



**CITY OF PETERBOROUGH
ACADEMY
SPECIAL SCHOOL**

The Primary Phase

Parent Information Booklet

Curriculum 2015-16

The Primary Phase at The City of Peterborough Academy School aims to provide a curriculum that is both holistic and inclusive, which engages and stimulates the thinking and development of each child with respect to their physical, emotional, cognitive and spiritual needs.

Primary Curriculum

Through this booklet you will see the range of learning experiences and subjects that are available in the Primary Phase at City of Peterborough Academy Special School.

The core subjects of Literacy, Numeracy and Science are in accordance with the National Curriculum with learning opportunities individualised and well differentiated to suit the range of interests and learning styles of our children. The Pearson online tools of Abacus (Maths) and Wordsmith (Literacy) supports teachers in the planning and coverage of the curriculum.

Foundation subjects including history, geography, art and DT follow a topic based theme that again incorporates National Curriculum objectives through creative and structured opportunities.

For the older groups, PE is delivered by a specialised practitioner on a weekly basis which supports the development of key skills often in a non-competitive format.

PSHE is an integral subject for our children with teachers striving to enhance the understanding of feelings, emotions and attitudes towards others that will support our pupils understanding of the world.

ICT is incorporated across the curriculum and opportunities to develop skills in this subject are encouraged in most lessons though the use of computers, laptops, cameras, voice recorders and iPads. A specialist teacher leads learning in computing for UKS2, KS3 and KS4 pupils.

Assessment within classes is both on going and summative and supports teachers in there day to day planning, when recognising progress and when personalising learning opportunities. The online assessment tool of Classroom Monitor helps us to monitor and track data for academic and social progression. The software programme produces graphs and a visual presentation of the pupil's progress and their future end of term targets.

I hope that you find this booklet useful and informative, however, if you would like any further information or have any questions about the Primary curriculum your child will be following please do not hesitate to contact me at the school.

Assistant Principal: Tom Wales

Maths

Pupils in Key Stage 1 and 2 follow the National Curriculum for Maths, developing a range of skills and strategies through the teaching of key objectives within the following strands:

Year 1	<ul style="list-style-type: none">• Number/Calculation• Geometry and Measures• Fractions
Year 2	<ul style="list-style-type: none">• Number/Calculation• Geometry and Measures• Fractions• Data
Year 3	<ul style="list-style-type: none">• Number/Calculation• Geometry and Measures• Fractions• Data
Year 4	<ul style="list-style-type: none">• Number/Calculation• Geometry and Measures• Fractions and Decimals
Year 5	<ul style="list-style-type: none">• Number/Calculation• Geometry and Measures• Fractions
Year 6	<ul style="list-style-type: none">• Number/Calculation• Algebra• Geometry and measures• Data• Fractions, Decimals and Percentages

(A detailed breakdown of the objectives taught within each year group can be obtained on request through Mr Wales)

Sensory Maths

Some students who are working within the 'P' levels (Pre-National Curriculum) use very practical numeracy tasks and activities structured to teach the pre- maths skills which will give them the skills to access the maths national curriculum when appropriate.

This teaching offers students a multi-sensory approach to Maths and provides them with opportunities to explore mathematical topics such as time, shape, number, size etc. through books, toys, props, smells, sounds and musical cues.

English

Pupils use a range of engaging texts and experience presenting their work in a variety of forms to achieve the expected curriculum objectives which can be found in more detail on our website. Pupils will have the opportunity to write for a range of audiences and purposes in English and across the curriculum. Expectations of pupils understanding, use and application of text types are not exclusive to year groups but elements of the following features will be seen across the school.

- Narratives about personal experiences and those of others
- Dialogue
- Settings, character and plot
- Writing about real events
- Writing for different purposes
- Poetry

Below are listed the range of text types that will be covered, these will be dependent on pupils understanding of how to use and apply their knowledge of such texts and progression.

