



Curriculum Model

Aim

The fundamental aim of the curriculum at St Giles Academy is to ensure success and happiness for every child. We seek to inspire greatness in every child and to equip them with the academic achievements, life skills and personal attributes to lead happy, safe, successful lives.

The curriculum is constructed with the aim of providing genuine opportunities to develop expertise, share best practice and form partnerships within and beyond the Trust, we believe we can work together for the benefit of every pupil and member of staff in our schools. Through the delivery of a broad curriculum, complemented by a range of valuable enrichment experiences and opportunities for all, pupils at St Giles Academy have every chance of success and happiness.

In line with the Trust values, the curriculum:

- is child-centred - decisions based on what is right for our children and their life chances.
- is inclusive - every child can be successful regardless of background or ability.
- is ambitious - aiming for excellence in all that we do.
- promotes integrity - promoting respect and trust; different points of view and beliefs.
- is collaborative - working in partnership with all for a sense of togetherness.
- values staff. We invest extensively in outstanding training and development opportunities.



Foundation Two

Early childhood is the foundation on which children build the rest of their lives. We value the importance that the Early Years plays in laying secure foundations for future learning and development. We also view the Early Years as preparation for life and not simply preparation for the next stage of education.

We aim to support all children to become independent and collaborative learners by:

- Providing a happy, safe, stimulating and challenging programme of learning and development.
- Providing a broad, balanced and creative curriculum that will set in place firm foundations for further learning and development.
- Fostering independence and self-confidence in all children.
- Valuing what each child can do, assessing their individual needs and helping each child to progress.
- Developing strong relationships with parents and carers to build a partnership in supporting their children. We know parents are children's first and most enduring educators and we value the contribution they make.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

The early-years curriculum, that we will provide, is based on the following principles:

- It builds on what children already know and can do.
- It ensures that no child is excluded or disadvantaged.
- It offers a structure for learning that has a range of starting points, learning that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors.
- It provides a rich and stimulating environment.
- It acknowledges the importance of a collaborative, working partnership with parents and carers.

Our curriculum for Foundation Two is based on the statutory framework for the Early Years Foundation Stage (setting the standards for learning, development and care for children from birth to five). We use Development Matters in the Early Years Foundation Stage; non-statutory guidance material which support the implementation of the statutory requirements of the Early Years Foundation Stage. At the end of Foundation Two each child will be assessed against seven Early Learning Goals (ELGs), each one linked to one of the seven areas of learning highlighted in the Early Years curriculum below.

Our Early Years curriculum will focus on the following areas of learning:

Areas of learning	Statutory framework for the early years foundation stage	
English and Languages	Communication and Language (C&L)	Literacy (Reading & Writing)
Mathematics	Mathematics	
Science, technology and the environment	Understanding the World (UW)	
Place and Time		
Physical development and the arts	Physical Development (PD)	Expressive Arts and Design (EAD)
Religious education and well-being	Personal, Social and Emotional Development (PSED)	

Prime areas
Specific areas

These areas of learning and development will shape educational provision in our Early Years. All areas of learning and development are important and inter-connected. None of the areas of learning can be delivered in isolation from the others; they require a balance of adult-led and child-initiated activities, so that most children reach the levels required at the end of EYFS. Children’s development levels are assessed and as the academic year progresses; as children grow in confidence and ability within the three prime areas, the balance will shift towards a more equal focus on all areas of learning.

The children in the foundation stage will also participate in daily phonics sessions, following a nationally recognised programme.

Our learning environment and the delivery of the curriculum incorporates the three characteristics of effective learning:

- Playing and exploring - children will have opportunities to investigate and experience things and ‘have a go’.
- Active learning - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.
- Creating and thinking critically - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

School staff will use observations as the basis for planning; observing children to identify their achievements, interests and next steps for learning. These observations will direct planning.

Children will have access to both inside and outside areas across the day; this has a positive effect on the children’s development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors.

Key Stage One

At Key Stage One, the curriculum will be delivered through a Topic based approach, making cross curricular links, where appropriate. Subjects are woven into these topics to make meaningful links. We know young children learn best through experiencing a curriculum which is relevant and meaningful to them. This is based on good early years practice whilst encompassing the National Curriculum requirements. English and mathematics will usually be delivered discreetly. The children may be involved in directed and independent cross curricular activities related to the learning objectives, throughout the day, either with an adult or independently.

Area of Learning: English and Languages

	Indicative Hours per week	Other information
English	13.25	Lessons are typically discrete and are always based upon a text and at times they will link to the topic. Lessons are usually about one hour per day with an additional time for guided reading, Accelerated Reader, phonics and class stories.

