

Our Curriculum Intent

At Seathorne Primary Academy, we believe everyone should be valued, respected and supported to fulfil their potential.

The Seathorne Values have been chosen to underpin school life and enable our pupils to be successful learners, confident individuals, responsible citizens and effective contributors - skills which will prepare them for their futures and wider world they are part of.



These values are woven throughout our curriculum, which has been designed to meet the contextual needs of all of our pupils, regardless of their starting point or background.

We view the design of the curriculum as an evolving and fluid process which takes into consideration: the needs and character of our children and families; the children's prior learning; children's experiences and opportunities; the community in which school exists, the statutory curriculum (National Curriculum) and educational research which is evaluated and relevant to our school. We have designed a curriculum which teaches what matters to our children so that they know more, remember more and this is revisited in a way that supports them to go on to achieve more.

As part of the Greenwood Academies Trust we benefit from being part of a wider community. The Curriculum Leaders share best practice, ideas for curriculum development and provide challenge across the academies.

Implementation

Aims

- Motivate and challenge our children to achieve academic success.
- Partner with families to create an aspirational school community.
- Appreciate the uniqueness of each child and recognise their potential.
- Support, guide and inspire through excellent teaching practices.
- Create a curriculum experience that provides a range of opportunities and builds skills for future life aspirations.

Academy Expectations

- Staff have high expectations of themselves and all children.
- Teachers are expected to impart knowledge accurately and with enthusiasm which generates high levels of commitment from children.
- We expect children to make rapid and sustained progress in lessons and over time.
- We expect teachers to support children in developing independence.
- We expect teachers to systematically check understanding, intervening in a timely manner when needed.
- We expect children to be challenged, as well as being given regular consolidation and revisiting opportunities.
- We expect teachers to regularly provide high quality feedback to children through dialogue and lessons that respond to pupils' learning needs.

Effective Teaching

At Seathorne Primary Academy we embrace a pedagogy of 'Personalised Learning'; an approach which expects all children to reach or exceed national expectations, to fulfil their early promise and develop latent potential. High expectations of progress apply equally to children working above, working at, or working below age-related expectations, including those who have been identified as having special educational needs. There is an expectation of participation, fulfilment, and success; and teaching and learning is characterised by ambitious objectives, challenging personal targets, rapid intervention to keep pupils on trajectory and rigorous assessment to check and maintain pupil progress. There are clear plans to support those who are struggling to maintain trajectory. The teacher's priority is to support children so that they can keep up with the pace of learning and make good rates of progress. Regular Pupil Progress Meetings are held alongside the class teachers to discuss each pupil and the whole cohort to ensure that attainment and progress are maximised.

Key Foci for Effective Teaching:

1. Quality first teaching

- Highly focused lesson design with sharp objectives
- High demands of child engagement with their learning
- High levels of interaction for all children
- Appropriate use of teacher questioning, modelling and explaining
- Emphasis on learning through dialogue
- An expectation that children will develop resilience and accept responsibility for their own learning and work independently
- Regular use of encouragement and praise to motivate children.

2. Target setting

- Individual children's progress tracked
- Strengths and weaknesses identified supporting planning and intervention
- Data collected on a regular basis and shared with staff and children
- Children have regular opportunities to discuss their progress. Teachers actively involve children in setting and reviewing their progress towards their targets

- Teaching, interventions and revision programmes are adjusted in the light of progress children make
- Parents and carers are regularly updated on their child's progress
- Processes run across the whole academy to ensure consistency and are regularly evaluated by SLT to ensure that the needs of all children are being met.

3. Focused assessment

- Rigorous assessment and tracking of children's performance takes place to inform classroom practice allowing children to make good progress and close attainment gaps. We use the PiXL assessment materials during the year to inform future planning in a very bespoke manner.
- Day to day, Periodic and Transitional assessments used effectively
- Assessment for Learning (AfL) evident across the academy – learning objectives, learning outcomes, success criteria, self and peer evaluation.

4. Intervention

- Individuals and groups who are not making sufficient progress are identified
- Provision for intervention is mapped according to need
- Learners are enabled to perform beyond the norms expected for their year group where appropriate
- Interventions are evaluated by each class team and relevant adjustments are made
- Class teams regularly meet to discuss current and future interventions engaging in dialogue around the impact of interventions, potential barriers and further actions required
- Interventions will often respond to the instant needs of the children, from that session, day or aspect of learning identified as requiring further development
- The PiXL resources are used to support the delivery of interventions and are specific to the pupils' needs.

5. Learning environment

- The learning environments are tailored to meet the needs of the class. We have a working wall style approach for all classroom display boards and these are created alongside the pupils on a daily basis. Primarily, they support learning for all pupils but also offer opportunities to celebrate high quality outcomes
- Vocabulary is a key priority – linking with the need to secure knowledge in each subject area
- Organisation of the classroom/learning environment adapted to the children's learning needs
- The use of learning resources and IT is developed to allow children to work independently and successfully
- Aim to make effective use of other spaces – 'outdoor classroom', woodland area, hall space
- Corridor displays are used to celebrate learning from the previous term and contain a range of subject areas

6. Curriculum organisation

- The curriculum is designed to cater for the needs and interests of a full range of learners
- The curriculum is based on the National Curriculum and the staff team plan in a cohesive way to ensure a clear sequence of learning that builds on prior learning and makes links within and across subjects
- Flexibility is built into the curriculum organisation and delivery to ensure greater coherence from the children's perspectives
- 'Building Futures' is a key element of the curriculum. Explicit development of life skills is at the heart of the provision and the pupils experience many aspirational career opportunities to build their aspirations for the future. The Skills Builder Programme is used to support this aspect of our curriculum
- PHSE and RSE are also a priority for our pupils, supporting them to be good citizens and healthy and confident individuals. (See visual above)

7. Extended curriculum

- The academy offers a full range of 'out of hours' activities and clubs which enhance and extend the basic curriculum
- We ensure access for all
- Parents and carers, as well as the wider community, are involved in extended provision
- Access to other services is provided or arranged, including health and social services.

8. Supporting children's wider needs

- The academy maintains close communication with parents and carers
- We develop and maintain multi-agency links to support vulnerable children
- Employ an 'Inclusion Officer' and a 'Family Welfare Officer' as points of contact for parents and carers.

Effective Learning

We acknowledge that people learn in different ways, and we recognise the need to develop pedagogies which enable all children to learn in ways which suit them.

