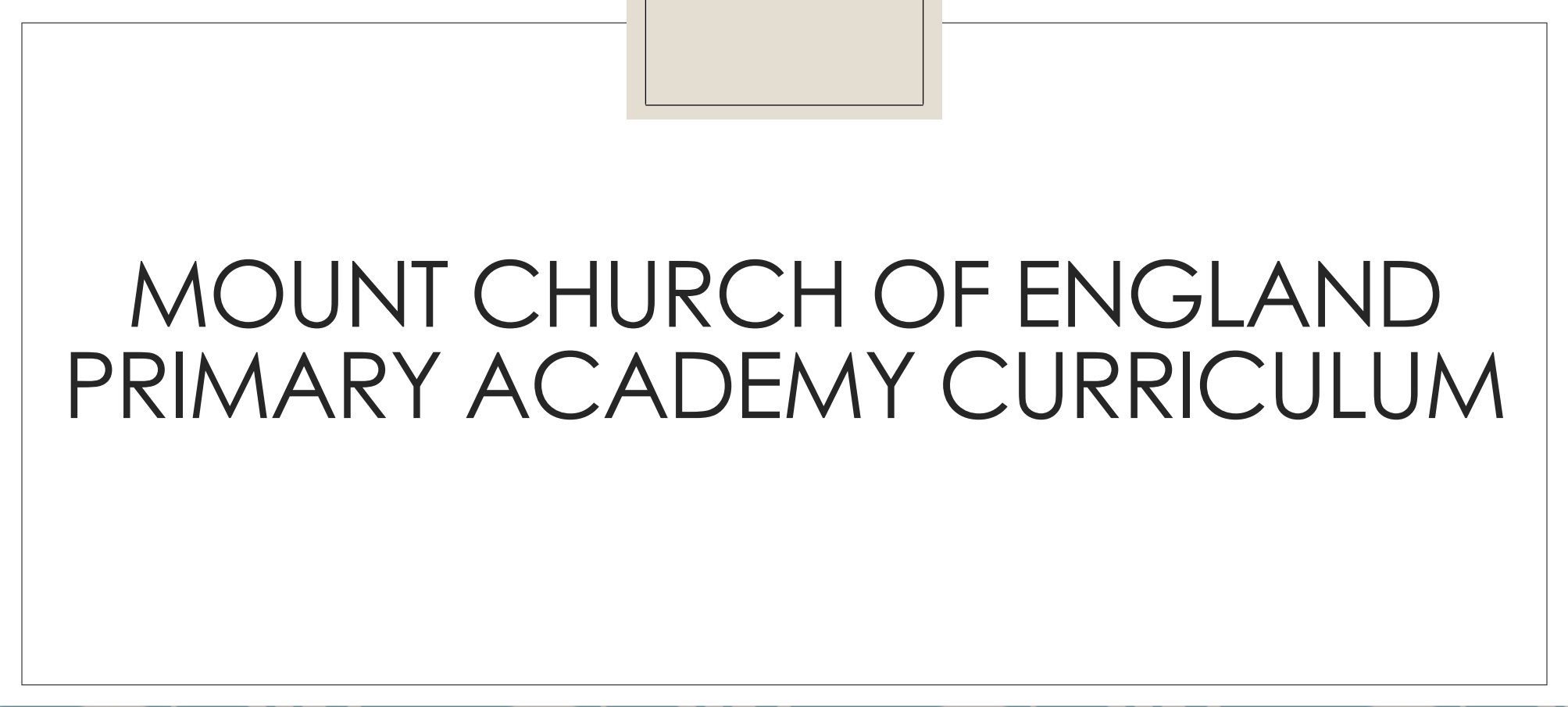
