed comprehension questions to be completed at school or at home. These also provide parents with examples of questions they can ask their child when hearing them read, as the development of reading is a vital partnership between home and school.

Reading strategies are established through individual reading (with teacher, teaching assistant or adult helper) and Guided Reading sessions in groups with their class teacher/teaching assistants. Guided Reading provides an opportunity for the teacher to teach reading in relation to the differentiated needs of

pupil groups and to introduce a variety of fiction, non-fiction and poetry texts, which are often beyond the level that children are reading independently. It also provides pupils with strategies for retrieving information from a text and for answering comprehension questions in their classwork and in test situations, with adults modelling the different types of answer.

### **Writing at JGA**

Pupils are provided with frequent and varied opportunities to write. Sequences of English lessons typically begin by using high quality texts so that the children can learn from different authors and styles of writing, copying both their structure and style. Texts are broken down so that pupils understand the mechanics of the writing, the grammar, vocabulary, punctuation and sentence structure. This is followed by shared and modelled writing with the teacher, which helps to nurture the children's fluency and creativity. The children then apply their skills in independent pieces of writing which are finally edited and improved by the individual child as well as receiving some input from their peers. Children are taught to edit their writing for grammar, punctuation, spelling and style.

- Cursive handwriting is taught from the outset.
- In Key stage 2 in which pupils learn strategies for spelling exception words: those that cannot easily be sounded out using phonic strategies. Pupils are also taught how to build words using prefixes and suffixes.
- Good quality writing is also expected in other subjects, such as science and topic, giving the children opportunities to write for different purposes.

### **Speaking and Listening at JGA**

Pupils are provided with varied opportunities to speak and listen to each other, developing their confidence, reasoning and vocabulary. They may be asked to retell a known story, to debate a hot topic, or to give a talk on a chosen subject. When exploring a text, pupils may be asked to sequence events, retell or dramatise the story, predict the outcome or give opinions on the book. When writing, younger pupils are encouraged to verbalise what they want to write so that they understand the patterns of sentences and the function of questions and commands.

### **Progress in English**

The large majority of pupils progress through the curriculum content at the same pace. Pupils are grouped by ability for most English lessons. Differentiation is achieved through additional support and by encouraging children's individual flair and fluency.

Interventions focus on gaps in knowledge and may involve additional reading, spelling or writing practice, according to a child's needs. At JGA we believe in Quality First Teaching, treating every child as an individual and meeting their individual needs.

## **Humanities**

We cover both the Geography and History objectives of the National Curriculum through termly or half termly Topics, ensuring that we build cross - curriculum links into our planning to tie this learning together. It is implemented either through a Topic approach alongside History and Art etc. or taught as a separate unit, depending on the objectives to be covered that half term. For example, locating the countries of the world will be taught as part of Topics that cover historic cultures from across the world, such as the Mayans, Greeks, Egyptians or Shang Dynasty, whereas more specific Geography objectives will be covered in particular Geography units, such as Trade and Economics.

# Geography

Our Geography curriculum is designed to equip pupils with the knowledge and understanding about diverse places, people and resources within natural and human environments. Pupils will develop their geographical skills in order to carry out effective enquiries.

Our Implementation for our Geography Curriculum, Pupils are given opportunities to lead their own lines of geographic enquiries and record their findings in a variety of ways. As well as completing work inside the classroom, field work is a key part of our Geography Curriculum and allows pupils to apply their geographical skills in real-life settings.

In Key Stage 2, pupils investigate their local area and a contrasting area, finding out about the environment and the people who live there.

# History

Our History Curriculum aims to give children the hands on experiences and enquiry skills to develop key knowledge about past events and the impact on Britain and the rest of the world.

Our History lessons are based on a specific historic theme (e.g. Crime and Punishment), historic culture (e.g. the Romans) or a major event (e.g. World War 1). Each unit of work is introduced as a Topic approach with a link to cross - curricular opportunities. Our long term and medium term plans map out the skills and themes covered each term for each year group. These plans define what will be taught in line with the 'National Curriculum'. However, we believe that there should always be scope for development based on the children's enquiries and what they would like to investigate further.

Class teachers deliver the Geography and History Curriculum throughout the year.

# Computing

Our Computing lessons teaches the skills aspect of the curriculum in weekly lessons and class teachers enable pupils to use these skills to develop other aspects of their learning. The school is well-equipped with an ICT lab.