We offer ways for children to learn in different ways including:

- investigation and problem solving
- open ended tasks
- reasoning
- research and finding out, with independent access to a range of resources
- group work, paired work and independent work
- effective questioning
- presentation and drama
- use of IT
- visitors and educational visits
- creative activities, designing and making
- use of multimedia, visual or aural stimulus
- participation in physical or athletic activity
- Homework – when appropriate
- extra-curricular clubs and activities.

Our Curriculum

EYFS

RESPECT	FRIENDSHIP AND LOVE	HONESTY	HOPE	DETERMINATION	COURAGE	ACCEPTANCE
Through self and co-regulation, accept the views of others, especially when they differ to their own; sharing and turn-taking will come naturally...	Build strong relationships but be aware of how to be friendly towards others they may not consider a best friend.	Recognise the importance of honesty in building trust.	Develop a growth mindset and realise that they may not be able to do something... yet!	Recognise that through revisiting and rethinking their ideas that they can reach their own goals!	Have the confidence to try new activities, experiences and speak with new people.	Explore the wider world through stories, imaginative play, trips and visitors

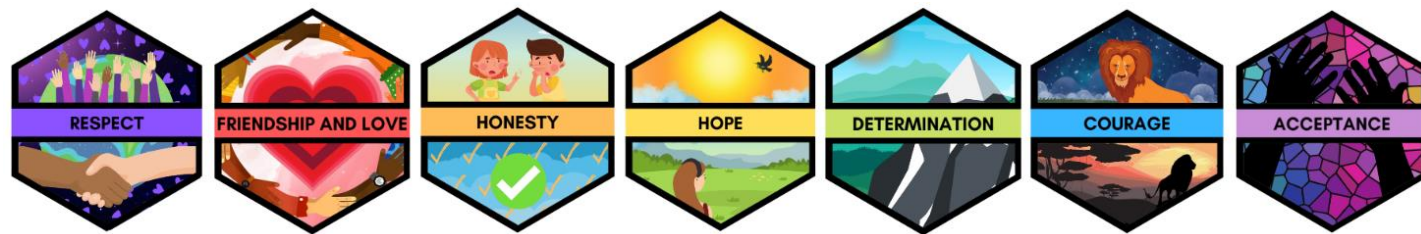
Our Vision for Early Years

Across our Early Years at Seathorne Primary Academy, we cherish childhood and want ALL children to be happy, enjoying school and loving learning! We strive to create a beautiful, yet practical learning environment that fulfils all areas of the Early Years Foundation Stage, where children can learn through their interests and develop the skills that will help them in school and beyond! Our shared values will guide children in their decision making and underpin their moral development in school.

Children will have the opportunity to learn through play. Learning will be fun and early years practitioners will create opportunities to challenge and further develop learning through play, appreciating each child as an individual. We highly value the importance of our outdoor environment and believe that it offers children a unique opportunity to develop a wider range of skills than simply accessing an indoor environment. Learning will be further enriched through visits within the local community and beyond!

We believe the adults at school and at home play a vital role in shaping the whole child as both pupil and a person, and we value our children and families, creating a triangle of trust between practitioners, parent and child. Through our partnership with parents, we will strive to have an open-door policy, with transparency and regular dialogue.

English – Reading



Develop respect for authors we come across	To inspire children with a lifelong love of reading and to share that with others	Share our honest opinions on books we have read	Explore how people become authors and be inspired to achieve our own aspirations	Challenge ourselves to build upon prior reading skills	Ask for questions to develop understanding of a text or new vocabulary	Explore a range of diverse texts and accept how others are similar and different to us
Successful Learners	Confident Individuals		Responsible Citizens		Effective Contributors	
To become fluent readers with a good understanding of the texts they have read	To become a confident reader in any subject, preparing them for the next stage of their academic learning		To read widely to develop their knowledge of themselves and the world in which they live To appreciate our rich and varied literary heritage		To participate in high-quality discussions about texts, drawing on linguistic knowledge and knowledge of the world	

At Seathorne Primary Academy, reading is valued as the fundamental life skill that underpins every area of success. Children are taught that reading is essential to everyday life and that fluent reading is one of the most essential skills they can have.

We teach reading consistently through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme that teaches children to read effectively and quickly. Children's progress is tracked every 6 weeks alongside their reading fluency.

Once our children can read fluently, *Accelerated Reader* is used as an additional tool to engage the reader, track book choices and ensure children are reading appropriate materials for their reading age.

In Reception and Y1, children have 3 reading practise sessions a week. These have been designed to focus on three key reading skills: decoding, prosody and comprehension. In Reception, these lessons start in Week 4. Children, who are not yet blending, have daily practise in small groups, so that they quickly learn to blend and can begin to read books. In Y2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

In Y2-6, reading lessons are taught daily covering a range of text types (fiction, non-fiction and poetry). Each reading domain is taught explicitly and repetitively to ensure our children understand and are able to apply each of these. Teachers use whole class modelling to support all children and then work with smaller groups to reinforce the skills being taught.

Reading in the Wider Curriculum

Teachers provide opportunities to read in different subject areas, either to further their understanding of topics, or to develop their emotional literacy (e.g. in PSHE). All classes have book families linked to their topics. Our Long-Term Curriculum mapping supports this by identifying the opportunities where reading skills can be developed in the wider curriculum.

A range of extra activities are used to promote reading within the school including World Book Day and author visits.

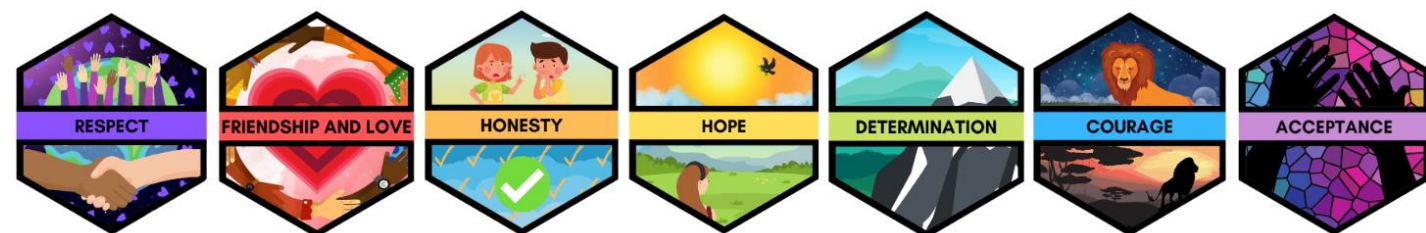
Home Reading

Children in Reception and Y1 take a decodable book home on a Friday and return on a Monday. We ask parents or carers to ensure that they share this with their child and celebrate their successes.