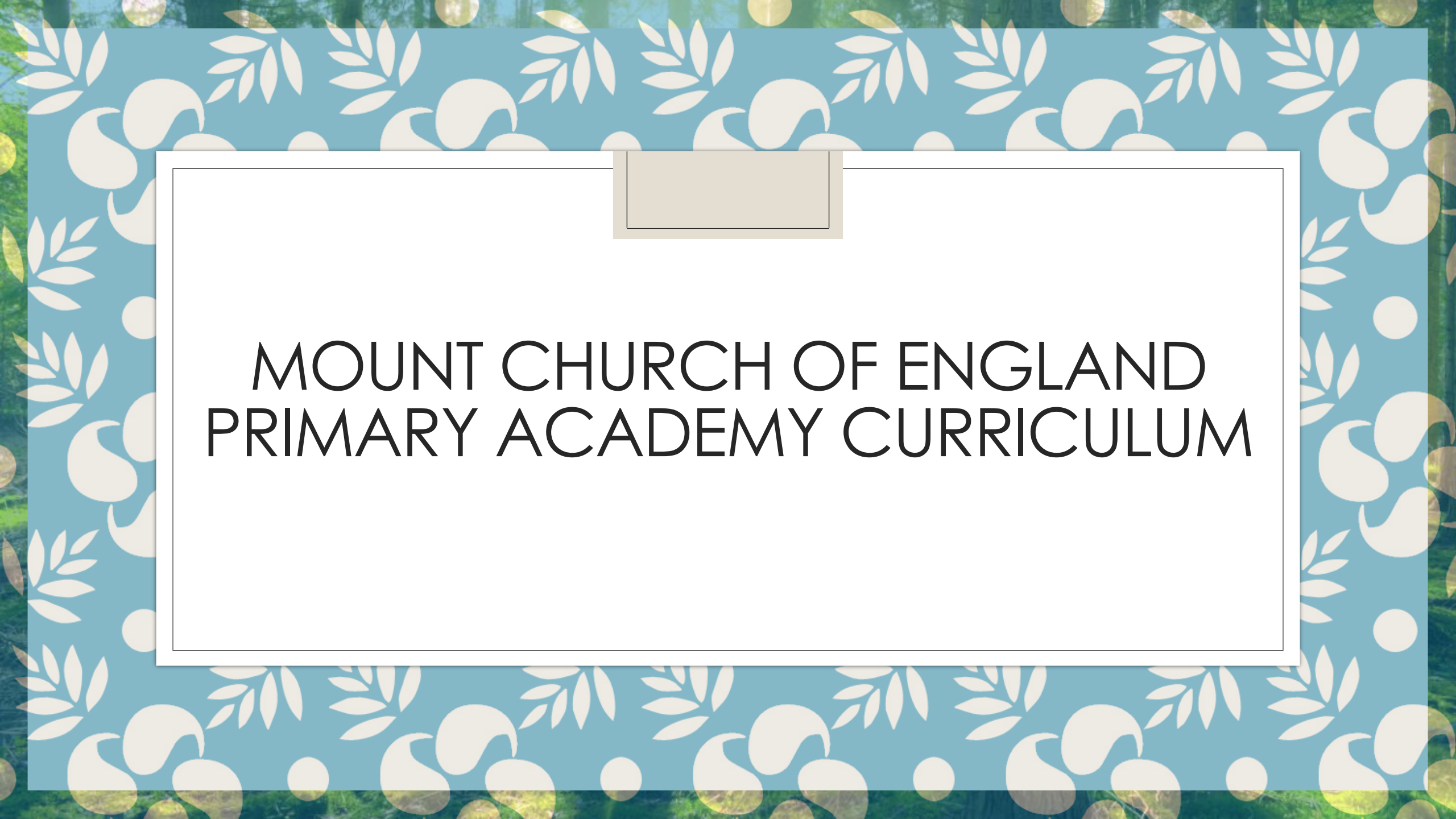