We work hard to ensure that all pupils are able to use technology to support their learning and that they understand how to keep themselves safe when using a range of technological devices. E-safety is an essential part of the Computing curriculum.

Computing is far more than word-processing at JGA and our pupils move onto secondary education with advanced skills. The children become adept at using a range of Microsoft programmes including Word, PowerPoint and Excel; they also have the opportunity to learn Computational thinking, programming skills, using higher-order thinking processes to solve problems when controlling how a piece of code behaves, and experimenting with data-logging and control.

# Islamic Studies- Religious Education

We offer children the opportunity to learn about and from the world's religions with a main focus on Islam.

Our teaching of Islamic studies is underpinned by the School's aims, ethos, all of which implement Islamic values.

We enable our young women to become lifelong learners and thinkers who are spiritually, morally, socially and culturally equipped to succeed both within and beyond school. We encourage our pupils to pursue the highest skills in their chosen field and give them agency to be the best at what they choose to be. We empower young women whose success is always guided by a strong foundation in their knowledge and practice of our beautiful religion.

## Physical Education

As a small school we try to take as many opportunities as possible to engage in a variety of different activities.

The National Curriculum for Physical Education details a clear 'Purpose of Study' and 'Subject Content' for KS1 and KS2. Our whole PE skills progression chart combined with our yearly Curriculum Overview not only details the journey children will go on in this subject but also the high expectations we set, and the opportunities we provide in: gymnastics, swimming and games. We place a strong emphasis on 'healthy lifestyles' and general fitness.

We fully utilise our own staff specialism and also employ specialist teachers to ensure that teaching of Sport are of a high standard. The physical well-being of the children is also enhanced from year 3 through additional Swimming sessions in Spence street pool and Gymnastics provided by an external specialist trainer. Children will also learn a range of sports in PE

## Maths

We recognise that Mathematics is both a key skill within school, and also a vital life skill. It helps children to make sense of the world around them through developing their ability to calculate, to reason and to solve problems. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many cultures to the development and application of mathematics. We believe that by fostering resilience and a love of challenge and enquiry, children will develop an enthusiasm and love of maths that they will carry forward with them. We seek to dispel the myth that some people can 'do' maths while others 'can't' and instil in the children a 'can do' attitude of growth and development.

We aim to:

- Develop a mathematical understanding through systematic direct teaching of appropriate learning objectives;
- develop a positive attitude towards maths and an awareness of the relevance of maths in the real world;
- encourage the effective use of maths as a tool in a wide range of activities within school and subsequently adult life;
- develop an ability in the children to express themselves fluently, to talk about the subject with confidence, using correct mathematical language and vocabulary;
- develop an ability to think clearly and logically with independence of thought and flexibility of mind;
- Develop an appreciation of creative aspects of maths and awareness of its aesthetic appeal.

The National Curriculum for Mathematics aims to ensure that all pupils:

- Reason mathematically by following a line of enquiry, understanding relationships and generalisations, and developing an argument, justification or proof using mathematical language.

- Can solve problems by applying their mathematics to a variety of problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.
- Become fluent in the fundamentals of mathematics, including the varied and regular practice of increasingly complex problems over time.

We have the expectation that the majority of pupils will move through the programmes of study at broadly the same pace. However, timely intervention and continuous assessment of children's grasp of concepts and readiness to move on, will determine the decisions about when to progress to the next stage. Pupils who grasp concepts rapidly will be challenged through being offered opportunities to deepen their understanding and knowledge before any acceleration through new content. Those who are not sufficiently fluent with earlier material will consolidate their understanding, including additional practice, before moving on. By continuously using both class and self-marking, our aim is that misconceptions are addressed in the lesson before they are allowed to take hold and embed themselves into the children's thought process.

We are currently in the process of applying the fundamentals of a 'Maths Mastery' way of teaching throughout the school to further develop the children's fluent understanding of mathematical skills as well as ensuring that they can apply this knowledge into more abstract problem solving situations.

## MFL- Arabic

We believe that the learning of a language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills in speaking, listening, reading and writing, with an aim of making substantial progress in one language. In addition, children's knowledge of how language works will be developed to lay the foundations for further language learning in future. We believe that learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others.