Children in KS2, who are working at phase 2 or above, have a decodable book from the *Big Cat Little Wandle 7+* scheme. As well as a decodable book, all children have a reading for pleasure book. All children are expected to read 5 times per week, and this is recorded in their reading diary. Children, who are not reading regularly at home, are heard

regularly in school. We have a 'Reading Challenge', where children can earn bookmarks and a book of their choice for their efforts at home.

English – Writing



Develop a respectful tone considering the audience for our writing	Celebrating others' writerly choices and supporting the development of ideas	Reflecting on learning to plan personal targets	Explore how people become authors and be inspired to achieve our own aspirations	Challenge ourselves by building on prior knowledge and embracing mistakes	Share ideas with others through 'kind calling out' and don't be afraid to make mistakes	Value all ideas and viewpoints through 'kind calling out'
Successful Learners	Confident Individuals		Responsible Citizens		Effective Contributors	
To write clearly, accurately, and coherently, using Standard English, adapting language and style for a range of contexts, purposes and audiences To write legibly, at speed and use joined handwriting To spell quickly and accurately Acquire a knowledge of grammar and linguistic conventions	To speak clearly, to convey their ideas fluently and confidently and to ask questions To be creative, use ambitious vocabulary and figurative language		Acquire a wide vocabulary, working out the meaning of unknown words		To write for a range of audiences and adapting language and style accordingly	

At Seathorne Primary Academy, children are taught that Writing is essential to everyday life. We follow the National Curriculum and use a range of sources to support our long-term planning to ensure a clear sequence and progression in this subject: The Write Stuff (Jane Considine), Talk for Writing (Pie Corbett), Chris Whitney and Alan Peat. By using a variety of approaches that target specific elements of writing, it enables barriers to be successfully overcome. These approaches allow children to develop oracy skills and widen their vocabulary choices, whilst deepening their understanding of writerly choices.

Writing is taught through a high-quality text or stimulus, linking up with the overall theme and other areas of the curriculum where possible.

Writing in the EYFS

We provide a language-rich environment and extensive opportunities to use and embed new words in a range of contexts. Weekly chatter cards continually reinforce new vocabulary, and these are shared with home for the children to talk through with families too. Jane Considine's Fantastic Foundations approach to writing supports our collection and application of vocabulary through using linked texts. Children always have access to a writing area with a wide range of writing materials and we provide meaningful mark making opportunities. Writing is displayed and celebrated in the classroom.

Writing at KS1 and KS2

Each year group has a yearly overview of the writing purposes, both narrative and non-fiction. Writing purposes are repeated to solidify understanding of a variety of genres and text types and to enhance skills in grammar, sentence construction and punctuation. We provide a purpose for writing for different audiences and we encourage pupils to see themselves as authors.

Within a unit of learning, children are guided through a clear writing process: generating ideas, planning, drafting, revising, evaluating and publishing (when appropriate). Each skill is clearly modelled through shared or guided writing. We use talk to encourage pupils to express their ideas, exchange ideas and to develop more sophisticated vocabulary and this is enhanced using 'The Writing Rainbow'. We use a slow-write approach to ensure better quality writing is produced. Experiences are provided within units of learning where children develop a bank of vocabulary to support them in their next chunk of writing. Each classroom displays tier 2 and 3 vocabulary which is updated regularly. Children

are taught the explicit grammar and punctuation objectives required for their key stage. Grammar and punctuation knowledge and skills are taught in context during English writing lessons, at the point of writing. Occasionally, we will deliver a stand-alone lesson if they feel that the class need to consolidate their skills further and particularly in summer term in Y6 in preparation for SATS.

Handwriting, Spelling and Grammar sessions are incorporated into the English lessons and also on their own merit within the timetable.

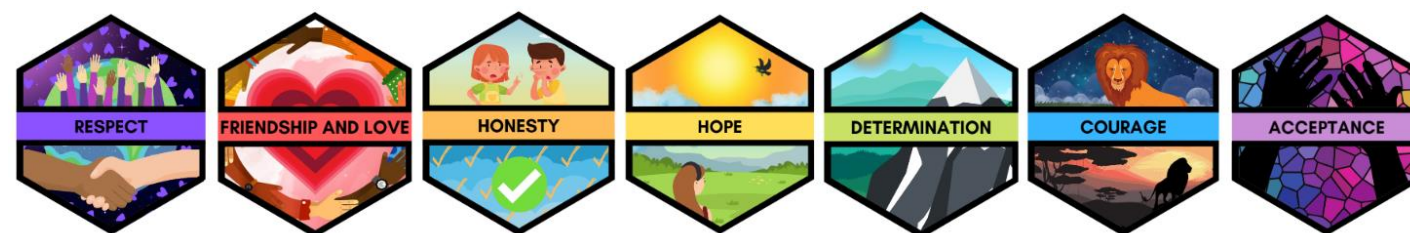
Writing in the Wider Curriculum

Our Long-Term Curriculum mapping supports this by identifying the opportunities where disciplinary Writing skills can be developed across the wider curriculum.

National Curriculum English Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study>

Mathematics



Listening to the mathematical ideas and justifications of others.	Supporting our learning partners with kindness and encouragement.	Reflecting on learning, including when mistakes are made.	Being open-minded to challenges that might think are not achievable, YET!	Follow in the footsteps of Determined Dexter who is resolute, resilient and systematic	Follow in the footsteps of Brave Astrid who is confident and willing to take risks.	Recognise that our first attempt at learning may not be successful, but we can always try again.
Successful Learners	Confident Individuals		Responsible Citizens		Effective Contributors	
To use earlier mathematical teaching to set the foundations for future learning which will ensure progression throughout their Maths experience. To become independent learners by developing knowledge and understanding of new mathematical teaching, in turn applying these skills to problem solve in Maths and the wider curriculum.	To be confident in their selection of strategies when using and applying their mathematical skills.		To know how to apply their Maths skills in real life experiences and be able to engage in the outside world.		To contribute and discuss individual strategies to show how they have applied their skills and to confidently question learning to deepen their understanding.	

