



Four Acres  
Academy

## Curriculum Policy Four Acres Academy

The curriculum sets out the knowledge, skills and understanding to be learned and taught. It is also concerned with attitudes and values.

As an Academy Four Acres can decide its own curriculum.

### We ensure that our curriculum:

- Is based on the vision, aims, values and ethos of the school
- Is broad and balanced and is careful to ensure sufficient depth of study.
- Makes links across subject areas, to make learning relevant and exciting.
- Introduces pupils to a wide range of experiences, knowledge skills and understanding.
- Encourages the development of computing skills within subjects.
- Encourages the application as well as the acquisition of knowledge, skills and understanding.
- Reflects equal opportunities and non-discrimination for all pupils.

### Curriculum 5-11

Our decision is to base learning and teaching for pupils in Key Stage 1 (5-7) and Key Stage 2 (7-11) on the National Curriculum as set out in 2013. This sets out what pupils should know, understand and be able to do at different stages.

The National Curriculum sets out, in detail, the 'core subjects' of English: reading (including phonics), writing (including grammar, spelling, punctuation and vocabulary) speaking and listening, and Mathematics.

It also covers Science, Art and Design, Computing, Design and Technology, Geography, History, Music, PE.

At Four Acres Academy we believe in developing the whole child. Our Core Skills Curriculum covers the social and emotional aspects of learning as well as developing a range of skills that pupils need to support them in their life and learning. Evidence of the Core Skills Curriculum can be seen by I Can displays in each class all of which include our mascot Rufus the Resilient Rhinoceros. The key themes for this curriculum are:

- Learning with Others
- Developing Independence and Responsibility
- Improving Own Learning and Performance
- Developing Sense of Worth and Understanding of Self and Others

- Thinking Skills
- Speaking and Listening

The National Curriculum also includes at KS2 the learning of a modern foreign language – at Four Acres this is Spanish.

The government also requires schools to ‘actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs’. The Four Acres curriculum covers this in the SMSC (spiritual, moral, social and cultural) related content and experiences in the planned curriculum. There is also an agreed RE curriculum. Daily assemblies and other school activities address different aspects of the curriculum.

To see the curriculum the curriculum content for pupils at Four Acres Academy look at the Class Pages

### **Leadership**

For each area of the curriculum there is a Lead Teacher. Teachers are also members of a curriculum group. There are currently four curriculum groups, each working on a cross-curricular project.

### **Early Years curriculum (2-5)**

Our Early Years Team plan and deliver a curriculum that is based around children’s interest and needs. Many activities are child led meaning the children choose their own activity. Other activities are taught directly in order to develop key skills such as reading, writing and number. Teachers track progress and work closely with families to ensure every child makes excellent progress and achieves well. Your child will also be learning in the outside areas and will need a suitable coat and footwear appropriate for all weather conditions. Pupils in Foundation stage 1 spend time as separate classes and time when the classes open up sharing the activities and space.

## **Subject Guidelines**

### **English**

English provides an essential means of communication inside and outside of school; it allows pupils to express themselves creatively and imaginatively. We at Four Acres, aim to develop all children’s use of language in order to learn, and to play a full and active role as individuals within society; it is the key to becoming an independent learner.

**Writing** - At Four Acres Academy, we place a high value on writing and have adopted our own style of ‘Talk for Writing’ which is taught across the whole school, from Nursery to Reception. This involves the children orally re-telling stories and non-fiction pieces and embedding the features, before transferring the skills onto relevant and purposeful topic writing. This approach specifically focuses on vocabulary exposure and development – something which is very important to us here. Within this, children are encouraged to identify key structures and grammatical features from within the text and use these in their own writing. Teachers’ model expected writing using the age appropriate skills which are specifically taught in each year group; these are in accordance with the revised 2014 National Curriculum.

**Reading** -At Four Acres, we not only teach children how to read but we aim to nurture a passion and love of reading. Our English provision map ensures that every child is exposed to high quality literature

as they move through the school; these books have been chosen as core texts specifically to inspire and engage our children. We aim to ensure that all children leave Key stage 2 with the ability to read fluently, fully understand extended pieces of text and that they enjoy reading for pleasure. Children are taught how to decode words through high quality phonics teaching as well as how to understand texts through regular class guided and one to one reading sessions.