Children develop their love of language learning and develop skills throughout their time in school. In KS2, children are taught in weekly sessions, with class teachers reinforcing their learning outside of lessons. We aim for our children to develop an appreciation of the language of the revelation of the Holy Quran and other books in Arabic throughout their time at the school.

Details of topics covered in each year group can be found on the Arabic curriculum area. Since primary languages became statutory in the primary curriculum recently, children at our school have been advancing through well designed scheme of work. As we acknowledge children's different learning styles, our children learn through active participation in actions, rhymes, stories, song, grammar focus, video clips, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills.

Our Arabic curriculum will ensure all pupils develop key language learning skills, as set out by the national curriculum, as well as a love of languages and learning about other cultures. These are as follows:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

-The National Curriculum in England: Key stages 1 and 2 Framework Document. September 2013

Key Stage 2 have weekly Arabic lessons where we aim to develop a love of languages and an understanding of other cultures alongside language development.

In Year 3 we focus on learning to introduce themselves, ask questions and respond appropriately. They listen and respond to Arabic and learn the days of the week, colours, numbers to twenty and the Arabic alphabet. Their focus is on aiming to

have a short dialogue confidently in Arabic with some opportunities to begin writing in Arabic.

Year 4 develop more skills in responding to classroom instructions and classroom objects. With a greater emphasis on beginning to write simple Arabic sentences, they also begin to describe family members and places in a town. Children begin to develop dictionary skills in Year 5 and 6

with a focus on writing grammatically correct sentences, Year 5 and 6 will learn about saying how they feel, school subjects and giving opinions, foods, weather and clothing. Our older children will also begin to learn more about using verbs in Arabic.

## PSHE and RSE

We offer children the opportunity to develop the qualities and attributes they need to be healthy, independent and active participants in society.

Our teaching of PSHE is underpinned by the School's aims, ethos, Vision and safeguarding. The children cover units on British Values, Global Citizenship, Human Rights, Personal Safety, Anti-bullying, Health, Money issues, Drugs, Alcohol and Tobacco, Emotional wellbeing and Mental Health.

We believe that learning in PSHE gives the children a new and broader perspective on the world, encouraging them to have a greater understanding of themselves and others, their own cultures and those of others, thus enabling them to be more tolerant and understanding.

The children are taught either in weekly sessions or in a block by their class teachers.

There are three core themes which are:

- Health and wellbeing
- Relationships
- Living in the wider world
- These core themes link to the National Curriculum targets of:
- Healthy and safe
- Emotional Health
- Anti-bullying
- Citizenship
- Values – inc diversity and equal opportunities

The progression throughout the school, takes into account the development of the pupil's understanding of the overarching concepts and development of essential skills

As we acknowledge children's different learning styles, our children learn through active participation in drama, stories, song, video clips, discussion, interactive teaching, making and many more creative ways which extend and embed the PSHE skills and concepts.

Our PSHE curriculum will ensure all pupils develop the key skills, as set out by the PSHE Programme of Study. It enables the school to safeguard pupils, support their spiritual, moral, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of life.

## Science

Science lessons provide the perfect opportunity to stimulate and excite pupils' curiosity and interest in the world. Through practical exploration, children develop their understanding and knowledge of 'how', 'why', and 'what' from Year 3 upwards. At JGA, we encourage pupils to ask questions and discuss scientific issues that may affect their own lives. We help pupils to make sense of an ever-changing world.

A hands-on approach to teaching science is adopted throughout the school. Children first ask questions and discuss them before suggesting ways to find out answers. These include using secondary sources such as books and the internet, as well as conducting their own investigations. Throughout the school, children are taught to work scientifically, making observations, selecting appropriate equipment and using it safely, collecting data, measuring and checking results, making comparisons and communicating results and findings. Children are encouraged to use correct scientific vocabulary and to draw conclusions from their findings. They use labelled drawings, tables, graphs and charts to present findings. As they progress through the school, they are encouraged to write up their investigations in greater detail, using increasingly scientific vocabulary.

Children learn about weather and the seasons, materials and their properties, forces, and the natural world including plants, humans and other animals, their habitats, diet, health and fitness. They also learn about great scientists throughout history and how their discoveries have shaped our world.

Pupils enjoy science and demonstrate enquiring spirits and critical thinking.