MOUNT CHURCH OF ENGLAND PRIMARY ACADEMY CURRICULUM

Our Curriculum Vision

At Mount Church of England Primary Academy, we are flourishing and every pupil shines brightly in God's glory. Our vibrant, inclusive community nurtures the unique gifts and talents of each child, empowering them to reach their true potential and soar beyond the limits of their dreams.

Guided by our cherished Christian values of Caring, Hope, Understanding, Respect, Co-operation, and Happiness, we cultivate an environment that celebrates diversity, fosters a deep sense of belonging, and inspires a lifelong love of learning. Together, we are committed to unlocking the extraordinary potential within every pupil, equipping them with the knowledge, skills, and character to make a positive impact on the world.

Embracing our role as a community hub, we are committed to forging strong partnerships with families and the local area, to ensure that each child's journey is one of joyful discovery, academic achievement, and spiritual growth. Through this collaborative approach, we will continue to grow and thrive, becoming a shining example of what can be achieved when a community comes together in God's name.

“The kingdom of heaven is like a mustard seed that someone took and sowed in his field; it is the smallest of all the seeds, but when it has grown it is the greatest of shrubs and becomes a tree, so that the birds of the air come and make nests in its branches.” Matthew 13:31-32

We, ‘Grow and shine in God’s glory.’

