

Alexandra Park Junior School

Curriculum Intent 2023/24

Alexandra Park Junior School will provide an ambitious, high quality, well-planned, broad and balanced curriculum which inspires, challenges and safeguards all our children. We use the National Curriculum as a starting point but our curriculum goes beyond this and encompasses creative, cultural, technological and sporting opportunities in a cross-curricular way. We also include the 'hidden' curriculum: that the children learn from the way they are treated and expected to behave. It is designed to give all learners, particularly the most disadvantaged, the knowledge, skills and cultural capital they need before they leave us to succeed in life. Our promotion of enrichment gives an equality of experience to all children so that all can achieve and exceed their potential. The whole curriculum has been carefully planned and sequenced progressively to ensure every child has the sufficient knowledge and skills for future learning and future employment. These are published on the website for each subject. We encourage our children to be aspirational and promote this through our enterprise week and opportunities to speak with professionals to support them in making informed choices about their future.

Aims

We aim to ensure that all our pupils grow to be:

- * Successful learners - who enjoy learning, make progress, achieve and have a thirst for learning;
- * Confident individuals - who are able to live safe, healthy and fulfilling lives;
- * Responsible citizens - who can work cooperatively with others and make a positive contribution to society.

Equal Opportunities

Alexandra Park Junior School provides a broad and balanced curriculum, which gives equality of access to each and every pupil, regardless of gender, race, social class, ability, or special need. All learners, including those with EAL and SEND, are challenged by a curriculum that is designed to be ambitious and to meet their individual need.

Intervention

Intervention at APJS is designed to compliment learning inside the classroom and used as a catch up for those needing additional support, particularly those with SEND. These interventions do not replace any part of the curriculum and the majority take place before or after the school day. In maths, we offer pre-teaching before lessons and then RRI (rapid response intervention) in the afternoons for those working below age related who are struggling to meet learning objectives. In reading we have a full phonics programme for any pupils who haven't passed the Year 1 phonics screen or those who are new to learning English. We also offer inference and comprehension reading interventions after school for targeted groups of children.

Our Year 6 pupils access the full curriculum, their learning is not narrowed to boost in preparation for the SATs tests. Intervention and catch up programs are therefore offered outside of the curriculum but our primary focus is on providing high quality support in lessons. In the Spring and Summer term there may be some exam preparation so that our pupils are familiar with the style of an exam but this does not replace the curriculum for our pupils as it takes the form of example questions relevant to the curriculum intent as and when appropriate. At the end of Year 5 and throughout Year 6 we will also run small group tutoring using our Catch Up Premium funding for targeted Year pupils to support them with their SATs tests.

Curriculum Intent for each subject area

English

Language and literacy are fundamental to all aspects of children's home and school life. We aim to develop and extend language skills through carefully planned speaking, listening, reading and writing opportunities across our whole curriculum. By the end of their time at Alexandra Park Junior

School children should be able to express themselves confidently both orally and with the written word. The English Curriculum is taught according to the National Curriculum. Our children access engaging, active and high quality lessons.

Speaking and Listening

Children are given a range of opportunities to develop confidence in speaking and listening skills across the curriculum. They are provided with opportunities where they can access a whole class read, share their ideas, listen attentively, ask questions, give and receive instructions, offer explanations, debate points of view and use play and drama to express themselves. Word aware strategies are also used across all subjects to raise vocabulary. Year 3 and 6 pupils prepare and perform performances for whole school and parents which enable them to practice their skills. All pupils also take part in a whole school Choral Speaking event.

Reading

The school's overall aim is for every child to become a fluent and confident reader. Reading is taught as a specific skill, through discrete teaching opportunities in Whole Class Reading, inference skills time and phonics intervention, as well as within their English lesson and across other subject areas. Reading for pleasure is heavily encouraged through a weekly session dedicated to this. Each child's progress is carefully monitored through the use of Target Tracker and through the Progress in Reading tests (GL assessment). We have invested heavily in a wide variety of new books, which provide a structured approach to the teaching of reading throughout the school, as well as supporting children with reading at home. We encourage reading at home through setting Monster Reading challenges each term, children are also encouraged to produce creative book reviews about each book they read which are celebrated and displayed both in the classroom and around school. Our home reading is now being monitored through a new system called 'Boom Readers' to allow more effective communication between home and school. As well as the wide range of levelled/banded reading material within school, there are well-stocked fiction and non-fiction library areas in Year group areas, from which the children are encouraged to borrow. Reading is celebrated during World Book Week and a variety of authors and storytellers are invited to run sessions in school for all year groups.