At Seathorne Primary Academy, we embrace mastery approaches to teaching mathematics. We follow the National Curriculum and use **Power Maths** to support our long-term planning to ensure clear sequence and progression in this subject.

The Power Maths' Characters are visible throughout mathematics teaching and learning and are used to promote the children's developing growth mindset. The characters grow with the children as they progress throughout school.

Flexible Flo	Determined Dexter is resolute, resilient and	Brave Astrid	Curious Ash	Sparks the Cat

is open-minded and sometimes indecisive. She likes to think differently and come up with a variety of methods or ideas.	systematic. He concentrates hard, always tries his best and he'll never give up – even though he doesn't always choose the most efficient methods!	is confident, willing to take risks and unafraid of failure. She is never scared to jump straight into a problem or question, and although she often makes simple mistakes she is happy to talk them through with others.	is eager, interested and inquisitive, and he loves solving puzzles and problems. Ash asks lots of questions but sometimes gets distracted.	is a reliable and supportive companion and side-kick. Sparks is always happy to help out a friend-in-need.
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Mathematics in the EYFS

In the Foundation Stage, the Specific Area of Mathematics is divided between 'Number' and 'Numerical Patterns' which are taught through provision of frequent and varied opportunities where children can build and apply their understanding. Where relevant, these opportunities will be linked to the other 6 Areas of the EYFS Curriculum. By making connections, teachers will enable children to develop a secure base of knowledge and vocabulary from which a mastery of mathematics can be built. This curriculum will also include rich opportunities for children to develop their spatial reasoning skills, within both the inside and outside learning environments. Real-life representations will support the children to develop the necessary building blocks to excel mathematically. Support on provision is taken from **Development Matters**, Mastering Number and Power Maths for Reception.

Mathematics at KS1 and KS2

Mathematics is taught through **Power Maths** – 'a mastery programme aligned to the White Rose Maths progressions and schemes of learning. This is written specifically for UK classrooms by leading mastery experts and recommended by the DfE'. At the heart of Power Maths is the belief that all children can achieve. It's built around a child-centred lesson design that models and embeds a growth mindset approach to maths. Power Maths is structured around a whole-class interactive teaching model that focuses on helping all children to build a deep understanding of maths concepts and a confidence in maths, supported by progressing through concrete, pictorial and abstract representations to ensure depth of understanding.

Maths in the Wider Curriculum

Children are taught that Mathematics is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. Our Long-Term Curriculum mapping supports this by identifying the opportunities where cross-curricular maths is most appropriate. This could be through mathematical-based reading comprehensions; linking directly to topics in science, geography and history; or those real-life application opportunities such as working scientifically to gather data for an experiment, carrying out historical enquiry by looking at key dates and timelines in both living memory and beyond and even looking at position and direction when exploring geographical locations, map reading skills and coordinates.

National Curriculum Mathematics Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>

Science



Developing a respect for the materials and equipment they handle with regard to their own safety and that of others.	Working together and supporting each other. Sharing experiences, knowledge and ideas through discussion and questioning.	Evaluating findings from scientific enquiry and the effectiveness of investigations. Sharing means for improvement.	Understanding the uses and implications of science across different careers, today and for the future.	Building knowledge, skills and vocabulary to improve engagement and motivation to study science.	Challenging gender stereotypes around science as they explore the diverse and varied opportunities a career in science can bring.	Listening to others' ideas and opinions, so they can reach conclusions to answer scientific questions.
Successful Learners	Confident Individuals	Responsible Citizens		Effective Contributors		
To develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. To develop the essential scientific enquiry skills to deepen their scientific knowledge.	To develop an enthusiasm and enjoyment of scientific learning and discovery. To be confident enough to ask questions and discuss their understanding of the world.	To understand how science has changed our lives and is vital to the world's prosperity. To learn about and understand the impact of certain scientists and how they have impacted our world.		To develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them. To use a range of methods to communicate their scientific information and present it in a systematic, scientific manner, including I.T., diagrams, graphs and charts.		

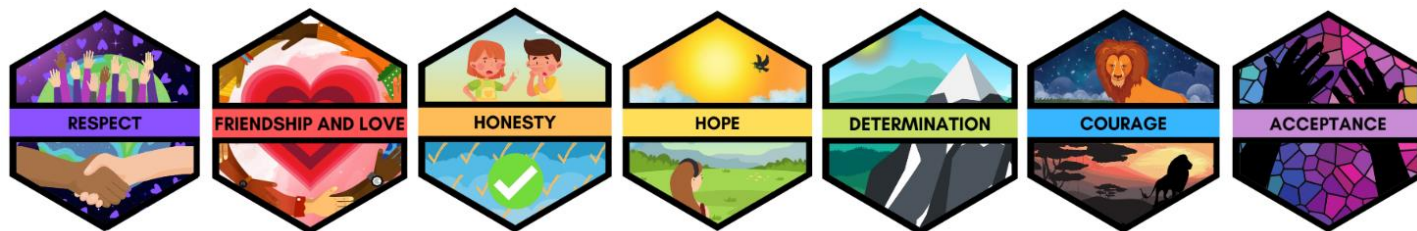
We aim to provide a high-quality science curriculum giving children the foundations for understanding the world through the specific areas of biology, chemistry and physics. We recognise the importance of science in our everyday lives and so our curriculum combines both knowledge and enquiry skills and gives children regular opportunities to undertake practical science activities, both inside and outside the classroom.

We aim to develop the natural curiosity of our pupils, encourage respect for living organisms and the physical environment and provide opportunities for evaluation of evidence. By increasing pupil's knowledge and understanding of the world our pupils will be confident, independent learners with the skills and understanding to question and investigate things they see around them.

National Curriculum Science Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#key-stage-1>

Art and Design



Recognising that all art deserves respect – including your own. Studying and appreciating art from across the world, learning about famous artists from the ancient to modern times.	Critiquing art in a way that will support ourselves and others with kindness and encouragement.	Observing and talking about own work and that of other artists and the techniques they have used, expressing likes and dislikes in a constructive way to support improvement.	Exploring how people become artists. Being inspired to follow a similar path in their areas of skill.	Listening to and acting on advice and instruction to build up skills in small, progressive steps in order to improve overall mastery of art and design techniques and skills.	Taking risks to use art techniques and skills to show what is in our “artist’s heart”. Not always expecting our work to be liked or appreciated – we can sometimes be our harshest critics!	Whether art leaves us speechless, joyful or confused, accepting these feelings and exploring the different perceptions held by others.
Successful Learners	Confident Individuals		Responsible Citizens		Effective Contributors	
To become proficient in drawing, painting, sculpture and other art, craft and design techniques. To learn about famous and current artists and how they achieved recognition for their work.	To produce creative work, exploring their ideas and recording their experiences. To use the range of diverse art forms for development of creativity and individual expression.		To know about great artists, craft makers and designers, and understand the historical and cultural development of their art form.		To follow the example from the past artists and modern artists for how art can be used as a way of communication. To evaluate and analyse creative works using the language of art, craft and design.	