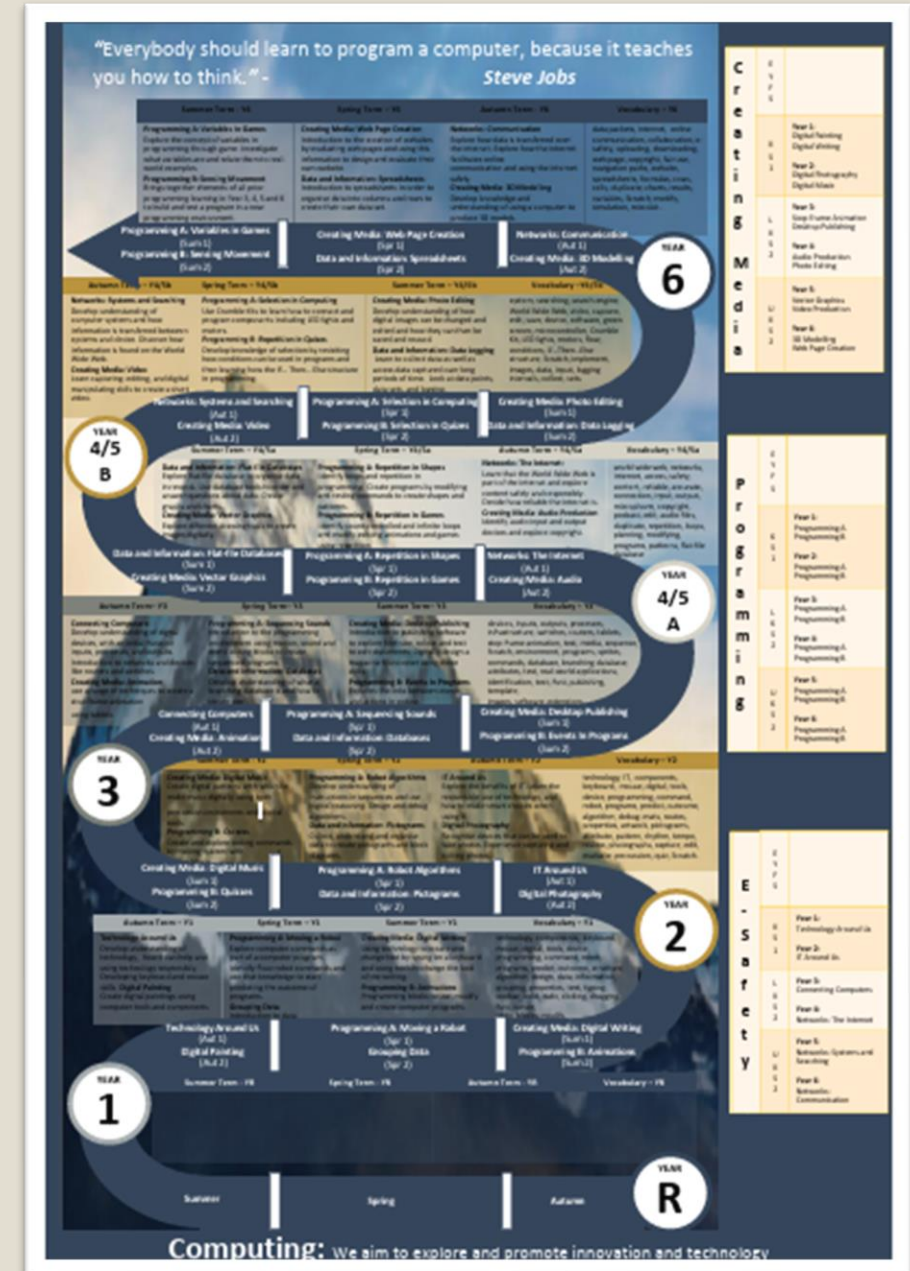
Our Curriculum Journey

Our curriculum, across the range of subjects and across the school is planned to ensure continuity, progression and engagement. The following steps are taken-

- Mapping for progression
- Medium Term Planning
- Planning for a unit of work
- Lesson Design
- Curriculum Adaptions
- Assessment
- What our children say

Mapping for Progression

- Across the curriculum, progression maps are developed to ensure that there is strong coverage.
- Topics are linked to the National Curriculum expectations which reflect our community.
- These documents ensure that topics are not repeated throughout a child's educational journey.
- Knowledge and skills are extended and exposed through new and exciting topic choices.
- Class teachers use progression maps to make reference to prior learning and strengthen new learning opportunities.



Long Term Planning

Year 3 Overview

YEAR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History/Geography	Geography skills e.g. mapping and locational knowledge - Newark	Stone Age to Iron Age	Volcanoes and Earthquakes	Ancient Egypt	Rainforest - The Amazon	Victorians
Art/DT	DT - Cooking and Nutrition - Eating Seasonally	DT - Constructing a castle	Art - Prehistoric Painting	DT- Textiles Cross-stich and applique (cushion) Light	Art- Sculpture and 3D - Abstract shape and space Plants	Art - Growing Artists
Science	Animals including humans - nutrition	Forces and Magnets	Rocks			Animals including humans - skeletons and muscles
Computing	Computing systems and networks - Connecting computers	Creating media - Stop-frame animation	Programming A - Sequencing sounds	Data and information - Branching databases	Creating media - Desktop publishing	Programming B - Events and actions in programs
PE	Football (Y3)	Netball (Y3)	Tag Rugby 1 (Y3)	Hockey (Y3)	Athletics (Y3)	Cricket (Y3)

PSHE	Understanding personal boundaries	Communicating and respecting boundaries	Recognising bullying and responding to bullying	Strategies for standing up to bullying	Understanding personal safety	Applying Safety Rules and Practices
RE	NATRE - What is like for someone to follow God? Unit 19	NATRE - What is the 'trinity' and why is it important for Christians? Unit 20	NATRE - How do Festivals and Worship show what matters to a Muslim? Unit 21	NATRE - How do festivals and family life show what matters to Jewish People? Unit 22	NATRE - What do Christians learn from creation story? Unit 23	NATRE - How and why do people try to make the world a better place? Unit 24
Music	Charanga - Let Your Spirit Fly	Charanga - Glockenspiel Stage 1	Charanga - Three Little Birds	Charanga - The Dragon Song	Charanga - Bringing Us Together	Charanga - Reflect, Rewind and Replay
English Link	Molly Rogers to the Rescue 4 weeks -Character description -Diary Pirate School (Where is that Dog? 2 weeks -Application to Pirate School	Stone Age Boy -Non-chron reports -Information texts -Diary Ug- Boy Genius -Character Description -Setting Description -How to wash a woolly mammoth	Escape from Pompeii -Recount (first person) -Newspaper	Egyptian Cinderella -Narrative (Third Person) Girl and the Robot film clip -Instructions Man on The Moon (film clip) -Narrative Stone Age Boy -Non-chron reports -Information texts	The Great Kapok Tree -Persuasive letter -Setting description Taking Flight film clip -Creative writing (narrative)	The Lighthouse film clip -Diary The Owl who was afraid of the dark -Instructions -Recount

