

Alexandra Park Junior School

Curriculum Intent

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 for targeted 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.

Oracy

At Alexandra Park Junior School we believe that spoken language underpins the development of reading, writing and communicating effectively and is a vital life skill. As our school is 78% EAL, we know that language development is an area of key importance to our pupils. We use this as our driving force to improve children's spoken language, listening, vocabulary and fluency which also has a positive impact on all wider subjects.

Our curriculum and classrooms are designed to be rich in talk, from effective questioning, constructive peer discussions and the use of cooperative learning strategies, teachers also use talk skilfully to develop and encourage critical thinking and reasoning. There is a clear understanding in school of how effective talk aids teaching.

We believe that expanding pupils' vocabulary is vital, which is why we aim to create a vocabulary rich environment by exposing pupils to a wide variety of words and encouraging pupils to use these words and make links to the wider world whilst also implementing their learnt vocabulary throughout their school day.

Reading

At Alexandra Park Junior School, we recognise that the ability to read fluently, independently and effectively for meaning are some of the most important skills that we can teach our children from the very earliest age. It allows access to all other areas of the curriculum, providing opportunities to increase pupils' knowledge and understanding as well as being an important skill for future learning and employment. Therefore, we place the systematic teaching of reading at the very heart of our curriculum. Alongside this we aim to nurture a love of books and a desire to read for pleasure through sharing of high quality reading materials and the teaching of specific reading skills.

In order to ensure that the schools' curriculum intent and implementation are embedded securely and consistently across the school, the following systematic approach to teaching reading fluency and skills must be adhered to by all staff at Alexandra Park Junior School.

This reading structure incorporates teaching and learning strategies to develop reading fluency, vocabulary acquisition and development, expose children to age-appropriate texts, support cross curricular learning and promote a love of reading.

The reading curriculum has also been adapted to include consolidation units for year 3 children which includes whole class teaching to ensure they are prepared for the structured approach in later years. Provision is also made for children across the school to access phonics lessons where they are working below age related expectations in reading.

Writing

At Alexandra Park Junior School, we believe that every pupil is entitled to a rich, ambitious and inclusive writing curriculum which enables them to communicate confidently and effectively. Our writing curriculum is carefully sequenced and linked to high-quality texts and learning across the wider curriculum, providing meaningful contexts and purposes for writing. Teaching is underpinned by assessment for learning so that teachers can identify pupils' starting points, recognise gaps in foundational knowledge and adapt teaching to meet their needs.

We recognise that some pupils join us with gaps in the foundational knowledge and skills needed to become successful writers. We aim to identify and address these barriers early so that all pupils are able to access the Key Stage 2 curriculum and make strong progress.

Our approach includes:

*Consolidating foundational knowledge: Every year group begins the academic year with a carefully planned consolidation unit. This enables teachers to assess pupils' prior knowledge, revisit essential learning from previous years and address gaps before pupils move on to new curriculum content.

*Developing sentence construction: We use approaches such as Colourful Semantics to make sentence structure explicit and accessible. This particularly supports pupils with gaps in foundational knowledge, including pupils with SEND and those learning English as an additional language, by helping them understand how words and phrases work together to create accurate and increasingly sophisticated sentences.

*Teaching transcription skills explicitly: Spelling and handwriting are taught discretely and systematically. Teachers identify gaps in pupils' transcription skills and provide appropriate teaching and intervention so that difficulties with spelling or handwriting do not become a barrier to composition.

*Providing personalised support: Where pupils have identified gaps in foundational knowledge, teachers use progress plans to establish clear, focused targets. These targets inform additional teaching, intervention and opportunities for practice so that pupils can secure essential knowledge and skills and apply them independently within their writing.

*Developing spoken language and vocabulary: We provide regular opportunities for purposeful talk, oral rehearsal, discussion, drama and collaborative learning. Approaches including Word Aware and structured speaking and listening activities support pupils to develop the vocabulary and language structures needed for successful writing, particularly benefiting EAL and INA learners.