Narrative	Non-narrative	Poetry
Adventure Mystery Science Fiction Fantasy Historical fiction Stories with familiar setting Dilemma Stories Dialogue Play scripts Fables Myths Legends Fairy Tales Fables Traditional stories	Discussion Explanation Instructional/Procedural Persuasion Non-chronological report Recount	Free Verse Visual Poems Structured Poems

(This curriculum will be delivered following the Wordsmith Literacy scheme)

Science

All pupils in Key Stage 1 and Key Stage 2 follow the Science curriculum where they begin in-depth investigations on units such as light and sound, electricity, magnets, life cycles, healthy eating and evolution.

	Biology	Chemistry	Physics
Year 1	<ul style="list-style-type: none"> • Basic plant parts (roots, leaves, flowers, etc.) • Naming & comparing common animals • Name basic body parts 	<ul style="list-style-type: none"> • Sorting and naming objects & common materials • Describing properties 	<ul style="list-style-type: none"> • Changes of Season • Weather
Year 2	<ul style="list-style-type: none"> • Growing plants (water, light, warmth) • food chains & habitats 	<ul style="list-style-type: none"> • Using different materials 	<ul style="list-style-type: none"> • Compare how things move on different surfaces
Year 3	<ul style="list-style-type: none"> • Plants parts, lifecycle and requirements • Animals: skeletons & nutrition 	<ul style="list-style-type: none"> • rock types • fossilisation 	<ul style="list-style-type: none"> • light; shadows & reflections • Simple forces, including magnetism
Year 4	<ul style="list-style-type: none"> • Classify living things • Digestive system & teeth • Food chains 	<ul style="list-style-type: none"> • Changes of state • The water cycle 	<ul style="list-style-type: none"> • Sound as vibrations • Electricity: simple circuits & conductors
Year 5	<ul style="list-style-type: none"> • Life cycles of plants & animals • Describe changes as humans develop & mature 	<ul style="list-style-type: none"> • Classify materials • Understand mixtures & solutions • reversible/irreversible changes 	<ul style="list-style-type: none"> • Understand location of Sun, Earth & Moon • Gravity, resistance & mechanical forces
Year 6	<ul style="list-style-type: none"> • Classification, including micro-organisms • Health & Lifestyles, incl. circulatory system • Evolution & Adaptation 		<ul style="list-style-type: none"> • Light & Shadows; the eye • Forces, including gravity • Electricity: investigating circuits

Computing

Computing skills are taught in accordance with the national curriculum during specific sessions within our ICT suite. The focus within these sessions are key computing and programming skills, as well as E Safety which we consider a high priority for our pupils.

Sessions will develop skills involving:

KS1

- ❖ Write & test simple programs
- ❖ Understand use of algorithms
- ❖ Use logical reasoning to make predictions
- ❖ Communicate online safely and respectfully
- ❖ Organise, store, retrieve & manipulate data

KS2

- ❖ Designing & writing programs to achieve specific goals, including solving problems
- ❖ Using logical reasoning
- ❖ Understanding computer networks
- ❖ Collecting and presenting data appropriately.
- ❖ Using internet safely and appropriately
- ❖ Use sequences, repetition, inputs, variables and outputs in programs

All students over the course of the year are given opportunity to develop other key skills such as working with others, researching, working independently, turn taking and co-operating with others.

Students also explore computers, iPads and environmental controls. They also use specialist switch equipment to enable more independent access.

Humanities / Art / Design and Technology

All students in Key Stage 1 and Key Stage 2 enjoy a creative curriculum approach to humanities, Art and Design and Technology. This is where the work for all subjects comes from a similar theme. Every half term the topic changes to a new and exciting theme. These themes may be altered to suit the interests of specific groups of learners to maintain engagement. The national curriculum objectives for these subjects will be incorporated within these themes.