From Key Stage 1, the children take part in guided reading sessions – focusing on decoding, vocabulary building and developing their viewpoint about a text. Additionally, where appropriate, children begin to develop a variety of ways to practice and record their ideas on paper.

In Key Stage 2, reading sessions take more of a whole class approach with teachers and teaching assistants working with children. During these sessions, children are taught specific reading skills according to their year group objectives using high quality, purpose chosen texts; these often support their topic to reinforce the links between reading and writing skills.

### **Phonics**

At Four Acrs Academy we use Read Write Inc to support the teaching and learning of Phonics. This begins in term 6 in Nursery when children begin to learn Set Sounds 1 phonemes. In their reception year children learn to apply phonics to promote their reading and writing skills. Children continue to learn Set Sounds 1 and Set Sounds 2 which includes digraphs, high frequency words are taught through a superhero word program that promotes learning at home. During Key Stage One children learn the remaining phonemes including digraphs, trigraphs and split digraphs. Assessment is carried out to ensure progress. If children have not developed a sound understanding of phonics set out by the Read Write Inc scheme by the end o Key Stage One; teaching is carried out in Key Stage Two through intervention groups.

### **Mathematics**

At Four Acres we ensure that mathematical skills and their application are taught every day. We endeavour to immerse children in maths so that they can not only remember concepts but master navigating through all areas of mathematics using their ever-growing skills in problem solving and reasoning. Our pupils are provided with the building blocks of each mathematical topic and each child is encouraged to work to their full potential, allowing them to be motivated and challenged. Our planning ensures that all age-appropriate topics from the curriculum are covered, with clear progression within each topic. We are acutely aware of all types of learners and plan to include children from all abilities. Each child is assessed as an individual and whether they find an aspect of number challenging or indeed hit age-expected levels very early in the year, our comprehensive planning and assessment will ensure that they have mathematical activities tailored to their learning needs.

Each lesson in Key stage 1 and 2 begins with a mental maths activity, which twice a week will be the direct teaching of times tables. Teachers, depending on the subject matter being taught, may teach the whole class, or have themselves or a teaching assistant identify a group to pre-teach or re-teach a topic. Children will at some point work independently, in pairs or in groups to get the maximum impact from teaching. Children are taught why particular areas in maths are relevant in the real world and are given chances to consolidate their learning as well as edit their corrections and discuss misconceptions. Teachers are aware of ongoing changes to the curriculum and therefore also provide children with opportunities to answer test questions in test conditions as well as solve real-life

problems. Children are first taught with manipulatives or tactile objects such as cubes to, for example count fruit, then progress to working with visual number sentences, such as adding pictures of fruits. The final developmental stage allows a child to be able to solve problems without these tools and can therefore solve a range of problems in an abstract context, being provided only with words and numbers. Mathematics has a high profile at Four Acres, with book and planning scrutiny carried out regularly supported by lesson observations and pupil interviews. Maths is covered, where possible in a cross-curricular fashion, in science and the humanities and also celebrated in an annual 'Enterprise Day'. Children leave Four Acres with the skills they need to prepare them for secondary and the world.

## **Science**

Science is taught in a manner that is relevant to the children and, where possible, links are made to the general application of science to everyday life. Science can be taught as a separate lesson but is driven through topic and where possible cross curricular links are made to make the curriculum relevant to the children. We will encourage our pupils to be curious about natural phenomenon and to be excited by the process of understanding the world around them. From EYFS to Year 6 we develop blocks of knowledge and concepts alongside the development of enquiry skills. Key scientific terminology will be introduced each lesson. Pupils will be able to carry out simple tests and experiments using equipment and to gather and record data. At the beginning of a science topic pupils will be encouraged to explain their knowledge of the topic and generate questions that they would like to find answers for during the topic either through investigations or research. Topics are taught on a two yearly cycle and cover the knowledge expected in the national curriculum. Where appropriate, links are made in both English and mathematics to the science topics, such as data handling in the presentation of results from an investigation, or debate and research in knowledge based sessions. Lessons include learning about living things, the seasons, space, forces, states of matter, chemical changes etc. Educational visits and guest speakers both enhance the curriculum and inspire the pupils. Such visits include, countryside walks, forest school, the zoo, Bristol museum, @Bristol, university students, the mad scientist, the space dome, the owl sanctuary, bugs that help us (bees) to name a few. We also have a dedicated science day during the year where we invite pupils and parents to view the work of each class.