Writing

Children are taught skills in the composing aspects of writing, through a cross-curricular based approach linked to our enrichment programme, where they are given experience of writing for a variety of purposes and audiences. The writing curriculum has been planned for recovery through the use of KPIs (Key Performance Indicators) from their previous year group and these will be secured during the first term before moving on to ensure gaps in knowledge are diminished. Individual targets will be set for pupils based on the KPIs to support them to make progress. The use of active learning strategies, technology and creative opportunities enhance our children's writing development whilst maintaining social distancing protocols in the classroom. Grammar, spelling and handwriting are also taught progressively throughout the school. Spelling and handwriting is taught discretely through the week with spelling sessions streamed across each year group to ensure the most progression.

The children are also taught presentational, word processing, publishing and research skills using computers.

Mathematics

We build the children's conceptual understanding through a CPA approach and underpin the thinking skills needed for problem solving and reasoning. We will continue to use concrete manipulatives (in smaller groups) especially at the beginning of introducing a maths concept. We also have a weekly focus on times tables and developing children's arithmetic to enable quick recall. Various competitions and challenges will be organised throughout the year to support this. Starters will have a number of important purposes: to determine starting points (pre-learning tasks); to teach pre-requisites; and re-visiting taught objectives in order to maximize the long term memory.

We will mainly follow the White Rose materials and adapt as necessary for individual classes. We aim to deliver missed objectives from the closure period before the relevant maths blocks as pre-requisites. These objectives have been noted and shared with staff to ensure the sufficient time is spent on them. Following White Rose will enable us to cover most of the missed objectives. However, where the objectives are not planned to be covered in the White Rose, (due to us covering blocks in a different order in the previous year), the Key objectives from the relevant blocks have been identified and planned into the long term planning in order to be covered.

Science

Through a variety of science activities, we aim to encourage and stimulate the children to develop enquiring minds about the world in which we live. The science work throughout the school is mainly performed in a practical manner, with designated time for specifically developing scientific enquiry skills.

The skills we hope to develop are: questioning, observing, prediction, hypothesising, the devising and setting up of experiments and the recording and communicating of results. The content of the science work covered is planned to ensure a progression of concepts throughout the school. This structured approach will enable the children to cover the programmes of study specified in the National Curriculum. Some of the programmes of study to be covered are: Experimental and investigative science, Life processes and living things, Materials and their properties, Physical processes.

History

In History, our children are taught about significant events and development in Britain's past-from prehistoric to modern times, about ancient civilisations and the history of different parts of the world. History is one of the main drivers of our topic based curriculum, securing historical knowledge through other areas of the curriculum.

Pupils are given opportunities to develop their skills and a chronological understanding by being encouraged to make links across the different study units. Additionally, opportunities are given to investigate local history and to learn about the past from a range of sources of information through our Local history study where each year group develops their knowledge of the history of where they live.

All missed units caused by the pandemic have now been caught up and we have returned to our full curriculum. Long term plans demonstrate the key knowledge and skills to be taught to enable pupils to have the pre-requisite learning required to move onto their relevant unit.

Geography

The teaching of geography encompasses the acquisition of four key areas of learning:- place knowledge; locational knowledge; human and physical geography; geographical skills and fieldwork. Geographical fieldwork and investigations provide vital opportunities for collaboration and developing a sense of individual responsibility. In addition, due to its focus on different places and environments around the world, geography promotes citizenship and celebrates cultural, spiritual and moral diversity. A personalised curriculum has been developed in order to broaden our pupils' life experiences and enhance their cultural capital. This includes: reinforcing pupils' understanding of issues such as global citizenship, diversity and sustainable development; promoting the use of IT; making clearer links between geography and the wider curriculum by making it a main driver of our topic based curriculum; linking topics to 'real-life' issues; broadening pupils' horizons so that they understand; placing enjoyment and achievement at the heart of the geography curriculum.

Children are taught to work with maps, plans, globes, information technology and other resources in order to develop their geographical skills and knowledge of places.

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Information Communication Technology

The school has a fully equipped ICT suite as well as access to individual iPads in classrooms. All equipment on the network have access to the Internet to support teaching and learning throughout the school. The school has purchased numerous software packages to support subject content such as Spelling Shed, Prodigy Maths, SPAG.com, Digismart and Scratch. The use of ICT enhances learning in all subjects. All our classrooms have interactive whiteboards.