Below is a list of the key objectives for each year group to cover across the school year.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
H I S T O R Y	Changes in living memory Lives of significant historical figures and local people -events of local importance		Stone Age to Iron Age Britain A post-1066 study of relevant local history	Roman Empire & impact on Britain An early ancient civilisations e.g. Egyptians,	British History - Anglo-Saxons & Vikings Ancient Greece	An extended period study, e.g. The changing power of monarchs Crime & punishment Non-European society, i.e. - Mayan civilization
G E O G	Countries and capitals of the UK Weather patterns Compass directions	World's continents and oceans Comparing UK with non-euro area Simple plans and maps, using symbols	World's countries - Europe & Americas Region of the UK Study Climate, rivers, mountains, volcanoes, earthquakes, water cycle, settlements, trade links		Counties, cities, regions & features of UK Understand latitude, longitude, Equator, hemispheres, tropics, polar circles & time zones Study a region of Europe, and of the Americas Understand biomes, vegetation belts, land use, economic activity	
A R T	Painting, drawing and sculpture Study colour, pattern, texture, line, shape, form and space Learn of artists, craftsmen and designers		Collect, record and evaluate ideas I sketchbooks Drawing, painting and sculpture techniques Learn of great artists, architects & designers		Collect, record, review, revisit & evaluate ideas Drawing, painting and sculpture with varied materials Learn about great artists, architects & designers	
D T	Understand where food comes from Build and improve structures and mechanisms Design functional & appealing products		prepare & cook dishes Use annotated sketches and prototypes to explain ideas Use mechanical systems in own work		Use annotated sketches, cross-section diagrams & computer-aided design Use mechanical & electrical systems Cook savoury dishes for a healthy & varied diet	

Religious Education

Each year group will enjoy themed days each half term that will look at a variety of different religious cultures and beliefs, including Christianity, Islam, Judaism, Sikhism, Buddhism and Hinduism. These days will include visits to places of worship and investigation of the key questions outlined by the local authority in their Religious Education syllabus.

PSHE

PSHE is about preparing for adult life. The curriculum is based on what the child requires in their life and personal development at the present time and is delivered through a process of reflection, discussion, role play and re-visiting themes.

We follow the Cambridgeshire Personal Development Programme for PSHE. This framework is delivered through a set of questions, for example: *'How do I manage strong emotions?'* In delivering a relevant and appropriate PSHE curriculum for our students, teachers use the framework to pick out questions which are pertinent to the individual or group. Risk education is the framework focus. The curriculum is driven by entitlement for young people and their journey through personal development and maturation.

Best practice in PSHE is role play and active learning - for pupils to practice and rehearse using their knowledge and skills. For our pupils we may consider role play scripts which teach skills, eg: what to say if approached by a stranger. The curriculum puts focus on discussion and role play with students rather than delivery. The themes revisited and built upon throughout the primary phase are:

	Autumn Term	Spring Term	Summer Term
Y1 Y3 Y5	Myself and my relationships: <ul style="list-style-type: none"> • Beginning and belonging • Me and my emotions 	Citizenship: <ul style="list-style-type: none"> • Working Together • Diversity and Communities 	Healthy and Safer Lifestyles: <ul style="list-style-type: none"> • Managing Risk • Safety Contexts • Sex and Relationships Education • Healthy Lifestyles
Y2 Y4 Y6	Myself and my relationships: <ul style="list-style-type: none"> • Managing change • Family and friends • Anti-bullying 	Economic Wellbeing: <ul style="list-style-type: none"> • Financial capability Citizenship: <ul style="list-style-type: none"> • Rights, rules and responsibilities 	Healthy and Safer Lifestyles: <ul style="list-style-type: none"> • Drug education • Personal safety • Sex and Relationships Education

Physical Education

All students have at least one lesson of PE each week. This will take many forms including group games, team sports, individual movement programmes, rebound therapy etc.

These sessions are delivered by a specialist teacher.

All students will swim on a regular basis. Depending on the student this will be either a swimming lesson directed by the Swimming Coach or a hydrotherapy session.