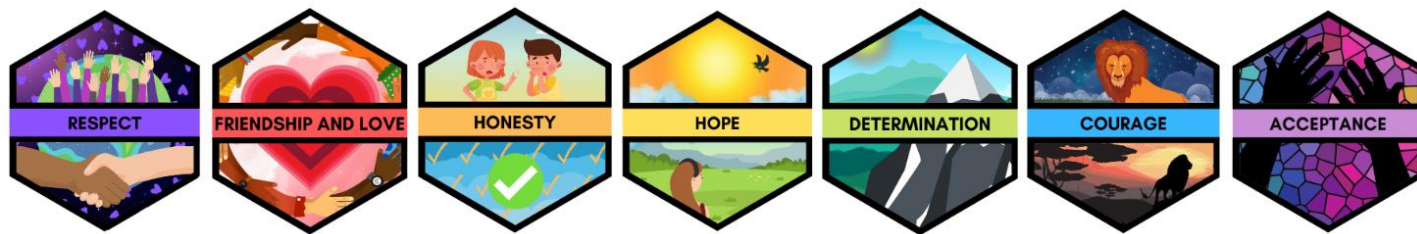
We see Art and Design as a vehicle for creativity and individual expression, and it provides opportunities for collaborative work. It is an important form of cultural expression and, therefore, has significance and meaning for all our children. Our teaching provides an understanding of all the diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media.

We have access to Kapow to support non-specialists in delivering sessions that are well sequenced, progressive and high quality. More confident staff have the flexibility to adapt sessions to enable them to fully utilise their skills.

National Curriculum Art Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study>

Design Technology (D.T.)



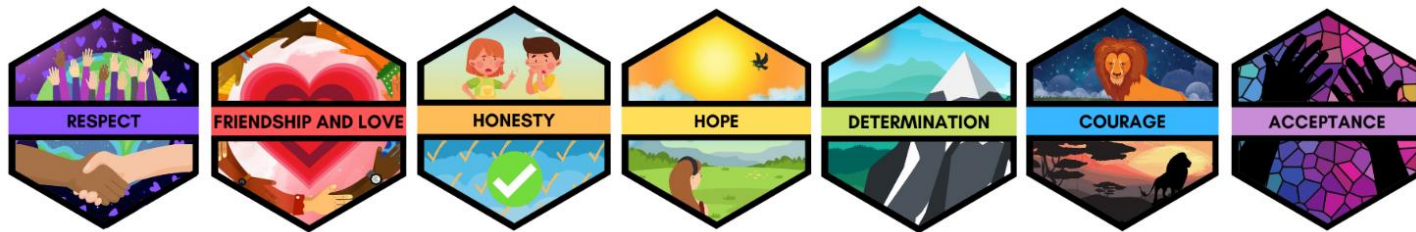
Promoting a respectful working relationship as part of collaboration through design projects.	Sharing ideas and expertise. Considering their own and other's needs, wants and values in the design process.	Evaluating as an integral part of the design process, providing honest feedback to help adapt and improve a product.	Exploring how people become designers. Being inspired to follow a similar path in their areas of skill.	Developing key learning behaviours such as determination, resilience and resourcefulness in order to prepare them for their future D.T. teaching.	Taking risks with design ideas and testing when exploring materials (or ingredients) to solve real and relevant problems.	Understanding that prototypes are an original model, the early sample that will be improved with critique, evaluation and testing.
Successful Learners	Confident Individuals	Responsible Citizens		Effective Contributors		
To build and apply a repertoire of knowledge, understanding and skills. To use creativity and imagination when designing and making products, drawing on disciplines such as mathematics, science, engineering, computing and art.	To develop the creative, technical and practical expertise needed to perform everyday tasks confidently To understand and apply the principles of nutrition and learn how to cook.	To contribute to the creativity, culture, wealth and well-being of the nation. To participate successfully in an increasingly technological world. To become enterprising and capable citizens.		To critique, evaluate and test their ideas and products and the work of others. To design and make high-quality prototypes and products for a wide range of users.		

Our Design and Technology lessons encourage the designing and making of products to solve real and relevant problems. Our pupils learn to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

National Curriculum Design and Technology Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-design-and-technology-programmes-of-study>

Computing

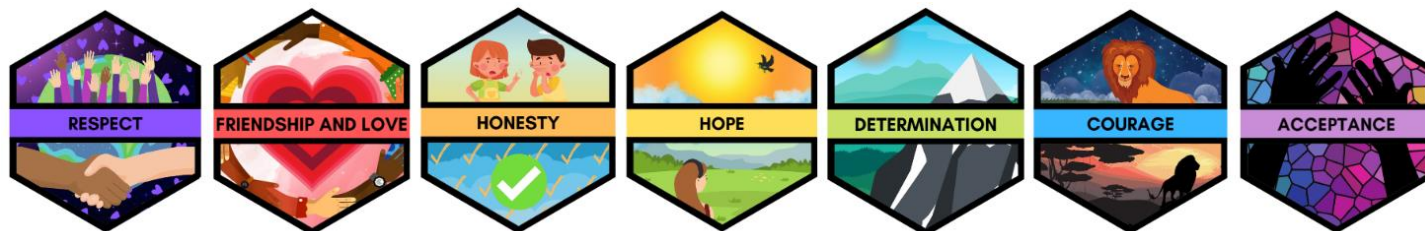


Children respect each other online as well as listen and appreciating ideas when working together.	Children support their learning partners and are also friendly to others online in the wider world.	Children reflect on their learning within Computing and are honest about the mistakes they make and learn from them.	Children tackle challenges in Computing with an open-mind knowing that they might not succeed first time.	Children approach tasks with resilience and know that a systematic approach is key to Computing.	Children explore new concepts knowing that nervousness and anxiety is to be expected.	Children learn to accept that they will not always be successful in Computing and that mistakes are common place when using technology.
Successful Learners	Confident Individuals		Responsible Citizens		Effective Contributors	
Children will know more, remember more, and understand more about Computing.	Children will understand the pivotal role technology plays in their lives and equip them to participate and thrive in a rapidly changing digital world.		Children will understand how to use the technology available to them responsibly and how they can also use technology to be global citizens.		Children will become confident and competent users of technology who understand how to use technology positively, responsibly, and safely.	

