

Curriculum Overview

Our Curriculum

Our carefully designed curriculum provides our children with high quality and creative, learning experiences that prepare them both academically and socially to have successful futures.

The Vale Primary Academy Curriculum Drivers

Communication

Independence

Aspiration

Responsibility

Curiosity

Our school curriculum drivers weave through the entire curriculum and are at the heart of all learning experiences in and outside of the classroom. Together with our expectation that teaching strives to always be excellent, our enquiry led curriculum and skilled staff, ensure that we maintain excellent educational standards for our children.

In Years 1-6, we follow the national curriculum; interpreting and transforming the stipulated learning content for each subject and year group, into lessons that will not only stretch and challenge your child at their own ability level but also inspire, and motivate too!

Many subjects are taught through a topic theme. Delivering the national curriculum in this way, allows us to be more creative and use our lesson time much more effectively.

In Nursery and Reception (Early Years Foundation Stage), the curriculum we have created is designed to promote your child's continuous development as they work towards achieving the Early Learning Goals.

Curriculum Map KS1



Writing

- Narrative**
 - Write stories set in places pupils have been.
 - Write stories with imaginary settings.
 - Write stories and plays that use the language of stage drama and traditional drama.
 - Write stories that reuse significant authors.
 - Write narrative poems.
- Non-fiction**
 - Write letters.
 - Write lists.
 - Write captions.
 - Write accounts.
 - Write reports.
 - Write research.
 - Write diaries.
 - Present information.
 - Write non-fictional dialogues.

- Poetry**
 - Write poems that use poetry's form and language.
 - Write sonnets and limerick poems and haikus.

Note: Copy the following are statutory at EYF:

- personal narratives
- and poems
- poetry
- different genres.

Reading

- Listen to traditional tales.
- Listen to a range of texts.
- Learn common phrases by heart.
- Discuss familiar texts at a wide range of texts of different lengths.
- Discuss books.
- Build up experience of poems to recite.
- Use the clues and word features.
- Listen to short non-fiction texts.

Communication

- Engage in meaningful discussions in all areas of the curriculum.
- Listen to and learn the range of subject specific vocabulary.
- Through reading identify vocabulary that excites and interests them.
- Speak to read and larger audiences at formal times.
- Use personal observer sentences and stories, giving feedback on the second half and the use of standard English.
- Listen to and tell stories of up to 100 words in the curriculum.
- Deliberate focus and formalisation of vocabulary points.

Mathematics

- Count and calculate a range of practical contexts.
- Use and apply mathematics to measure, solve and assess the curriculum.
- Develop key concepts in many different practical ways to secure retention.
- Engage numbers and place value up to at least 1000.
- Build and sustain using mental and formal written methods in practical contexts.
- Work up and divide using mental and formal written methods in practical contexts.
- Explore the properties of shapes.
- Use language to describe position, direction and movement.
- Use and apply to practical contexts a range of measures, including time.
- Transferable in practical contexts.

Science

- Working scientifically**
 - Accessibly use appropriate scientific knowledge and skills should be based by working scientifically. This is discussed in the handbook for progress review.
- Biology**
 - Plants**
 - Identify, classify and describe their basic structure.
 - Observe and describe the growth and conditions for growth.
 - Animals and humans**
 - Identify, classify and describe.
 - Look at gross fit, basic needs, movement, food and hygiene.
 - All living things***
 - Investigate differences.
- Chemistry**
 - Materials**
 - Identify, name, describe, classify, compare properties and changes.
 - Look at the practical uses of everyday materials.
- Physics**
 - Light***
 - Look at sources and reflection.
 - Sound***
 - Look at sources.
 - Identify sound.
 - Look at applications and sounds.
 - Force***
 - Describe basic measurements.
 - Earth and space**
 - Classroom practical changes.

* Some marked * are not statutory

Art and design

- Use experiments and ideas as the inspiration for artwork.
- Share ideas using drawing, painting and sculpture.
- Explore a variety of techniques.
- Learn about the work of a range of artists, crafts and designers.

Computing

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs may be broken down into sequences of instructions.
- Write and test simple programs.
- Use logic to program to predict the behaviour of simple programs.
- Design, debug, create, improve and evaluate code as a range of digital products.
- Communicate safely and responsibly online, keeping personal information private, and engaging in constructive use of information technology beyond school.

Design and technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should use a range of relevant contexts, such as the home and school, gardens and play grounds, the local community, industry and consumer products.

