

Curriculum Overview

At Estcourt we endeavour to ensure our early learners develop into life-long learners. We strive to provide a safe, secure and stimulating environment where curiosity is welcomed, enquiry is encouraged and learning is fostered.

We believe that people learn best in different ways. At Estcourt we provide a rich and varied learning environment that allows learners to develop their skills and abilities to their full potential.

The teaching of the basic skills of English and Maths is of paramount importance but our curriculum provides extensive opportunities to apply these skills through exciting Topics.

In Foundation and Key Stage 1, these are taught over varying periods of time to take into account the changing interests of our youngest learners.

In Key Stage 2, topics are generally taught across a term. Topics are launched with a special themed day or activity and all work is presented in individual topic books to allow the children to customise their learning.

A variety of methods are used to encourage learning and enjoyment; children are encouraged to work collaboratively as well as independently with an emphasis on Oracy - discussion, debate and explanation. Pupils are encouraged to think for themselves and to use their skills to problem solve.

ICT is used to promote independent learning and to support developing skills. Different programmes are used to support literacy and numeracy, and all learners are encouraged to develop their own research skills.

The Academy follows the **RESPECT curriculum**; by harnessing these qualities, our pupils are able to face challenge and solve problems, take control of their own learning and prepare for later life.

EYFS

The Early Years Foundation Stage (EYFS) makes a crucial contribution to children's early development and learning. We provide children with a rich variety of learning experiences that are appropriate to their needs. EYFS is about developing key learning skills such as listening, speaking, concentrating, persistence and learning to work and co-operate with others in order to develop the foundations for independent learning.

The ways in which children engage with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support our children as active and motivated learners.

The seven areas of learning and development in the EYFS are organised into the Prime Areas and Specific Areas:

Prime Areas

- Personal, Social and Emotional Development
- Communication and Language Development

- Physical Development

Specific Areas

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

We recognise the value of play as the principle and most effective method of learning. Play allows for discovery, creativity and problem solving. It is purposeful, absorbing, and open-ended and enables children to communicate with each other. It is the vehicle by which we gain access to the curriculum.

The outdoor environment is also a very special part of the EYFS curriculum. As such it is carefully planned for and available each day. Learning in the EYFS follows the needs, experiences and interests of individual children. Learning is mainly through active, play-based activities indoors and outdoors all the year round.

Observation and assessment is integral to EYFS practice and staff will spend time observing children to identify their needs, interests, progress and next steps. Staff use a range of systems including photographs, post-it notes and samples of work to record children's learning and development.

During the Reception year more emphasis is placed on developing and applying literacy and maths skills so that children are ready to learn in Key Stage 1. At the end of the Reception year children are assessed against the Early Learning Goals (ELGs) and a best fit judgement is made as to whether children are 'emerging', 'expected' or 'exceeding' against the ELGs.

Year 1

Our Year 1 setting uses EYFS principals to underpin an alternative method of national curriculum delivery. Year 1 utilises the use of continuous and enhanced provision to continue to build on the independence and play based learning embedded within the EYFS.

Reading

Reading is the foundation of all our learning and we aim to develop fluent, independent and confident readers who become enthusiastic and reflective as a result of their reading. We promote a **love of reading** across the academy!

First steps: the teaching of phonics takes place in all Foundation and Key Stage 1 classes and continues into Key Stage 2 to support developing reading and spelling skills. The school follows 'Letters and Sounds.'

Children learn their letters and corresponding sounds through fun games and the use of 'signifiers' – actions to help them remember each individual sound.

The school uses the following reading schemes:

- Bug Club
- Collins Big Cat Phonics

These books cover both fiction and non-fiction and are available both in book form and on-line, allowing access at home for shared reading within the family. The teaching of reading takes place in small groups within the class, allowing for discussion and debate, as well as in whole class reading lessons, when a longer text is read over a period of time, allowing both discussion and enjoyment. Some of our children will receive one to one reading sessions if they need extra support to develop their reading skills. Reading for pleasure is a focus across the Academy and story time/ telling is built across the curriculum.

All children take books home daily to encourage reading at home, and they can also access Bug Club through the internet. Our expectation is a minimum of four times each week.

Writing

Our writing curriculum has been designed to ensure a progressive and sequential approach to learning. Each writing journey is focussed upon purpose and audience. The teaching of grammar, spelling and punctuation is then woven into this journey and sessions for spelling are also delivered outside of the writing lesson. Staff also use their professional judgement to deliver any specific grammar sessions that may be needed.

Maths

Maths is carefully planned in order to develop children's mathematical understanding. In order to do this teachers work alongside the children in exciting well-paced lessons, throughout years 1-6 the school take a uniformed 'SAME DAY INTERVENTION' approach in order to ensure progress within the lesson is made. As with reading, we focus on developing pupils who are fluent with arithmetic and the four functions of calculation. Reasoning and Problem Solving are woven through the SDI session to ensure that pupils continue to deepen their knowledge and skills.

RE

Religious Education is delivered through the Hull Agreed Syllabus.