Some children have the opportunity to take part in swimming competitions throughout the year

Music

Music lessons are an opportunity for students to try different sounds, rhythms and textures on a variety of musical instruments. They then explore how these may vary depending on which type and piece of music they are accompanying.

Throughout the year pupils are provided with the opportunity to learn how to play an instrument and be part of a small school orchestra. These instruments include trumpet, drums, keyboard, guitar and trombone.

Modern Foreign Language

In the Primary Department we take the opportunity to explore MFL through themed days – to help the children become immersed in the culture. This year we are exploring Spain. The children are provided with opportunities to explore the language, sounds, music, stories, foods, images, artefacts, festivals, traditions and customs.

Students investigate how they could travel to different countries and go on visits to travel agents or themed areas in libraries. Students celebrate the festivals and Saints Days of specific countries and find out about artists and famous people/celebrities that come from different countries.

Lunchtime Clubs

Film Club



Chess Club



ICT Club



Eco Club

Wednesdays 1.00-1.30



Curriculum Trips

Over the course of the year each class will experience a range of weekly off site visits to enhance real life skills in the community, including visits to libraries, supermarkets and the town centre.

Some groups will also experience weekly visits to local facilities such as New Ark city farm to develop skills in caring for others, self-esteem and confidence.

Furthermore each half term class groups will enjoy a variety of visits to locations linked to their class topic.

These visits may include farms, zoos, museums and seaside locations.

Phonics and Reading

The children follow the Phonics Bug scheme which is linked to the phases of letters and sounds. Here they learn to read through a systematic phonics teaching approach, this builds from using objects of reference and symbols to match letters with sounds. We support this for some children with our words first scheme. Building sight vocabulary is key for many of our pupils and this is developed through regular reading and word sharing opportunities.

Break Time Snacks

The break time canteen is available to all pupils every morning break. Here they have the opportunity to experience purchasing items and develop confidence in handling money and receiving change. On offer is a range of healthy snacks and seasonal food and drink items.



After School Club

After school clubs currently run on Tuesdays and Thursdays from 3.00pm-4.30pm and utilises different staffs interests and expertise across the school. Clubs run on a half termly cycle to appeal to different groups of children across the year and are available to children across all key stages.

Summer Holiday Club

A provision for a period of time during the summer holidays is available to pupils across the school. This provision supports parents during a long period of break in routine in a familiar and safe environment. The club includes a range of activities both on and off site, which may develop physical, creative and social skills.



Interventions

Some students may take part in Maths and English intervention programmes to extend their knowledge and help them achieve their targets.

Early Reading Recovery interventions are in place to boost developing readers led by a specialist teacher.

For more specialised personal development a speech and language specialist is in school on a weekly basis to support specific children's communication needs.

We offer PECs (Picture Exchange Communication) for pupils who need pictures to support their communication.

Coaching 4 Communications is a structured language programme to support the development of language and communication skills.

The Southfields Pack is intervention that is used to support language and communication and would be used to assess/ inform any need for involvement of a speech and language therapy request for assessment.

An occupational therapist is in school twice a week to work with identified individual pupils and support the implementation of sensory circuits, which is available to any pupil on a daily basis if appropriate to their sensory requirements.

The Paston Pack provides advice and interventions to support the development of fine and gross motor skills.

Celebration of Achievements

As a school we believe that it is really important to celebrate all the achievements that the children make each week, whether this be great behaviour, fantastic work, being a super friend or always trying their best.

We have a Friday celebration assembly to celebrate this.

Each week the class teachers choose a child who has stood out that week for great achievements and they will get a certificate in assembly to bring home. The children's photographs will then be displayed on our Celebration Wall in the school hall.

We also present pupils with certificates for every ten stars they receive with prizes given for specific achievement milestones.

Bronze=40 stars

Silver=60 stars

Gold=80 stars

Platinum=100 stars