*Building knowledge and experiences: We provide rich shared experiences and enrichment opportunities so that all pupils have the background knowledge needed to write with confidence and purpose. High-quality, age-appropriate texts are used to broaden pupils' vocabulary, develop their understanding of different writing styles and make meaningful links with learning across the wider curriculum.

*Ensuring an inclusive curriculum: Teaching is adapted to enable all pupils, including those with SEND, to participate successfully in writing. Through careful assessment, scaffolding, targeted support and high expectations, we aim to remove barriers while developing pupils' independence over time. Through this approach, we aim to ensure that pupils develop secure foundations in transcription, sentence construction, vocabulary and composition, enabling them to become confident, fluent and increasingly independent writers.

Mathematics

At Alexandra Park Junior School, we hope to instill self-confidence, enthusiasm and fascination of mathematics. We will achieve this through a mastery approach of developing a deep understanding. This means:

the large majority of pupils progress through the curriculum content at the same pace. This is achieved through adaptation of activities, scaffolding resources and or individual support and intervention so that all children can access year group objectives. This will allow all children to achieve and master concepts so they are ready to progress to the next part of the curriculum sequence. Teaching is underpinned by accurate assessment and lessons matched to pupils' needs to foster deep conceptual and procedural knowledge.

Practice, variation and consolidation in different subject areas -application of skills via cross-curricular links, real life contexts and the wider world. It is especially important that children understand how maths relates to their economic-well being

Time is spent on topics embedding learning and developing a deep conceptual understanding - allowing children to move on to applying their mathematical skills through varied fluency, problem solving and reasoning tasks

Science

At Alexandra Park Junior School, we aim to foster a natural curiosity and excitement about the world through a stimulating, engaging and challenging science curriculum. All children will be provided with a broad and balanced science curriculum in line with the National Curriculum 2014. Through this they will develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.

Our science curriculum allows all children to obtain the knowledge and skills needed to help them to think like a scientist, developing an understanding of scientific processes and to understand the uses and implications of science both today and in the future.

Our children will be immersed in a vocabulary rich environment using scientific language taught, built upon and revisited throughout the different units of study. They will develop and use a range of skills including observation, planning and investigation as well as being encouraged to question the world around them with the intention of becoming independent learners.

History

At Alexandra Park Junior School, we want to ignite curiosity about the past for our children. They will understand how our world has been shaped by events and people through the different eras of time. We encourage children to develop their critical thinking and learn to appreciate different perspectives of events. At Alexandra Park Junior School we do not only teach key dates and facts, but we introduce stories and lessons that help them understand how the world developed to what it is today.

We strive to develop the children's knowledge on cause and effect and about how decisions have consequences. They learn about different cultures and civilisations that are different to their own. They make connections between the past, present and future. Pupils focus heavily on timeline work, this provides a visual representation of events, it helps children grasp the context of time, it develops chronological thinking and how change occurs over time. Historical fieldwork and investigations enable collaboration, imperative research skills, independent thinking and curiosity. Our knowledge and skills progression meets all the needs of all the children, it allows them to link their knowledge to other subjects.

Geography

At Alexandra Park Junior School, we want our pupils to be interested and excited about the world around them, both at a local and global level. We strive to develop enquiring minds which will lead to a thirst for knowledge and inquisitiveness that will stay with them for the rest of their lives. We actively encourage our learners to ask questions about the physical and human environments in which they live, researching and discussing differences between people and places around the world. In this way, geography actively promotes citizenship and celebrates cultural, spiritual and moral diversity of both people and places. Pupils are taught to work with maps, plans, globes, information technology and other resources in order to develop their geographical skills and knowledge of places. Geographical fieldwork and investigations provide vital opportunities for collaboration and developing a sense of individual responsibility. Our knowledge and skills progression map has been developed to meet the needs of all learners, enabling children to make links to previous learning and wider areas of the curriculum. The teaching of geographical vocabulary and terminology is explicitly taught and interwoven within the curriculum. These core values are at the heart of the curriculum, personalising the learning experience for our pupils and building their cultural capital. Together with the aims set out in the National Curriculum, this vision is achieved by:-

