

## The Melbourne Curriculum

We have designed a curriculum for the children of Melbourne that will help them develop a love of learning and activate their enquiring minds. We fully support the children being involved in the design of their learning journey and encourage them to ask questions throughout the topic which they can all solve together. We expect there to be lively and engaging learning experiences for all the children with visitors and first hand experiences to help bring the curriculum to life.

### English (Literacy)

In order to create meaningful and memorable learning experiences, our English lessons are planned using talk for writing. Lessons often involve a hook, which will excite children and give them a purpose for writing. High quality, engaging class texts are used which usually have cross-curricular links to other current topics. We cover a range of writing skills and styles, in line with the National Curriculum guidance for each year group. Grammar, spelling and punctuation skills carry a heavy emphasis and are taught in context. Children are given opportunities to demonstrate Mastery of these skills by applying these in their independent writing, both in English and in other curriculum areas. We encourage children to be reflective and independent learners through teaching them how to edit and make improvements to their work. Children are provided with marking strips for their writing, which lists skills and features that they need to include in their writing so that they understand how to be successful.

#### *Speaking and Listening (including Drama)*

Opportunities for Speaking and Listening permeate the whole curriculum across the school. Pupils are given various opportunities for Speaking and Listening across the curriculum, through practices such as talking partners, group and class discussions/debates, reciting rhymes, poems, songs & stories, role play and drama. During these activities, children are taught to speak clearly and convey ideas confidently using Standard English to develop their vocabulary. They are encouraged to ask questions to check their understanding and develop their answers to justify ideas with reasons.

#### *Handwriting*

Handwriting is taught through a scheme to develop the progression to cursive writing. Children are provided with daily opportunities to practise the handwriting focus for that week. There are numerous fine and gross motor activities within the learning environment including the use of dough disco across the school.

#### *Reading*

In order to build a lifelong love of reading, children need to be exposed to texts that engage and excite them. Children are encouraged to choose their own reading books within their colour banded stage which is matched to their current reading ability. Our Banded Book system also includes novels by popular children's authors so that children are engaged as well as challenged by their Banded Reading Book. It is so important for teachers and parents to work together to give your child the best start. Reading together at home is one of the simplest and most important ways in which you can help your child. To support your child in becoming an effective and confident reader we hope to work with you on the first step which is to develop their knowledge of phonics and enable them to decode the different words they may come across. Books which match their phonic stage are provide through Bug Club. Children are introduced to a range of authors and different text types through the whole class texts used in English lessons, and also through

Guided Reading. Reading skills are taught and reinforced when using the class texts and through Guided Reading which help to develop understanding of the text through comprehension questions.

We have a well-resourced library where children are able to select a book that is of interest to them. To foster a culture of Reading for Pleasure, we involve children across the school in choosing new books to buy for the classroom, playground and library, and encourage them to recommend books to their peers.

### *Phonics*

Quality phonics teaching is a high priority at Melbourne. Based around the Letters and Sounds programme, phonics lessons allow children to learn about how letters link to sounds, how to blend sounds to read and how to segment letters to write words and sentences. We are passionate about our children and understand that they are most engaged in their learning during fun and active lessons and so offer well-planned and varied sessions which challenge children to make progress. Phonics bingo, outdoor grapheme hunts and a range of ICT programmes such as Phonics Bug and Phonics Play are just a few of the innovative ways we use to ensure that children get the most out of their learning. This learning is then applied across the curriculum in order to embed the principles of phonics and to enable children to achieve their full potential. It is taught daily to Foundation Stage and KS1 children for 20 minutes per session in ability groups. This allows teachers to differentiate activities according to individual children's needs and offer daily, targeted support.

Children are also regularly assessed to ensure they are accessing learning at the correct level using our tracking system. This allows teachers to understand which sounds children require more support in and interventions are swiftly put in place in order to target such areas. Subsequently, children are able to learn, practise and consolidate their phonics knowledge in order for them to become confident readers and spellers during their time at Melbourne.

Children are also assessed in Year 1 using the 'Phonics Screening Check'. This is carried out nationally and is a short assessment to confirm whether individual children have learnt phonic decoding to an appropriate standard. It will identify the children who need extra help so they are given support by us to improve their reading skills. Below is an example of the 2017 screening check and will help you to understand the assessment your child will face at the end of Year 1. Remember you can help your child by using practice materials such as these, use phonics flashcards in which children are able to practise sounds they have learnt or by using online programmes such as Phonics Bug and via your child's log in to enable them to practise their learning with you at home.