National Curriculum Science Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england/science-programmes-of-study>

## **Religious Education**

At Four Acres Academy we follow Bristol's Agreed Syllabus for Religious Education. Religious Education (RE) is taught to all pupils except those who are withdrawn by parents. The teaching promotes the spiritual, moral, social and cultural development of our pupils. Our teaching enables pupils to develop knowledge and understanding of the teachings and practices of Christianity and other principle religions represented in Britain. Pupils are taught to appreciate cultural diversity in British society. They will develop their own beliefs and values.

RE teaching develops awareness of belonging to a religious group but also makes pupils aware that some people have no religious attachment.

Refer to the website for the Bristol's Agreed Syllabus:

[www.awarenessmysteryvalue.org](http://www.awarenessmysteryvalue.org)

## **Design and Technology**

Each year there is a topic which has a DT focus e.g. chocolate (packaging), however, short DT lessons maybe taught to teach particular skills, folding, scoring etc. Pupils are taught to evaluate products, disassemble products, design their own, make and evaluate their own products. Pupils are taught how to use tools and equipment safely, avoiding wastage. Pupils select their materials and equipment and evaluate their choices and discuss what they could do to improve next time. Cookery maybe included in DT with children creating their own products e.g. sandwiches, chocolate bars and evaluating their products. During such sessions the pupils discuss and learn about a healthy and balanced diet. Pupils learn where their food comes from with visits to Yeo valley farm.

National Curriculum Art Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study>

## **Art**

Art and Design at Four Acres recognises collaboration, creativity and individuality. Art has great importance within our curriculum and we recognise the skills needed to be taught across key phases are: drawing, painting, 3D/Collage and printing. Art is weaved into our topics across the year. Art Sketch books are used when teaching a discrete Art Skill, showing progression and the teaching of skills throughout our school. We hold a themed Art show each year, to showcase whole school Art, with a focus, and this is open to the local community. Pupils have to work together, designing their individual and whole class project. The pupils who form the Art Council are involved in advertising the show and talking about their Art Work during the gallery. We are currently working towards Artsmark Gold Award and exploring more ways of getting the pupils involved in the Art Curriculum.

The National Curriculum for Art and Design can be viewed here:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239018/PRIMARnational\\_curriculum\\_-\\_Art\\_and\\_design.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239018/PRIMARnational_curriculum_-_Art_and_design.pdf)

## **Computing**

Children are encouraged to develop the skills required to use technology throughout the curriculum. Classrooms have interactive whiteboards and other digital technology alongside access to other hardware such as laptops, tablets and a computer suite.

We also have a discrete timetable for developing progressive computing skills. Each flexible unit enables pupils to develop;

- Programming
- Computational thinking
- Creativity
- Computer networks
- Communication and collaboration
- Productivity
- Online safety

Subject specific software and hardware supports teaching and learning across the all year groups. The children develop their skills starting in phase one (early years) through meaningful experiences that cover all the prime and specific areas of learning and development. In phase two (KS1) they continue to develop these skills; mouse control and keyboard skills, saving work and navigating windows, use of programmable toys progressing into phase three (LKS2) where they create and debug their own code. Pupils continue to develop ways of presenting and communicating using technology, advancing in phase four (UKS2) where they create their own apps and understanding of computer networks.

Pupils are also taught how to use technology safely and responsibly and understand where to go for help and support when they have concerns.