VIPERS comprehension	Nutrition	Stone Age to Iron Age Skeletons Homes Predators	Volcanoes Rocks and fossils	-Diary Cleopatra Mummify a Tomato Important Animal Egyptian Gods On A Mission	The Rainforest Climate Change	Victorians
Maths Link	Place Value	Addition and Subtraction Multiplication and division A	Multiplication and division B Length and perimeter	Fractions A Mass and capacity	Fractions B Money Time	Shape Statistics

Medium Term Planning

- Subjects for each term are mapped out onto a medium term planning grid. This ensures that all learning is covered.
- Some learning may be 'chunked' together to ensure that the children get the best possible experience e.g. DT projects may be completed in a short block of time.

B Summer 1 Medium Term Planning Year 5

Subject:	English	Maths	Science	Geography	History	RE	PSHE	Art	DT	PE	Music	Computing	MFL
	Holes (Book & Film) (A) Differentiated work/ scaffolding/ pair work and pre-teach vocab.	Decimals Negative Numbers Converting Units Volume Time, Shape Statistics, Position (A) Provide manipulatives and other ways of working, explanations, expectations, pre-teach, scaffolding	Forces (A) Provide flashcards with key vocab/ Knowledge organisers	Europe and North America (A) Topic mats/ knowledge organisers/ key word cards/ expectations	No History this ½ Term	How and why do people mark the significant events of life? (A) Prepare any cultural expectations in advance/ KOs	Tax Who chooses who runs our country? Saving Money (A) Use of Social Stories	No art this ½ term	Structure: Bridges (A) Broken down SC, expectations laid out, demonstrations and reminders, KOs	PE Tennis Rounders (A) Timed warnings & use of demonstrations, videos for explanation	Charanga: Reflect, Rewind, Classical (A) Ear defenders & prior listening of music at home	Creating Media: Vector Graphics (A) Knowledge organisers. Expectations laid out clearly.	MFL Spanish
WB: 2nd June Week 1	MO N Instruction Text: Instruction Recap and Pre-Assessment	Use known facts to add and subtract decimals within 1 (5) Convert to the 24-hour clock (4)										Databases: 4	
	TUES Instruction Text: Independent Write Recapping Features	Complements to 1 (5) Convert from the 24-hour clock (4)			Anglo-Saxons Week 5					PE: Sports Day Practice			
	WEDS OFF Instruction Text: Plan	Arithmetic (5) Arithmetic (4) End of block assessment (version 8) (4)											
	THURS Instruction Text: Independent Write	Add and subtract decimals across 1 (5) End of block assessment (version A) (4)	Food-Chains: Post Assessment							PE: Rounders			
	FRI Instruction Text: Independent Write	Add decimals with the same number of decimal places (5) Understand angles as turns (4)				RE1: Beliefs of People	PHSE: Tax						

Planning for a unit of work

- Schemes of work are purchased for most areas of the curriculum (see grid)
- English is planned using Ed Shed and other resources to ensure that cross curricular opportunities are provided wherever possible. Other English may link with the key interests of the group/ teacher or local community.
- Maths is planned following WhiteRose.
- Science is planned using Oak Academy.
- Teacher's are encouraged to take core learning from each scheme and ensure that planned opportunities achieve the national curriculum content whilst responding to the learning needs of the children.
- Teacher's are encouraged to 'work smart' with lessons and ensure that learning is concisely planned and accurately timetabled (e.g. if an objective can be achieved in a 20 minute teaching slot then this should inform the planned opportunity.