Computer Science

In line with the National Curriculum (2014) requirements children access computer science lessons for 1 hour per week taught by a Computer Science specialist.

We aim to develop the following areas:

1. To provide a relevant, challenging and enjoyable fun curriculum for Computing for all pupils.
2. Ensure that the requirements of the national curriculum programmes of study for computing are met.
3. Use computing tools that are available at the school to enhance learning throughout the curriculum.
4. To respond to new developments in technology.
5. To equip pupils with the confidence and capability to use computing in secondary schools where they can further their knowledge and understanding.
6. To enhance learning in other areas of the curriculum especially project based topics using computing.
7. To develop the understanding of how to use computing safely and responsibly.
8. To develop cross curricular links to further embed computing skills.

Art

Children are given opportunities to explore many different methods, materials and tool techniques through line, colour mixing, shape and form and 3D work. They improve their mastery of drawing, painting and sculpture work. We feel it is essential that children are encouraged to recognise the elements and influences of internationally and locally known Artists, past and present and have therefore ensured this study is integral to our art units of work. Particularly during our local History Study, children are given the opportunity to learn about local artists past and present. These connections enable children to review and develop their own work, comparing and evaluating them against artists work.

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Music

All our children are taught music our highly skilled specialist music teacher. In music, children are given opportunities to enjoy and appreciate many different styles of music through active involvement in performing together, musical games, composing and listening. They will play and perform in solo and ensemble contexts, using body percussion and playing musical instruments with increasing accuracy, fluency, control and expression. They will learn to appreciate and discover music from different cultures and traditions and explore how to compose pieces of music for a range of purposes.

Design and Technology

Children are helped to develop their capabilities in designing and making skills. In developing their technological skills children are taught to: use tools and materials safely; plan and organise their work safely; apply, consolidate skills and knowledge previously taught; and to evaluate their work as part of the mathematics, science and art curriculum. During Enterprise week, children have the opportunity to embed their skills to design and make a product to sell at the Christmas Fair.

French

French is taught weekly using the interactive programme 'Language Angels'.

school. Opportunities are provided for children to learn orally and in written form through a variety of progressive units with real-life themes, giving the children the opportunity to develop conversational, formal and informal vocabulary.

Physical Education & Sport

The school has invested in a qualified PE specialist to deliver high standards of PE across the school from the Oldham Sports Development service in addition to the investment in training a key member of staff in school. The time allowed each week for the teaching of the PE curriculum is 2 hours. This time is shared between gymnastics, athletics, dance, fitness and games [including team games]. Swimming is also accessed via the Oldham Centre for Learning at Chadderton Baths, where the children attend for a term in Year 4 and again in Year 6.

Additionally a range of traditional team sports are played at Alexandra Park Junior School including football, quick cricket, rounders and netball, where children compete in both intra and interschool competitions. There are a broad range of extra curricular activities in the form of weekly clubs after school, which include Thai Boxing (martial arts), Cricket, football, netball and multi skills. The importance of correct clothing is emphasised. School PE kit and correct footwear should be worn for PE lessons.

Religious Education

Religious Education and assemblies are non-denominational. At APJS we follow the Oldham Agreed Syllabus 2020-2025. In assemblies, we make an effort to celebrate a variety religious festivals including Eid, Harvest, Christmas, Easter etc to provide the widest of experiences to our children. We aim to teach children to recognise and respect different beliefs and commitments by teaching them about a variety of religions. We try to provide for all beliefs so that no child is left out. All children are encouraged to think about their own faith and beliefs, to draw on their own knowledge and experiences. We follow the Oldham agreed syllabus, approved by the local SACRE committee, with staff regularly updated through training. RE is taught on a rotating basis with PSHE to allow a deeper quality of teaching. During the year each year group (with the exception of year 6) will do 3 units. Spiritual and moral development is encouraged through the ethos of the school through enrichment visits and assemblies (these take place once a week whole school and three times a week as class worship). Enquiry based work in RE is often done through in class discussion, questioning, games and practical activities rather than written work. These reflections are recorded in the class active learning book and/or Class Dojo.

More recently, our children deliver in class worship group sessions.

Personal, Social, Health Education, Sex Education (Please see separate policy)