Link to screening check

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/621157/STA17\\_7753p\\_2017\\_phonics\\_screening\\_check\\_pupils\\_materials\\_-\\_standard.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/621157/STA17_7753p_2017_phonics_screening_check_pupils_materials_-_standard.pdf)

## **Maths**

At Melbourne Infant School we plan lessons based on National Curriculum objectives with the aim of achieving maths mastery. We use the White Rose Mastery Frameworks to plan from, using a 'blocking' approach where children are moved on only once they have mastered that block of learning.

We make sure Maths is taught in a fun, creative, and engaging way to promote the love of maths and create children who see maths all around them. Typical lessons will involve the use of

different manipulatives as we follow the 'concrete, abstract, pictorial' method to ensure children have a good understanding of mathematical processes, skills and concepts.

We focus on providing learning opportunities that, through problem solving, make maths relatable to the real world. We also make sure children have the opportunity to, and develop their skills to reason their understanding.

## **Science**

At Melbourne Infant School we integrate science into the rest of our curriculum, with the aim of providing the children with a range of first hand, meaningful experiences. Children participate in open ended activities in order to develop their investigative skills. They are taught to observe changes, look for patterns, identify and classify, carry out a fair test and conduct research using secondary sources.

We enrich our curriculum using a range of outdoor resources including the wildlife garden, vegetable patch, pond area and other aspects of our school grounds. We also invite visitors into school to further develop the experiences of the children. Recently pupils have had the opportunity to meet a bee keeper, experience a planetarium, take part in a rocket building workshop and meet exotic animals. The children are encouraged to reflect on their experiences and their ideas and questions are used to inform further curriculum provision.

## **Computing**

Computing is not taught in isolation, but is developed throughout all areas of the curriculum. Children are taught the skills required to use technologies effectively and most importantly, safely. As they progress through the school, children are supported to develop these skills to prepare them for lifelong learning.

The school aims for every child to be confident in the use of ICT for multimedia creation, programming and online research. We use a range of applications, topic related websites and interactive software to enhance learning. To support this, the school has interactive whiteboards in every classroom, the library and the hall to ensure provision for all children at all times. We have, in addition, a bank of iPads for the children to access and an iPad in every classroom for the teacher's use. At home the children can access learning remotely through the use of websites such Bug Club.

E-safety plays an integral part of the children's computing education and a program of learning is in place to support this.

## **RE**

Religious Education is taught following the Derbyshire Agreed Syllabus. The children learn about three religions during their time at Melbourne Infant School- Christianity, Hinduism and Judaism. Children learn about different religions, traditions and beliefs. Time is given for personal reflection and spiritual development. Children are encouraged to develop respect for and sensitivity towards others' differences and similarities. Children participate in daily assemblies with a broadly Christian focus. School prayers are also incorporated into the day.

## **History**

History develops children's curiosity about the past and about the ways things have changed over time. Pupils learn about peoples' lives and lifestyles, events and places from the recent and distant past and develop an awareness of time. History is about people and helps children to understand past events and to make sense of the world they live in today. At Melbourne Infant School, as well as teaching history during our different topics we also have an annual History day that focuses on a different periods of time, famous historical figure or decade each year.

## **Geography**

Geography helps children understand the environment in which they live and the part they can play in it for future generations. Children are given opportunities to investigate their local surroundings and develop their geographical skills. They also learn about the wider world by studying a variety of different places in the UK and abroad. At Melbourne Infant School, the Me and My World Week gives children these opportunities.

## **Music**

Foundation stage classes have begun to follow the BBC Radio Listen and Play for Foundation Stage. Each session is based around a theme or well-known story e.g. The House of the Bears, Giants and Beans, mini-beasts and pirates to name a few.

Key Stage 1 follow a mixture of lessons but predominantly follow the BBC School Radio Music programmes including Jack and the Beanstalk, Little Red Riding Hood, Famous People, The Great Fire of London and Music Food Fest. There is a 2 year cycle to ensure children in Year 1 and 2 do not follow the same programme each year. The programmes introduce a variety of songs, rhymes and chants for the children to learn including songs with different structures and dimensions. Some sessions include the use of tuned and un-tuned instruments. There is often a story or part of a story to accompany each session. In addition to this the units include a listening to music element where the children listen and respond to a range of live and recorded music by well known composers.

To supplement the above we have a whole school composer of the term including Holst and Edward Elgar. The school choir practise weekly and hold regular performances in the community.