Geography	Unique to school
History	Unique to school
RE	NATRE and Understanding Christianity
Music	Charanga
Art	Kapow
Design and Technology	Kapow
PSHE	SCARF
PE	Striver
Computing	Teach Computing (National Centre for Computing Education)

Lesson Design

- Each block of lessons is designed carefully, ensuring that all key learning takes place in order to give opportunities for children to be exposed to the national curriculum objectives (specified for their age group.)
- At the start of each unit, a knowledge organiser will be introduced. This will include the sequence of lessons, key vocabulary, important concepts which will be used during the unit, significant people and some sections specific to the area of learning such as a timeline (history) or maps (geography)
- Pre and post learning tasks will be completed at the beginning and end of each unit of work.
- Work in books will always include the date on which it was completed, the learning objective for the lesson, success criteria or steps for children to follow in order to meet the learning objective for the lesson. Learning objectives and success criteria are easily identified in books as they will be presented in a purple box which is consistent across all subjects. Children's book contain layout examples inside the front cover to support with presentation they can be proud of.

Year 4/5 Science (Physics) (Forces): Fabulous Forces

Isaac Newton (1643-1727)

Learning Journey

1. Introduction to Forces
2. What is 'gravity'?
3. Investigating air resistance
4. Why do we need water resistance?
5. Exploring friction
6. Magnetic vs Non-magnetic
7. Science Writing: Non-Chronological Report

What are forces?

Forces can be categorised as pushes or pulls.

Mass is the measure of the amount of matter within an object and is typically measured in grams (g) or kilograms (kg).

Weight is the gravitational force on an object and is measured in newtons (N).

Famous Physicists

Newton theorised that objects do not fall straight down. This sparked his ideas that objects fall down sideways as well.

Galileo suggested that objects fall from the top of a hill. If you push a ball down the hill, it will roll faster.

I can:

explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object

identify the effects of air resistance, water resistance and friction

recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

Year 1 Geography: Wonderful Weather!

Learning Journey

1. Where is the UK?
2. What are the four seasons?
3. What are the compass directions?
4. What is the weather like today?
5. Is the weather the same everywhere in the UK?
6. How do people prepare for the weather?

Our Weather

The weather in the United Kingdom can change from day to day. The four seasons have particular weather patterns. You could keep a weather diary by measuring the temperature (using a thermometer) and recording your observations.

Weather affects us

The weather affects what we do and what we wear. If it is raining, we wear waterproof clothes when we go outside. If it is hot, we need to wear sun cream and a sun hat.

Seasonal Changes

There are changes in weather in each season. In spring, it is often raining and the temperature begins to get warmer.

In summer, the sun is much stronger. The temperature is warmer than in any other season.

In the autumn, the weather turns chillier, windier and there is often rain.

In the winter, it is often cold and frosty. It has to be freezing cold to snow.

Key Vocabulary

Seasons	the year is divided into four seasons: spring, summer, autumn and winter
Observations	What you notice when you look carefully at something
Temperature	A measure of how hot or cold something is.
Thermometer	An instrument used to measure temperature.
Affects	makes a difference to.

Wednesday 31st January 2024

LO: To select vocabulary that develops the character

Success criteria:

- I can empathise with a character
- I can share ideas about what motivates a character
- I can share ideas about how a character feels
- I can share ideas about how a character behaves

Leave 2 blank squares for a margin before you start writing.

31.1.24

LO: To be able to...

1 a) $4 \times 17 = 21$

b) $2 \times 3 = 5$

c) $2 \times 4 = 3$

$2 \times 4 = 3$

$4 \times 6 = 6$

Independent work

1 a) $7 \times 13 = 20$

b) $1 \times 4 \times 2 = 1-9$

If you make a mistake cross it out neatly with one ruler line.

Write your correction above in purple pen.

Put one digit or symbol in each square.

If you need to write words ignore the boxes and write as you would on lines.

If you use a subheading, miss line and then begin your work.

Wednesday 31st January 2024

LO: To select vocabulary that develops the character

Success criteria:

- I can empathise with a character
- I can share ideas about what motivates a character
- I can share ideas about how a character feels
- I can share ideas about how a character behaves

Stick in the learning objective and success criteria then miss a line before you start your work.

huge

One day, a large cat came to visit the Smith family.

Mr Smith was the first to see it.

"My goodness!" he cried, dropping his toast. He didn't waste any time in phoning the police.

