

# **Summercourt Academy Curriculum**

## **Our curriculum statement**

At Summercourt Academy our curriculum aims to give children the knowledge, skills and understanding to achieve to their full potential academically, socially and emotionally. This takes place in the context of a safe and nurturing school environment where each individual child is known, and each individual child's learning journey is unique to them.

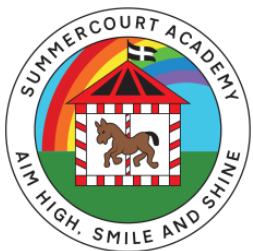
We aim to give the children the necessary skills to prepare them for life in modern British society. As a truly inclusive primary school our curriculum reflects both the context of the school and the experiences of the children. This enables the children to be aspirational, to fulfil their potential and reach the highest of expectations that we have of them. We want all our pupils to truly reach their potential in everything they do,

Our priority is to enable the children to succeed in the 21st century by providing a rich, relevant and exciting curriculum. In doing so the children will develop a lifelong love of learning. Reading for information and pleasure, writing for different purposes, being able to apply their maths skills to real life situations, being able to explain, analyse and persuade is at the heart of what we do.

Our approach to delivering a creative curriculum ensures that we fully implement the National Curriculum. We follow a theme-based approach to learning in the belief that children learn best when logical connections are made between different aspects of their work. We encourage project work and research-based learning to encourage the children to have enquiring minds, to take ownership of their own learning, fostering independence and developing resilience.

At Summercourt we believe that learning is an active collaboration between home and school. In addition to regular homework such as reading, spelling, handwriting and learning number facts (tables and number bonds) we encourage parents to become involved in project work and topics.

The children are taught in 3 key stages - the Early Years Foundation stage, Key Stage 1 and Key stage 2. In the Foundation Stage the children follow the Early Years Foundation Stage curriculum and in Key Stage 1 and Key Stage 2 the children follow the National Curriculum.



## Core Skills

### English and Maths

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Core English and Maths</b>	See non-negotiable for Reading, Writing and Maths for Year 1	See non-negotiable for Reading, Writing and Maths for Year 2	See non-negotiable for Reading, Writing and Maths for Year 3	See non-negotiable for Reading, Writing and Maths for Year 4	See non-negotiable for Reading, Writing and Maths for Year 5	See non-negotiable for Reading, Writing and Maths for Year 6

## Geography, History, RE & Modern Foreign Languages

KS1	LKS2	UKS2
<ul style="list-style-type: none"> <li>• Develop an understanding of their local area and the geographical features within it</li> <li>• Understand the economical make up of the local area</li> <li>• Identify what county and country we live in</li> <li>• Locate Cornwall on a map</li> <li>• Children to connect, communicate and collaborate with members of the community</li> <li>• Understand the History of the local area</li> <li>• Look at the diversity within the local community</li> <li>• Look at the Christian Faith - linked back to Romans, churches in local community</li> <li>• Identify ways to be a good member of the community - looking at citizenship, giving pack, looking out for each other, valuing each others opinions</li> <li>• Identify how local businesses sell products to the community for profit</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the geographical features of the UK e.g. coastline, rivers, mountains, landscapes, seas</li> <li>• Develop an understanding of the EU and which countries make it up</li> <li>• Look at the different continents</li> <li>• Identify the UK and European countries on a world map</li> <li>• Children to connect, communicate and collaborate with people across the UK</li> <li>• Identify different religions in the UK and look at their beliefs and values</li> <li>• Identify how communities are formed around religion across the UK</li> <li>• Look at the involvement of the UK in WW1 or WW2 - how did this impact the UK?</li> <li>• Understand how the EU was formed</li> <li>• Understand how empathy and respect builds stronger communities</li> <li>• Identify how trade and tax works within the UK - how we could apply this to sale</li> </ul>	<ul style="list-style-type: none"> <li>• Identify geographical features of how the world is made up - including plates, layers, lines</li> <li>• Look at how climates vary across the world and how this is changing over time</li> <li>• Look at the cause and effect of Natural Disasters and how this impacts on people's lives</li> <li>• Begin to understand how the world is changing</li> <li>• Analyse trends across the world e.g. birth rate, mortality rate</li> <li>• Children to connect, communicate and collaborate with people across the world</li> <li>• Develop an understanding of the British Empire</li> <li>• Discuss diversity within a religion and how this alters people perception of a religious group</li> <li>• Develop skills to manage money in the real world e.g. banking</li> <li>• Identify any major global events that have brought about change e.g. 9/11, Man on the moon</li> </ul>
RE coverage must be cross-referenced against the Lincolnshire agreed syllabus for RE.		