National Curriculum Programme of Study – Computing;

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239033/PRIMARY\\_national\\_curriculum\\_-\\_Computing.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239033/PRIMARY_national_curriculum_-_Computing.pdf)

### **Topic (Humanities)**

At Four Acres Academy we use topic to cover humanities subject skills and knowledge. Our class topics are carefully planned to be age appropriate and build on previous knowledge. Medium term planning shows how a topic will develop to produce a final outcome or answer a key question. Through our medium-term planning strong links are made to other subjects to ensure a wide coverage and application of skills i.e. music, art, DT, computing and science along with maths and English. For example a typical humanities project on the Vikings would start by asking pupils what they already know in order to develop intrigue. We would then begin to develop pupil's understandings of timelines, key historic events, local impact and geographical links including studying maps. Pupils would then follow a series of topic lessons that would build their knowledge with both practical and written lessons. Where applicable we visit places of relevance or invite experts in to support pupils learning. Furthermore, part of our Four Acres ethos is good ecological practices, we teach children about recycling, energy saving and the effect we have on the environment.

### **Physical Education**

P.E is taught both discretely and linked to the curriculum, where appropriate. Weekly lessons of direct 'skills' teaching takes place across the school, plus any additional PE through curriculum based topics when necessary. Each class teacher works closely alongside a PE specialist to ensure that the quality of teaching and learning is good across the subject.

All PE planning is written by the PE co-ordinator and follows the progression and expectations of the National Curriculum. The objectives focus on mastering the fundamental movement skills such as running, jumping, throwing, catching, as well as developing balance, agility and coordination. All pupils are given the opportunity to participate in team games and develop simple tactics to allow them to become effective team members.

PE takes place within the main hall and outside. Dance and gymnastics always take place in the main hall, whilst invasion, net and wall games and athletics generally take place on the school field or concrete, although this is weather depending. Swimming is introduced to the PE curriculum in Key stage 2 and all classes receive a minimum of 1 term of swimming lessons.

We ensure that all pupils are offered a variety of extra-curricular sporting activities across the year within all age ranges. Furthermore, we also offer our children the opportunity to represent the school

and compete against other schools in a variety of sports. This is achieved through the Ashton Park School Sport Partnership and arranging our own friendlies.

PE programme of study: <https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

Ashton Park School Sport Partnership: <http://ssp.ashtonpark.net/>

## **PSHE**

Through PSHE we aim to help children develop fully as individuals and as members of families and social communities. At Four Acres Academy our Core Skills Curriculum focuses on developing skills for learning and personal and social competencies. As a spiral curriculum, children revisit skills year on year but on an increasingly sophisticated level. These skills include learning to work and learn with others, developing independence and responsibility, focusing on becoming better learners, developing a sense of empathy for others, improving thinking skills and developing speaking and listening skills. This is taught through both discrete sessions and embedded throughout the curriculum and school ethos.

As part of a whole school approach, we are committed to helping children understand the importance of loving and caring relationships and how to recognise, avoid and prevent abuse within relationships. Our SRE is delivered through Channel 4's 'Living and Growing' progressive resource programme. We develop the qualities and attributes pupils need to make healthy, informed choices and discourage the misuse of drugs (using the DfE and ACPO drug advice for schools, Education and Inspection Act 2006). KS1 and KS2 have timetabled SRE and Drugs Education time but we do encourage a cross-curricular approach to the development of these skills and understanding. All the teaching and learning in this area is designed to promote the development of children into self-confident, healthy, and responsible adults.

## **Drama**

Drama is used as a key tool in developing oral skills, vocabulary development, building confidence and self-esteem, and as an essential tool in developing imaginative, expressive, and persuasive spoken and written language. 'Hot seating', and 'response in role' drama techniques are used in English lessons aid the development of speaking and listening, reading and writing skills. Imaginative role play is fundamental to developing the whole child, not just in Early Years and KS1 education, but also as they children develop, and our curriculum provides opportunities to perform to wider audiences through assemblies and events across the year. Over the last few years we have worked with the Shakespeare Company and pupils in KS2 have performed Shakespeare in the famous, Bristol Tobacco Theatre. The school has recently received funding to continue this work. The children who perform in these performances and our grand end of year productions grow in self-esteem and confidence taking with them very positive memories of pride, fun and achievement.