"There's a large cat the size of a tiger outside my house!"

he told the policeman. The policeman laughed.

Mrs Smith was next to get up. She was surprised too!

Write your edits above the line in purple pen.

Remember to write until the end of the line.

To start a new paragraph you need to miss two lines.

Curriculum Adaptations

To ensure all children are able to access the curriculum at an appropriate level and fulfil their potential we take some of the following actions:

- Make adaptations to ensure that all pupils have access to the school curriculum and school activities.
 - **See curriculum adaptations document**
- Support pupils to achieve their full potential despite any difficulty or disability they may have.
 - **See inclusive Quality First Teaching document**
- Ensure that staff are aware of pupil's individual needs and teach in a way that is appropriate for them.
 - **See Structured Conversation Document** (where appropriate)
- Provide opportunities for pupils to develop confidence, self-esteem and resilience.
- Work in partnership with parents/carers, pupils and external agencies to cater for children's special educational needs and disabilities.
- Make provision for children with SEN to fully develop their abilities, interests and talents.
- Identify special educational needs at the earliest opportunity to ensure early intervention and support.
- Ensure all children with SEN are fully included in all aspects of school life.
- Regularly review policy and practice in order to achieve the best outcomes for all our pupils

Please see an example of suggested curriculum adaptations on the next page. The full document can be found here- <https://mount-cofe-primary-school.secure-primariesite.net/send-and-local-offer/>

Curriculum Adaptations

Example of curriculum adaptations in Science

Cognition and Learning		Communication and interaction	
Barriers	Provision	Barriers	Provision
Information may not be understood or retained	- Consider the accessibility of science demonstrations. Plan the demonstration area so that it is clearly laid out, uncluttered and gives all children a clear view. - Use the working walls and whiteboard to show the focus of each lesson and how it fits in the sequence of lessons. How do lessons link together to develop their scientific knowledge. - Use symbols, images or objects to make it more accessible. - Invite children to list the key points from the lesson under specific headings – e.g. in an investigation: what they were trying to find out, how they went about it, how they controlled the variables, what happened, suggested reasons for what happened and what they will do next? Review the sticky knowledge from the lesson and identify on the working/enquiry wall. - Prepare the children prior to the lesson with a pre-teach introducing key knowledge/vocabulary	Understanding and using scientific vocabulary	- Recognise that the language of science may be challenging for many children – for example: The specific scientific use of everyday words such as ‘weight’, or terms specific to science, such as ‘electrical circuit’. - Pre-teach key vocabulary, then ensure multiple and regular exposure to these words including referring to knowledge organisers and make them clearly visual in the classroom environment. - Provide flashcards with key vocabulary - Check children’s’ understanding by inviting them to reformulate explanations in their own words or in other ways. For example, after an investigation of floating and sinking, ask children to explain what happened using diagrams, as well as explaining it orally or in writing. Use vocabulary flashcards and prompts. - Use real objects as a starting point for developing the concepts and the language needed to describe, discuss and explain what pupils have observed or experienced. - Give children time to think about answering questions
Memory/consolidation skills	- Use mnemonics to help children remember things like the order of the colours in a rainbow or the orders of the planets. - A visual framework can also be used as a consistent guide for planning an investigation in science. For example, headings of what am I finding out? What I need? What will I do? What to look for? What happened? Why did it happen? Each with picture support will simplify the method, results and conclusion format for many children. - Encourage the use of mind maps/pictures/flow charts.		

Marking and Feedback

- Marking should be meaningful and used as a tool to check children's understanding of their learning.
- Feedback should always provide clarity of achievement and often, next steps.
- Response tasks are completed in Maths on a weekly basis- these are provided following a child's learning journey and given to further extend or consolidate learning which has taken place in that unit or work.

Welcome to my book...

Perfect Presentation

P** means that I have 'Perfect Presentation'.

P* means that I am getting there with my presentation.

P means that next lesson I need to make sure I concentrate more on my presentation.

Our Colour Code

While I am working, we will use different colours

Purple means I checked and edited my own work or have responded to teacher feedback.