In our Academy, Computing prepares our pupils for the wider world and enables them to contribute using technology safely. They learn a range of skills covering computer science, information technology and digital literacy and use these skills across a range of different curriculum areas.

We follow the National Curriculum and use **Teach Computing** to support our planning, aware that as technology develops, we need a curriculum that develops alongside it. Teach Computing continually adapts and changes, allowing teachers to deliver the most up-to-date content to our pupils.

Modern Foreign Languages – Spanish



Discovering and developing an appreciation of an additional language.	Creating opportunities to connect with others who may not speak English as their first language.	Answering questions accurately and truthfully about greetings, feelings, names, ages, and favourites.	Looking to a future where being able to communicate in other languages would make a 'smaller world'.	Listening attentively, joining in, and responding. Persevering in this area to develop accurate pronunciation.	Asking for clarification and help about a new language, and eventually in a new language too!	Understanding that there are other languages and cultures in our community and the wider world.
Successful Learners	Confident Individuals	Responsible Citizens		Effective Contributors		
To explore the Spanish language and discover how it compares to English, To understand and respond to spoken and written language. To develop skills of reading and writing the language, from a variety of authentic sources in the language studied.	To speak with increasing confidence, fluency and spontaneity. To provide the foundation for learning further languages, equipping pupils to study and work in other countries.	To broaden horizons to, building knowledge of different countries where this language is spoken, including awareness of the cultural similarities and differences in these places. To know where different languages are spoken around the world – supporting potential job opportunities in the future.		To find ways of communicating what they want to say, including through discussion and asking questions. To develop their oracy skills and understand conversations.		

Our approach is to make learning a new language fun and memorable. Young pupils are very receptive to learning a new language; they like to pronounce the words and they can easily pick up and duplicate new sounds. They feel a real sense of accomplishment when they learn to say something new. We will have discreet lessons on the timetable, but we will also integrate the foreign language into the everyday routine. Staff have access to “[Rachel Hawkes’ Language Learning Website](#)” to support the delivery of Spanish – other resources can also be used, as appropriate.

National Curriculum Language Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study>

Music



To harness and nurture musical attributes of our pupils	To inspire children with a lifelong love of music and to share that with others	Reflecting about own performance- expressing success and next steps in constructive feedback	To maintain hope that by practice we can improve our musicianship	Being open-minded to musical challenges that we might not think are achievable, YET!	To perform music with skill and confidence to their school community	Recognise that first attempts at being musicians may not be perfect, but we can always try again
Successful Learners	Confident Individuals		Responsible Citizens		Effective Contributors	
To secure knowledge and understanding of musical vocabulary and technical skills.	To promote positive and confident communication, expression and social interaction through music composition and performance. To perform music with skill and confidence to their school community.		To enrich our school community with opportunities to engage with a range of high-quality music and musicians.		To talk about what they have heard, sung, composed, played and performed with confidence using their acquired vocabulary.	

In our Academy, music brings our community together through whole school singing, year group instrument playing, experimental creation and performance. It promotes the love of listening to each other's performances.

The joy of music strengthens our bonds of friendship and love.

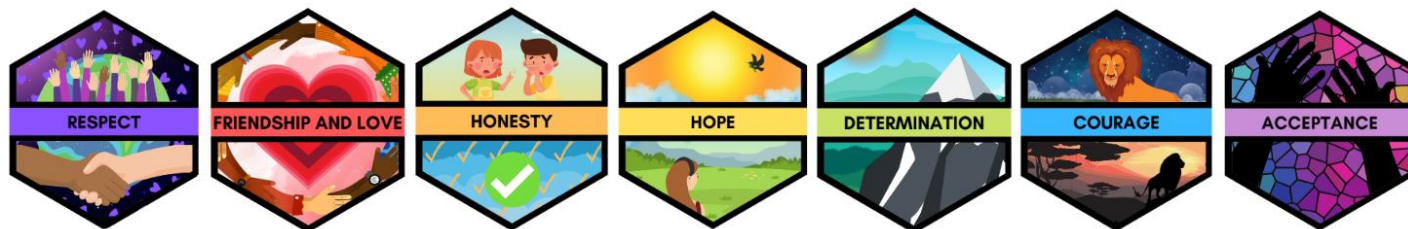
We have access to Music Express to support non-specialists in delivering sessions that are well sequenced, progressive and high quality. More confident staff have the flexibility to adapt sessions to enable them to fully utilise their skills.

Lincolnshire Music Service also enhances our music curriculum in year 1 and year 5 with singing and instrument tuition.

National Curriculum Music Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study>

Physical Education (P.E.)



Understanding that fairness and respect are integral for all forms of competition, whereby players and athletes must abide by the rules.	Being part of a team and showing good sportsmanship.	Learning to evaluate and recognise their own success, as well as successes of others.	Taking inspiration from successful sportspeople who excel in competitive sport and other physically demanding activities.	Striving to improve in different physical activities and sports. Aiming for Personal Bests.	Engaging in competitive physical activities – both against self and against others.	Accepting that, in competition, there are winners and there are people who have not yet learned how to win.
Successful Learners	Confident Individuals		Responsible Citizens		Effective Contributors	
To aspire to achieve their best in all aspects of their Physical Education. To develop the skills, knowledge and understanding from a high-quality, inclusive, progressive PE curriculum offer.	To become confident, resilient, independent, and capable learners. To develop leadership and team-building skills.		To be physically active for sustained periods of time. To learn how to develop and lead healthy, active lives, engaging in positive life habits and increased fitness and well-being.		To participate and success in a broad range of physical activities and competitive opportunities. To learn how to cooperate and collaborate with others, as part of a team.	

PE is delivered by class teachers and specialist coaches. Our PE sessions will be both indoor and outdoor. They focus on mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Pupils are encouraged to participate in team games and to develop simple tactics for being an effective team member. Swimming is introduced to the timetable in KS2.