## **PE**

The main focus of PE at Melbourne Infant School is to enable children to be physically active, thus developing physical fitness, strength and agility. We aim to develop children's enjoyment of physical activity through creativity and imagination. During PE lessons children are taught how to move their bodies safely, carry equipment sensibly and work co-operatively with others. The children are taught how to keep their bodies healthy by discussing the benefits of an active and healthy lifestyle. We follow the Real PE scheme of work across the school.

As well as providing all children with two hours of high quality PE lessons a week, we aim to provide children with opportunities to take part in physical activity on a daily basis, this is through daily Wake and Shake, Go Noodle and active lessons.

Both staff and external agencies provide additional extra curricular clubs at lunchtime and after school for children to participate in, these include archery, football, street dance, martial arts and many others. Children have the opportunity to join clubs and attend Festivals organised by the South Derbyshire Sporting Partnership.

Throughout the year we celebrate physical activity and hold whole school enrichment activities, we also have an annual Sports Week where children can sample wide variety of sports and physical activities not on offer in the curriculum.

## **Art and Design**

Children are given the opportunity to work creatively and imaginatively using a range of materials. They are taught to think about colour, pattern, texture, shape, form and space in relation to their art work. Children develop their own ideas using the mediums of drawing, painting, sculpture and other art and craft techniques. They are introduced to the work of famous artists and designers. Children are encouraged to describe differences and similarities between different practices and disciplines, and make links to their own work.

## **Design and Technology**

Design and Technology teaches children how to design and make purposeful, appealing products. Children are encouraged to generate and develop their own ideas based on given criteria. They are encouraged to talk about their ideas and evaluate their final products, identifying what works well and what could be improved. Children are taught the skills to enable them to work safely with a range of tools and equipment. They are given opportunities to explore and use mechanisms such as levers, sliders and wheels, and are encouraged to consider ways in which to make structures stiffer, stronger and more stable.

## **PSHE**

PSHE is a vital curriculum area in our vision to create lifelong learners with the skills they need to live in the modern world. Teaching focuses on developing children personally, socially and emotionally, thinking about the whole child.

We plan learning opportunities that cover the different areas as set out in the guidance from the PSHE Association; identity, relationships, healthy balanced lifestyles, risk, diversity and equality, rights, change, power, careers. We also follow a growth-mindset approach that is woven into our behaviour policy and STAR standards.

As well as planned and taught lessons, PSHE is never taught in isolation and staff make the most of every learning opportunity that arises in and out of the classroom.

## **Global Learning**

At Melbourne Infant School, Global Learning aims to provide all children with the **Knowledge, Skills and Values** to make sense of the world in which they live, and to develop understanding of their role in a global society.

We will ...

- provide creative learning opportunities through whole school activity days or themed weeks
- provide all children with a sense of belonging in their local and global communities.
- support the teaching of British Values across the school
- engage children in *Global Learning* through cross curricular teaching

Through cross curricular learning, children will engage in the creative curriculum. *Global Learning* lends itself especially to the curriculum areas of RE, Music, PSHE, Geography etc. but also have opportunities in core subjects - English (stories from around the world / reading for pleasure), Maths (problem solving in real world contexts) and Science (how things are made / discussion / working scientifically).

### **Early Years Foundation Stage**

Children in Reception follow the Early Years Foundation Stage Curriculum. This learning challenges children and encourages them to develop into independent, resilient, motivated learners and thinkers, full of curiosity about the world around them within a fun, happy and secure environment.

Our Early Years Foundation Stage curriculum is based on seven areas of learning: Communication and Language, Personal, Social and Emotional Development, Physical Development, Maths, Literacy, Understanding of the World, Expressive Arts and Design.

Children have opportunities to explore, enquire and to take risks through practical, hands-on learning experiences. At Melbourne, we have a high quality outside learning environment which the children are able to use throughout the day.

### **Assessment and Reporting to Parents**

Children are assessed continuously by their teachers both formally and informally throughout the year. At the end of your child's reception year, a final judgement will be made against the Early Learning Goals. In Year 1, the children will sit the National Phonic Screening test. This score is then reported to parents. At the end of Year 2, the children are assessed by their teachers and the National Standard Assessment Tasks (SATs). The teacher judgement is then reported to parents in their child's annual report.

The school offers a 'Meet the Teacher' early in the Autumn Term followed by a parents evening in Autumn 2 and in the Spring. Class teachers are always available at the beginning or end of the school day to discuss concerns you may have.

All children receive an annual report each Summer Term and parents have the opportunity to discuss the report with the class teacher if they wish.