- Fostering a sense of wonder, curiosity and fascination of the world
- Celebrating diversity and opening learners' eyes to the wider world
- Encouraging pupils to become responsible, global citizens of the future
- Equipping children with the skills to navigate and explore the world around them

Information Communication Technology

The school has a fully equipped ICT suite as well as access to individual iPads and laptops 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

At Alexandra Park Junior School, we deliver a purposefully structured sequence of lessons designed to fulfil and enrich the aims of the National Curriculum. Our computing offer provides a broad and deep

understanding of technology, intentionally linking it to the children's daily lives through a balanced blend of consolidation, challenge, and variety.

Through this framework, pupils confidently apply the foundational principles of computer science, cultivate analytical problem-solving skills, and learn to critically evaluate information technology.

Ultimately, we empower our children to become responsible, competent, and creative digital citizens.

We aspire for our computer scientists to:

Inquire deeply - Ask perceptive questions and develop higher-order thinking skills.

Think critically - Evaluate information and approach digital challenges logically.

Articulate ideas - Form, express, and confidently justify their own independent viewpoints.

Art

At Alexandra Park Junior School, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thought and ideas. Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

The national curriculum for art and design aims to ensure that all pupils:

1. Produce creative work, exploring their ideas and recording their experiences
2. Become proficient in drawing, painting, sculpture and other art, craft and design techniques
3. Evaluate and analyse creative works using the language of art, craft and design
4. Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Music

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development as an integral part of culture. It helps pupils understand themselves and how they can relate to others.

Children at our school will develop the following skills and attributes through involving themselves in music lessons:

- Listening skills and sensitivity to sounds,
- Increase the use children's of imagination and creativity,
- Communication skills, social skills – co-operation and encouragement to be actively involved with other children to make music together, resourcefulness, perseverance, develop self-confidence and expression.
- Develop an awareness and appreciation of a wide range of cultures and societies and across a range of historical periods.

At Alexandra Park, we want to encourage children to develop an appreciation for music through active involvement and responding to music in a variety of ways such as, singing, instrumental performance, movement, composition and class discussion.

Design and Technology

Design and Technology is an inspiring, rigorous and practical subject. Design and Technology encourages children to learn to think and intervene creatively to solve problems both as individuals and as members of a team. At Alexandra Park Junior School, we encourage children to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. We aim to, wherever possible, link work to other disciplines such as mathematics, science, engineering, computing and art, while relating their designs to the topic for the term. The children are also given opportunities to reflect upon and evaluate past and present design technology (and key practitioners therein), its uses and its effectiveness and are encouraged to become innovators and risk-takers.

French

We intend to use the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning.

The four key language learning skills; listening, speaking, reading and writing will be taught and all necessary grammar will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas.

The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

Physical Education & Sport

Alexandra Park nurtures and encourages all children to realise their personal best and to fulfil their potential in the academic, sporting and performing opportunities provided in and out of school. At Alexandra Park we endeavour to support and promote excellence through PE whilst advocating healthy lifestyles and the opportunity for children to engage in regular competitive sport and activities, therefore developing competency in a broad range of PE. Through mutual respect and appreciation, we aim to provide enrichment and enjoyment for everyone. By fostering support and loyalty, we offer an environment in which we clearly value the contribution of each individual.

Religious Education

At Alexandra Park, we believe that it is vital for all our pupils to learn from and about religion so that they can understand the world around them. We believe that Religious Education has a significant role for the development of pupils' spiritual, moral, social and cultural development.

Through Religious Education, pupils develop their knowledge of the world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. It promotes respect and open-mindedness towards others with different faiths and beliefs and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection.

We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. Our Religious Education curriculum is enhanced further with trips to places of worship in our local area and religious visitors.

Personal, Social, Health Education, Relationship and Sex Education (Please see separate policies)