Area of Learning: Mathematics

	Indicative Hours per week	Other information
Mathematics	5.5	Maths lessons are taught following a bespoke lesson structure. Lessons encompass a variation of fluency, problem solving and reasoning skills, developing mastery through the use of concrete, pictorial and abstract approaches. Elements of mathematics may be covered in topic work such as science.

Area of Learning: Science, technology and the environment

	Indicative Hours per week	Other information
Science and computing	1	

Design Technology and computing	0.75	
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Area of Learning: Place and Time

	Indicative Hours per week	Other information
History and Geography	0.75	History and geography will for much of the topic work and may be blocked in large chunks of time where beneficial to do so.

Area of Learning: Physical development and the arts

	Indicative Hours per week	Other information
Physical education	1.75	Some lessons are taught by sports coaches. These are usually 50% of the sessions .
Performing and expressive arts including music and singing	0.75	Some elements of music, such as singing, will take place during assembly and worship time.

Area of Learning: Religious education and well-being

	Indicative Hours per week	Other information
Religious education (including assembly)	1	Elements of RE are incorporated into weekly work and discussions from the day. Links are made between assembly and RE lessons.
PSHE and RSE	1	

Total hours in Key Stage One	25.75
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There are 24 hours and 45 minutes of learning time in Key Stage One.

Indicative time spent on each subject is detailed above with the total being more than the number of time in school due to cross-curricular links. For example, a 1 hour lesson in history may involve English, such as reading, skimming, writing etc..., or combining science and mathematics with averages of results in investigations.

Key Stage Two

Children will enter Key Stage Two equipped to access our ambitious, broad and balanced curriculum, that includes all subjects of the national curriculum as well as a modern foreign language. Continuity and progression towards secondary education will be devised by teachers from Key Stage Two and local Key Stage Three providers working closely together. A carefully constructed curriculum in the core subjects and provision to develop the skills that bridge Key Stage Two and Key Stage Three will help to guard against regression in rates of progress.

Area(s) of Learning: English and Languages

	Indicative Hours per week	Other information
English	9.5	Lessons are typically discrete and are always based upon a text and at times they will link to the topic. Lessons are usually about one hour per day with an additional time for guided reading, Accelerated Reader, phonics and class stories.
French	0.75	

Area of Learning: Mathematics

	Indicative Hours per week	Other information
Mathematics	6.5	Maths lessons are taught following a bespoke lesson structure. Lessons encompass a variation of fluency, problem solving and reasoning skills, developing mastery through the use of concrete, pictorial and abstract approaches. Elements of mathematics may be covered in topic work such as science.

Area of Learning: Science, technology and the environment

	Indicative Hours per week	Other information
Science	1.5	
Design Technology and computing	1	

Area of Learning: Place and Time

	Indicative Hours per week	Other information
History and Geography	1	History and geography will for much of the topic work and may be blocked in large chunks of time where beneficial to do so.

Area of Learning: Physical development, the arts and well-being

	Indicative Hours per week	Other information
Physical education (including swimming)	2	Some lessons are taught by sports coaches. These are usually 50% of the sessions . Y4 and Y5 children have a series of swimming lessons during the academic year, usually 12 x 45 minutes)
Performing and expressive arts including music and singing	1.5	Some elements of music, such as singing, will take place during assembly time.

Area of Learning: Religious education and well-being

	Indicative Hours per week	Other information
Religious education (including assembly)	1	Elements of RE are incorporated into weekly work and discussions from the day. Links are made between assembly and RE lessons.
PSHE, RSE and Personal Development	1.5	

Total hours in Key Stage Two	26.25
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There are 25 hours of learning time in Key Stage Two.

Indicative time spent on each subject is detailed above with the total being more than the number of time in school due to cross-curricular links. For example, a 1 hour lesson in history may involve English, such as reading, skimming, writing etc..., or combining science and mathematics with averages of results in investigations.

Our Enrichment Offer

We value the importance of learning beyond the classroom. As such we offer a range of rich and broad activities which enable our children to learn and practise skills which will prepare them for later life, learn about themselves and others. We plan a range of opportunities and educational visits both out of school and visitors to school.

We also offer a residential visit for all of our Year 5 children. The residential have many benefits including:

- Developing personal and social.
- Gaining new experiences
- Building friendships
- Developing resilience and positive attitudes
- Building independence.
- Enhancing areas of the national curriculum.
- Developing confidence and self-esteem.

We appreciate contributions for visits from parents which enable the places to visit to be further afield and varied. All visits are hugely subsidised by the school.

Visits across the child's journey at school include various places of worship, business and enterprise awareness and where possible, link to the topic being studied.

Clubs are a very important part of school enrichment, providing wonderful opportunities for the children to learn to play well together as well as important life skills including teamwork, communications, rules and sportsmanship. We offer a wide range of lunchtime and after-school activities; [The latest timetable can be found on the website by clicking here.](#)

The majority of the clubs at St Giles Academy are free to attend.