When designing and making, pupils should be taught to:

- Design**
 - design purposeful, functional, appealing products for themselves and other users based on design criteria.
 - generate ideas, create and communicate their ideas through talking, drawing, modelling, mock-ups and, where appropriate, information and communication technology.

- Make**
 - select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.
 - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

- Evaluate**
 - analyse and evaluate a range of making products.
 - evaluate their ideas and products against design criteria.
- Technical knowledge**
 - build on their existing knowledge.
 - build on their existing knowledge of how things can be made stronger, safer and more stable.
 - explain and use mechanisms, such as levers, wheels, axles and gears, in their products.
 - explain and use materials.
 - use the basic principles of a healthy and sound diet to prepare dishes.
 - understand where food comes from.

Geography

- Investigate geographical contexts and issues.
- Investigate the countries and capitals of the United Kingdom.
- Compare and contrast a wide range of the United Kingdom with that of a non-European country.
- Explore another and describe in the United Kingdom and around the world.
- Use basic geographical vocabulary to refer to and describe key physical and human features of locations.
- Use world maps, atlases and globes.
- Use simple compass directions.
- Use aerial photography.
- Use fieldwork and observational skills.

History

- Look at:**
 - The lives of significant individuals in British history to have contributed to our nation's history - scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Leonard English or Charles Darwin.
 - Key events in the past that are significant nationally and globally, particularly those that influenced life locally or other events that are commemorated throughout the year.
 - Significant historical events, people and places in their own locality.

Languages

- Language is optional at key stage 1.

Music

- Use their voices to produce by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Learn the conventions and understanding for a range of high-quality live and recorded music.
- Make and combine sounds using the voice-related dimensions of music.

Personal development

- Classroom and home activities to progress in the right areas of 'success'.
- Study role models who have achieved success.

Curriculum Map KS2

Writing

Narrative

- Write stories set in places pupils have been.
- Write stories that contain mythical legendary or historical characters or events.
- Write stories of adventure.
- Write stories of mystery and suspense.
- Write letters.
- Write plays.
- Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.

Non-fiction

- Write instructions.
- Write recounts.
- Write persuasively.
- Write explanations.
- Write non-chronological reports.
- Write biographies.
- Write in a journalistic style.
- Write arguments.
- Write formally.

Poetry

- Learn by heart and perform a significant poem.
- Write haiku.
- Write cinquain.
- Write poems that convey an image (simile, word play, rhyme and metaphor).

Note: Only the following are statutory at KS2:

- narratives.
- non-fiction.
- poetry.

Reading

- Read and listen to a wide range of styles of text, including fairy stories, myths and legends.
- Listen to and discuss a wide range of texts.
- Learn poetry by heart.
- Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.
- Take part in conversations about books.
- Learn a wide range of poetry by heart.
- Use the school and community libraries.
- Look at classification systems.
- Look at books with a different alphabet to English.
- Read and listen to whole books.

Communication

- Engage in meaningful discussions in all areas of the curriculum.
- Listen to and learn a wide range of subject specific vocabulary.
- Through reading identify vocabulary that enriches and enlarges stories.
- Speak to small and larger audiences at frequent intervals.
- Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.
- Listen to and tell stories often so as to internalise the structure.
- Debate issues and formulate well-constructed points.

Mathematics

- Count and calculate in increasingly complex contexts, including those that cannot be experienced first hand.
- Rigorously apply mathematical knowledge across the curriculum, in particular in science, technology and computing.
- Deepen conceptual understanding of mathematics by frequent repetition and extension of key concepts in a range of engaging and purposeful contexts.
- Explore numbers and place value so as to read and understand the value of all numbers.
- Add and subtract using efficient mental and formal written methods.
- Multiply and divide using efficient mental and formal written methods.
- Use the properties of shapes and angles in increasingly complex and practical contexts, including in construction and engineering contexts.
- Describe position, direction and movement in increasingly precise ways.
- Use and apply measures to increasingly complex contexts.
- Gather, organise and interrogate data.
- Understand the practical value of using algebra.

Art and design

- Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.
- Develop and share ideas in a sketchbook and in finished products.
- Improve mastery of techniques.
- Learn about the great artists, architects and designers in history.