We ensure wider participation in the community by involvement in interschool sports tournaments, local authority and Trust based competitions.

National Curriculum PE Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

P.S.H.E./R.S.E.

P.S.H.E., or Personal, Social, Health and Economic education/R.S.E, or Relationships and Sex Education



Listening and responding, with respect, to the ideas and opinions of others.	Supporting our learning partners with kindness and encouragement.	Reflecting on learning and choices, including when mistakes are made.	Being open-minded to challenges that we might think are not achievable, YET!	Being resolute, resilient, and systematic when things seem difficult.	Trying new things, even when they are nervous, using strategies to overcome anxiety or doubt whilst making sensible choices	Recognising that our first attempt at learning may not be successful, but we can always try again.
Successful Learners	Confident Individuals		Responsible Citizens		Effective Contributors	
To appreciate, accept, and celebrate difference and diversity. To understand the physical changes that their bodies have been through, and will go through To be able to name body parts, including those involved in human reproduction, confidently, accurately and without embarrassment.	To confidently approach a range of real-life situations and apply their skills and attributes to help navigate themselves through modern life. To have developed positive, healthy relationship with their peers both now and know how to maintain them in the future.		To be on their way to becoming healthy, open minded, respectful, and socially and morally responsible, active members of society. To demonstrate respect for themselves and for others.		To recognise and apply the British Values, and our Seathorne Values. To understand and be increasingly able to manage their emotions. To demonstrate empathy and understanding for others. To have a positive attitude that enables them to go into the world with confidence.	

PSHE is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

It prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential.

We actively promote British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain.

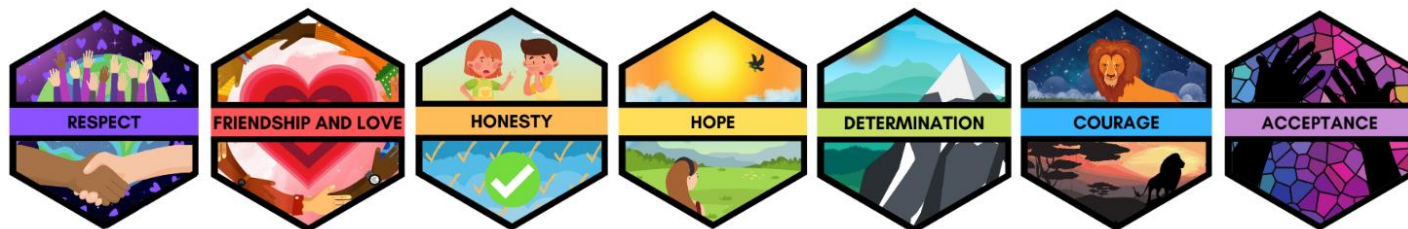
The school follows the '1 Decision' programme from Year 1 onwards whilst making adaptations to reflect our local context. This will include: drugs awareness, modern day slavery and personal safety. In EYFS, similar skills are developed through their Personal, Social and Emotional Development (PSED).

All our year groups have timetabled PSHE sessions, but we encourage a cross-curricular approach to the development of PSHE skills and understanding.

National Curriculum PSHE Programmes of Study:

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

Religious Education (R.E.)



Becoming respectful of the beliefs and identities of others.	Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others.	Distinguishing between opinion, belief, and fact.	Preparing them for adult life, enabling them to develop sensitivity and tolerance for others.	Establishing an understanding of religious language and the meaning of sacred texts; building knowledge over time and making connections through research.	Asking 'ultimate' questions within safe spaces for discussion and as part of religious investigation and enquiry.	Seeing the world through the eyes of others; people with religious beliefs and those without.
Successful Learners	Confident Individuals	Responsible Citizens		Effective Contributors		
To develop knowledge and understanding of Christianity as well as other principal religions and world views. To distinguish between the features of different religions.	To have opportunities for personal reflection and spiritual development. To be religiously literate. To be able to hold balanced and informed conversations about religion and belief.	To develop understanding of various religions in the wider local and global community. To understand diversity in terms of the changing religious landscape of the UK so that they are prepared for life in modern Britain.		To have opportunity to collaborate, share ideas, support each other and learn the importance of listening to the opinions and ideas of others.		

Religious Education (RE) is taught to all children except those whose parents choose to opt out. Our teaching promotes the spiritual, moral, social and cultural development of our pupils. It reflects the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of other principal religions represented. Our teaching enables pupils to acquire knowledge and understanding of religious beliefs, attitudes, practices and rituals. Children will also develop their own beliefs, values and learn to question what they see. They will also develop awareness that some people have no attachment to religious beliefs and follow secular philosophies.

We follow the Lincolnshire Agreed Syllabus for Religious Education (LASRE):

<https://www.lincolndioceseeducation.com/site/data/files/LAS/Lincolnshire-Agreed-Syllabus-for-Religious-Education-2018-2022-FINAL.pdf>

History



Recognising how people in the past lived their lives differently to us and respect those differences. Listening to each other's ideas and contributions with respect.	Supporting our learning partners with kindness and encouragement.	Reflecting on learning and choices, including when mistakes are made. Reflecting on historical information given and the truth behind it.	Being open minded to challenges that we think might not be achievable yet.	Being resolute, resilient and systematic when things seem difficult. Using historical sources to be determined to find out about facts from the past.	Being brave and courageous to make our contributions after historical research and discussions.	Accepting that we may not always be correct with our ideas and answers but that that is part of our learning process and to understand that we learn from our errors and know how to put them right.
Successful Learners	Confident Individuals		Responsible Citizens		Effective Contributors	
To be capable historical enquirers who can explore the past and the significant events that have happened in Britain and in other countries too. To secure key historical knowledge to ensure pupils can independently apply this in a range of contexts, including across a range of subjects. To offer comparisons and contrasts from how people live now to how people lived in the past.	To develop pupils' skills so that they can independently use historical sources to find out more about the past and topics that are of interest to them.		To develop an understanding of local, national and international history– to be informed citizens. To develop an understanding about the significant events from the past and how this has affected our lives. To understand the differences between our lives and how people used to live.		To acquire historical knowledge that will enable them to contribute, and engage in, discussions about the impact events from the past has had on Britain and the wider world. To have opportunities to collaborate with their peers and contribute to a range of individual, group and whole class learning experiences.	

In our Academy, our aim is to stimulate the children's interests and understanding about the past. We will teach the children a sense of chronology in order for them to understand their historical heritage. We want the children to be aware of the actions of significant individuals as well as significant historical events in Britain and all over the World and how they have impacted on the children's lives.