## Science, Technology and Computing

KS1	LKS1	UKS2
<ul style="list-style-type: none"> <li>• Understand the biology of plants, animals and humans e.g. what they are made up of, what they need to grow, lifecycle</li> <li>• Understand the scientific properties of different materials e.g. float, sink, transparent, opaque</li> <li>• Develop an understanding of electricity.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the biology and physiology of animals and microorganisms.</li> <li>• Understand the biology of plants including features and functions.</li> <li>• Develop an understanding of the different forces including motion, gravity and air resistance.</li> <li>• Develop an understanding of the movement of light and sound</li> </ul>	<p>Understand the biology and physiology of humans e.g. movement, organs, reproduction, inheritance, evolution</p> <ul style="list-style-type: none"> <li>• Develop an understanding of Space and how it's made up e.g. constellations, planets, forces</li> <li>• Understand the different states of matter, how they are formed and how they can change.</li> </ul>
Include key scientific figures and discoveries e.g. Isaac Newton, Alexander Fleming, Marie Curie, Stephen Hawking		
<p>Identify elements of a computers hardware</p> <ul style="list-style-type: none"> <li>• Develop an understanding of Algorithms and how to instruct and debug</li> </ul>	<ul style="list-style-type: none"> <li>• Identify ways to manipulate hardware to perform a specific task</li> <li>• Begin to program systems to meet a specific purpose e.g. move a robot, mechanical lever</li> </ul>	<ul style="list-style-type: none"> <li>• Build systems from hardware e.g. robots</li> <li>• Program own devices for a purpose</li> </ul>
Continually look at presentation, font size, grouping, communication emails, facetime, software, word, excel, power point, pages, notes etc.		
Within all of this the children should be identifying problems, planning solutions, testing and then evaluating and improving		

## Art, Music and Drama

KS1	LKS2	UKS2
Exemplars should be used to make beautiful final outcomes this can be a range of different genres and media so the children get a variety		
<ul style="list-style-type: none"> <li>Identify and appreciate a variety of beautiful creations including Art, music, food, dramatic performances, artefacts</li> <li>Discuss and reflect on why it's beautiful formulating their own opinion</li> <li>Identify different medias within art</li> <li>Discuss different instruments and how they are used to create beautiful pieces of music</li> <li>Reflect on how they can create beautiful creations</li> </ul>	<ul style="list-style-type: none"> <li>Review more contemporary Beautiful creations including art, music, drama, fashion etc.</li> <li>Discuss how beauty is in the eye of the beholder</li> <li>Discuss and debate own opinions about what is beautiful</li> </ul>	<ul style="list-style-type: none"> <li>Identify how Beautiful creations are influenced by the global figures</li> <li>Discuss controversial art and music and what it represents e.g. graffiti, Tracey Emming</li> <li>What makes people famous for their creations?</li> </ul>
<p>Experiment with texture, colour, line, pattern, shape, form and space</p> <ul style="list-style-type: none"> <li>Colour mixing primary colours</li> <li>Use a range of tools (sponges, fabric) to begin to experiment with texture</li> <li>Practice a variety of methods for dying material</li> <li>Explore shading with media</li> <li>Creating light and dark colours</li> <li>Explore pattern e.g. printing, stamping</li> <li>Create work using natural materials</li> </ul>	<p>Manipulating media using fingers and tools</p> <ul style="list-style-type: none"> <li>Use decoration techniques</li> <li>Draw outlines with reference to size and shape</li> <li>Combine materials</li> <li>Mixing tertiary colours (browns, neutrals, flesh)</li> <li>Build up painting techniques (resist work, layering, and scraping)</li> <li>Use media to create tone and shade and intricate marks when drawing</li> <li>Use joining techniques such as slotting, tying, pinning and sewing when creating 3D structures</li> </ul>	<p>Use techniques to introduce perspective (Drawing from above and below, near/far)</p> <ul style="list-style-type: none"> <li>Begin to experiment with the techniques of different artists</li> <li>Practice skills to create different surfaces</li> <li>Develop sculpture techniques by manipulating natural materials to create a structure</li> <li>Use viewfinders and perspective techniques in composition</li> <li>Apply paint to show textures</li> <li>'Limited palette' work. Working with one colour and developing work using tints and shades</li> <li>Construct scale models using joining and drawing techniques</li> </ul>
<p>Explore different instruments and ways of making a sound with them</p> <ul style="list-style-type: none"> <li>Begin to use symbols to represent sounds</li> <li>Adapt symbols representing music to show changes in dynamics</li> <li>Choose and control sounds to create different moods and effects</li> </ul>	<p>Interpret notation of rhythm (not on a stave)</p> <ul style="list-style-type: none"> <li>Improvise and compose music for a range of purposes controlling musical qualities</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use simple formal notation including beats in a bar</li> <li>Compose using an understanding of music from a range of cultures, times and styles</li> <li>Plan for expression in compositions</li> </ul>

## PE and PSHE

KS1	LKS2	UKS2
<p>Wellbeing and safeguarding should underpin everything we do. Children should be given the chance to express how they are feeling daily and then be provided the tools to improve it if necessary. Safety and safeguarding sessions may be done through discrete lessons or class councils. Children need to be equipped with the tools to stay safe and healthy at an age appropriate level.</p>		
<p>Danger awareness/ Keeping safe e.g. road safety, water safety</p> <ul style="list-style-type: none"> <li>• E-safety</li> <li>• Exercise</li> <li>• Healthy diets and cookery skills</li> <li>• Mental wellbeing</li> <li>• Hygiene • Relationships</li> </ul>	<p>Danger awareness/ Keeping safe e.g. road safety, water safety</p> <ul style="list-style-type: none"> <li>• E-safety</li> <li>• Exercise</li> <li>• Healthy diets and cookery skills</li> <li>• Mental wellbeing</li> <li>• Hygiene</li> <li>• Puberty</li> </ul>	<p>Danger awareness/ Keeping safe e.g. road safety, water safety</p> <ul style="list-style-type: none"> <li>• E-safety</li> <li>• Exercise</li> <li>• Healthy diets and cookery skills</li> <li>• Mental wellbeing</li> <li>• Hygiene</li> <li>• Sex education</li> </ul>