Red means my teacher worked with me during the lesson to check or help me improve my work (live marking).

Green means my teacher marked my work after the lesson.

Our Marking Code



You received some focused support in this lesson/with this activity.



You completed this work independently.



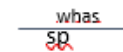
You received verbal feedback during the lesson to respond to.



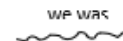
This is an excellent aspect of your work.



This is an incorrect answer. Or when used over a spelling, this is a focus word, please find it and correct it.



This word is spelt incorrectly.



This section of your writing does not make sense.

Assessment Programme

Mount Church of England Primary Academy
Headteacher: Mrs Christine Turner
Deputy Headteacher: Mr Sam Thompson

WE 'GROW AND SHINE IN
GOD'S GLORY'



Assessment Programme at Mount Church of England Primary School



Whole School Expectations	
Term	Expectations To be delivered during dates specified by SLT
Autumn	Y1- RWI and PIKs for writing and White Rose maths Y2 practice SATS (test administered from two years prior) RWI for all Y3, Y4, Y5 NFER (refer to excel grids for guidance with children who are 2 years or more below ARE) Y6- Practice SATs Whole school- assessed pieces of writing (first half of the term) Whole school- moderated piece of writing (second half of the term) Whole school- Reading assessment carried out on FFT (half-termly) Whole school- PIK documents to be updated on a weekly basis in line with planned opportunities. Gap analysis documents to be completed half-termly Foundation curriculum grids completed
Spring	Y1- NFER. Practice phonics check (half-termly) Y2 practice SATS (test administered from previous year) Practice phonics check for children who didn't pass in Y1 (half-termly) Y3, Y4, Y5 NFER (refer to excel grids for guidance with children who are 2 years or more below ARE) Y6- Practice SATs Whole school- assessed pieces of writing (first half of the term) Whole school- moderated piece of writing (second half of the term) Whole school- Reading assessment carried out on FFT (half-termly) Whole school- PIK documents to be updated on a weekly basis in line with planned opportunities. Gap analysis documents to be completed half-termly Foundation curriculum grids completed
Summer	Y1- NFER. Phonics check. Y2 practice SATS (CT to compile/ agree most appropriate test) Phonics check for children who didn't pass in Y1. Y3, Y4, Y5 NFER (refer to excel grids for guidance with children who are 2 or more years below ARE) Y4 multiplication check (practice tests available for Y4 from 28th April)

Mount Church of England Primary Academy
Headteacher: Mrs Christine Turner
Deputy Headteacher: Mr Sam Thompson

WE 'GROW AND SHINE IN
GOD'S GLORY'



Assessment Programme at Mount Church of England Primary School

Y6- SATs	Whole school- assessed pieces of writing (termly) Whole school- assessed pieces of writing (first half of the term) Whole school- moderated piece of writing (second half of the term) Whole school- PIK documents to be updated on a weekly basis in line with planned opportunities. Gap analysis documents to be completed half-termly Foundation curriculum grids completed.
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Alternative arrangements for children attending interventions

Term	Expectations To be delivered during dates specified by SLT
Throughout the year through a assess, plan, do, review cycle.	• BSquared for funded children in line with their individual needs. E.g. where C&L is the main area of need the core subjects should be assessed. For children with C&I needs, the Autism tool should be used. • Nurture and Sensory- Motional assessments at the beginning and end of units of work then shared with Class teacher/ SENCo to agree next steps. • RWI intervention in Y3/Y4- to be assessed at the beginning and end of each block of work then shared with RWI coordinator to agree next steps. • Fresh Start in Y5/Y6- use of programme assessment tool at the beginning and end of each unit then shared with class teacher/ SENCo.

What our children say

- English – Books and movies that are interesting are enjoyable. Books with racism and gender studies are important for our future learning.
- Maths – some topics are important (money, negative numbers, degrees) for finances and older life.
- Science – experiments are fun
- Art - fun and creative
- DT – can come up with nice creations that make it fun
- Computing – we use laptops and learn new skills.