## **Music**

Pupils receive specialist teaching in their music lessons in association with Bristol Plays Music. Phase 2 and 3 pupils learn how to use their voices expressively and creatively with a professional vocal teacher. Within lessons they develop their understanding of pitch, dynamics and tempo through learning a variety of songs, rhymes and chants from around the world. Children in Phase 4 are taught to apply the skills they have previously been taught to learn a new instrument. They learn to play both tuned and un-tuned percussion instruments with a specialist teacher to develop their musicality and

composition skills. All pupils practise their singing skills regularly in assemblies and take pride in singing our school song. Each class has the opportunity to perform to the school and within extra-curricular activities children perform both dance and music at Bristol's Colston Hall. Music lessons are linked to Topic work and music is used across the curriculum to promote listening skills, explore music appreciation; create mood and atmosphere as well as to help concentration.

National Curriculum Music Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study/national-curriculum-in-england-music-programmes-of-study>

### **Modern Foreign Language**

At Four Acres Academy we teach Spanish to all children from year 3 to year 6. All KS2 children enjoy a weekly Spanish lesson which last approximately 30 minutes but we also integrate the foreign language into the everyday routine. The emphasis in lessons is very much on listening and speaking, followed by reading short familiar words and writing 2-3 phrases using familiar language. Our approach is to make learning a new language fun! Games, songs and rhymes, and interacting with each other are key features.

By the time the children leave Four Acres, they will have a good introduction to the basics of Spanish. We believe this will give them enthusiasm and confidence to make a flying start to learning Modern Foreign languages at secondary school.

National Curriculum Language Programmes of Study

<http://www.gov.uk/government/publications/national-curriculum-in-england-languages-programme-of-study>

### **Safeguarding**

Safeguarding is not just confined to the PHSE curriculum and feeds through into all areas; from debates in English and topic lessons to keeping safe in PE and DT and e safety in computing. Where concerns arise these are reported to the safeguarding leaders and dealt with appropriately.

### **Enrichment**

We are committed to the broadest educational offering, and that means looking beyond the National Curriculum. A very successful enrichment programme that draws upon a wide range of adult skills is offered through school trips, visiting specialists and themed days and weeks.

### **Trips and Visits**

We plan trips for each year group and these are communicated to parents at the start of the academic year. The trips are directly linked to our topic work for example a visit to @Bristol links with the term's science curriculum. We hold an annual residential trip for our Year 4, 5 and 6 Key Stage 2 pupils to Deanfield Study Centre.

### **Workshops and specialists**

Each year group will take part in a variety of workshops throughout the academic year. These will link to their topic work or to a whole school theme. We invite specialists from a range of institutions including Shakespeare in Schools and Into University. We also have links with small independent educationalists like the Viking Living History group.

### **Themed days and weeks**

We have themed weeks throughout the year; these include Science Week and Waste Week. The annual Gallery of pupils' art work prepared in the preceding weeks is open to parents and the local community. Pupils take part in an Enterprise Week; each class is given a budget which they use to prepare items to sell at a Parents Market. They are required to cost their product, to show their profit etc.

Themed days are also incorporated into curriculum. These may be designed to fit with national initiatives eg World Book Day, to match with events in the UK.

### **Extra-curricular activities**

A wide range of age appropriate clubs are offered after school for Key Stage 1 and 2 pupils. Typically these could include; football, netball, basketball, judo, karate, dance, choir and craft. Pupils represent the academy in sporting, singing and dancing events across the city.

### **Wrap Around Care**

We provide an 'extended day' for working parents and carers and those that have attendance needs from 8.15am at our free Breakfast Club. The pupils are given a healthy and nourishing breakfast.

### **Monitoring and Evaluation**

The Headteacher and SLT will continuously monitor the effectiveness of the curriculum. Subject moderation is shared with governors who receive reports from subject leaders and question them directly about their performance. Our independent SIP has reviewed the breadth and balance of the curriculum to ensure there is depth and progression across the year groups. We have recently joined the SPP peer moderation programme run by the Pickwick Primary Teaching Alliance to enable us to work collaboratively on curriculum development.