Computing

- Design and write programs that accomplish specific goals, including controlling or simulating physical systems: solve problems by decomposing them into smaller parts.
- Use sequence, selection and repetition in programs: work with variables and various forms of input and output: generate appropriate inputs and predicted outputs to test programs.
- Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.
- Understand computer networks including in the internet: how they can provide multiple services, such as the world wide web and the opportunities they offer for communication and collaboration.
- Describe how internet search engines find and store data: use search engines effectively, be discerning in evaluating digital content: respect individuals and intellectual property: use technology responsibly, securely and safely.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Science

Working scientifically

Across all year groups scientific knowledge and skills should be learned by working scientifically. (This is documented in the Essentials for progress section.)

Biology

Plants

- Look at the function of parts of flowering plants, requirements of growth, water transportation in plants, life cycles and seed dispersal.

Evolution and inheritance

- Look at resemblance in offspring.
- Look at changes in animals over time.
- Look at adaptation to environments.
- Look at differences in offspring.
- Look at adaptation and evolution.
- Look at changes to the human skeleton over time.

Animals and humans

- Look at nutrition, transportation of water and nutrients in the body, the muscle and skeleton system of humans and animals.
- Look at the digestive system in humans.
- Look at teeth.
- Look at the human circulatory system.

All living things

- Identify and name plants and animals.
- Look at classification keys.
- Look at the life cycle of animals and plants.
- Look at classification of plants, animals and micro organisms.
- Look at reproduction in plants and animals, and human growth and changes.
- Look at the effect of diet and exercise and drugs.

Chemistry

Rocks and fossils

- Compare and group rocks and describe the formation of fossils.

States of matter

- Look at solids, liquids and gases, changes of state, evaporation, condensation and the water cycle.

Materials

- Examine the properties of materials using various tests.
- Look at solubility and recovering dissolved substances.
- Separate mixtures.
- Examine changes to materials that create new materials that are usually not reversible.

Physics

Light

- Look at sources, seeing, reflections and shadows.
- Explain how light appears to travel in straight lines and how this affects seeing and shadows.

Sound

- Look at sources, vibration, volume and pitch.

Electricity

- Look at appliances, circuits, lamps, switches, insulators and conductors.
- Look at circuits, the effect of the voltage in cells and the resistance and conductivity of materials.

Forces and magnets

- Look at contact and distant forces, attraction and repulsion, comparing and grouping materials.
- Look at poles, attraction and repulsion.
- Look at the effect of gravity and drag forces.
- Look at transference of forces in gears, pulleys, levers and springs.

Earth and space

- Look at the movement of the Earth and the moon.
- Explain day and night.

Design and technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment.

When designing and making, pupils should be taught to:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Make

- select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Evaluate

- investigate and analyse a range of existing products.
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- understand how key events and individuals in design and technology have helped shape the world.

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages.
- understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors.
- apply their understanding of computing to programme, monitor and control their products.

Cooking and nutrition

- understand and apply the principles of a healthy and varied diet.
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

Languages

In the chosen modern language:

- Speak
- Read
- Write
- Look at the culture of the countries where the language is spoken.
- If an ancient language is chosen, read, translate and explore the culture of the time.

Music

- Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.
- Improvise and compose music using the inter-related dimensions of music: separately and in combination.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand the basics of the staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.
- Develop an understanding of the history of music.

Geography

- Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.
- Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.
- Key geographical features of the countries of the United Kingdom, and understanding how some of these aspects have changed over time.
- Locate the geographic zones of the world.
- Understand the significance of the geographic zones of the world.
- Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).
- Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.
- Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.
- Describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle
 - human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.
- Use a wide range of geographical sources in order to investigate places and patterns.
- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

History

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Scots.
- The Viking and Anglo-Saxon struggle for the Kingdom of England.
- A local history study.
- A study of a theme in British history.
- Early Civilisations achievements and an in-depth study of one of the following: Ancient Sumer: The Indus Valley; Ancient Egypt: The Shang Dynasty.
- Ancient Greece.
- A non-European society that contrasts with British history chosen from:
 - Early Islamic Civilisation
 - Mayan Civilisation
 - Benin.

History of interest to pupils

Personal development

- Discuss and learn techniques to improve in the eight areas of 'success'.
- Study role models who have achieved success.
- Study those who have lost success and relate this to the eight areas of 'success'.

Physical education

- Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending.
- Take part in gymnastics activities.
- Take part in athletics activities.
- Perform dances.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2.

Religious education

- Study the beliefs, festivals and celebrations of Christianity.
- Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.
- Study three of the major six religions not studied in depth in order to gain a brief outline.
- Study other religions of interest to pupils.