At Seathorne, we want to bring the children's learning to life with enrichment opportunities, by way of trips or visits as well as visitors into school. By the time the children leave Seathorne Primary Academy, we want the children to have a broad knowledge of local, British and Ancient History and to develop their skills of Historical Enquiry investigation and analysis.

National Curriculum History Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

Geography



Growing awareness of the impact humans have had on contemporary environmental issues and what they can do to protect the world around them.	Inspiring them with a curiosity and fascination about the world and its people	Reflecting on geographical information given and the truth behind it.	Understanding the impact they can have on the future of our local and world-wide environments – building a “better future”	Being increasingly able to apply generalisations to understand the world around them by building on knowledge over time.	Creating a “need to know” culture about Geography where they are curious, unafraid to speculate and confident to hypothesise.	Appreciating the diversity of cultures that exist across continents. Using this knowledge to help bridge divides and bring people together.
Successful Learners	Confident Individuals	Responsible Citizens		Effective Contributors		
To secure key geographical knowledge to ensure pupils can independently apply this in a range of contexts, including across a range of subjects. To develop fieldwork skills to gather hands on geographical experiences. To offer comparisons and contrasts across countries.	To develop pupils’ skills so that they can independently use sources to find out more about geographical topics that are of interest to them.	To develop an understanding of local, national and international geography – to be informed citizens. To develop an understanding about the human and physical features of the world develops an increased empathy of impact that humans have on the world.		To acquire geographical knowledge that will enable them to contribute, and engage in, discussions about the positive impact they can have on the wider world. To have opportunities to collaborate with their peers and contribute to a range of individual, group and whole class learning experiences.		

We have designed our geography curriculum to provide children with a knowledge and understanding of their local area, the United Kingdom and the wider world enabling them to make connections with other curriculum areas and acquire skills for later life.

‘Oddizzi’ is used to further enhance the learning experience for pupils, providing them with access to videos, images and resources that support their understanding of key Geographical learning. Strong connections with other areas of learning are planned for to ensure knowledge is revisited regularly.

Geography DfE Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study>

Enrichment

We are committed to the broadest educational offering, and that means looking beyond the National Curriculum. A very successful enrichment programme that draws upon a wide range of adult skills is offered through school trips, visiting specialists and themed days and weeks. The programme is planned throughout the year.

Trips and Visits

- We plan a series of trips throughout the year for each year group.
- The trips are directly linked to our topic work for example a World War II topic may include a trip to the Lincolnshire Aviation Heritage Centre in order to allow children to step back in time to a WWII Bomber Command airfield and experience some of the greatest planes in history.
- We organise a residential trip for our Year 6 pupils.

Workshops and Specialists

- Each year group will take part in a variety of workshops throughout the academic year.
- These will link to their topic work or to a whole school theme. We invite specialists from a range of outside agencies e.g. Fire and Rescue, Max Respect, E-Safety Workshops (Stay Safe Partnership school offer)
- All year groups have access to specialist teaching in PE (JB Sports)
- Specialist music teaching is sourced to enrich our curriculum too (Lincolnshire Music Service).

Themed days and weeks

- We also have themed days and weeks throughout the year e.g. Science week, healthy eating week and enterprise events.

The Role of the Academy Advisory Council (the AAC) & Trust Governance (the Trust Board)

Our local academy council are involved in supporting the academy in its delivery of its aims and values for the quality of teaching and learning. The monitoring of the consistent approach to Teaching and Learning at the Seathorne Primary Academy is undertaken by the Primary Education Team, in the main through a linked Education Director.

The Role of Parents

We believe that parents have a crucial role in helping their child to learn. We do all that we can to inform parents about the progress of their child by:

- Sending home regular newsletters
- Sending home termly curriculum information updates and knowledge organisers
- Holding Meet the Teacher sessions to support transition
- Holding regular Parents' Evenings
- Inviting parents to visit the academy to share in their child's learning
- Holding parent workshops where we explain assessment procedures and teaching and learning strategies
- Encouraging parents to support their children at home with their phonics/reading/number - practising key skills
- One annual report at the end of each academic year.

Impact

The main source of impact will always remain the quality and breadth of work seen in pupil's books and the learning environment, as well as the learning that pupils can remember. As an academy we are striving to raise the expectation of learners and the quality of work they produce from a rounded and connected curriculum. We ensure there are always opportunities for application of learning within and across subject disciplines.

In addition to this, the success of our curriculum will be measured against the following 3 areas:

1: Our pupils' learning is confident, secure, and at least meets age related expectations.

We strive to ensure that the majority of our pupil's attainment in core and foundation subjects is in line with, or exceeding, age-related expectations. In some cases, where there may be specific individual need, they may not achieve age-related expectations however, their progress from their own starting points will be strong. We assess this carefully using a range of strategies. They will be academically well prepared for the next stage of their learning.

Assessment procedures will also be used to measure Seathorne's outcomes against all schools nationally:

- EYFS % of pupils achieving a 'Good level of development' (GLD)
- Phonics Screening Test at the end of Year 1
- End of KS1 % of children working towards or at the expected standard and at Greater depth in reading, writing and maths
- End of KS2 % of children working towards or at the expected standard and at Greater depth in reading, writing and maths

All subjects are assessed by class teachers. This assessment data is used to support the impact of the teaching and learning within the Academy.

2: Our pupils will be characters to be proud of.

Our learners will be fully rounded characters with a clear understanding of complex values like honesty, friendship and respect. Our learners will be able to develop character that prepares them for living in the community demonstrating acceptance of difference, and an understanding that everyone is equally valuable. We will measure this by listening to thinking, observing choices made and in those behaviours we see each and every day; they will make choices for the right reasons for themselves as well as considering the best interests of others around them; they will be able to recognise and act on what is right and wrong; they will be resilient to the negative influences in the world around them. Many pupils will take on roles and responsibilities in school or aim to impact more widely on the world around them positively. Our pupils will have a sense that they can be owners of their own destinies.

3: Our pupils will have the behaviours and habits of effective learners.

The impact will be observable in how the children approach challenges every day. This could be on the playground, in a game or disagreement, or in class in a complex learning challenge. Seathorne children won't give up easily, are highly motivated to succeed and achieve in their learning and are equipped with all the personal skills to do this. They will solve problems, work as a team, be curious, listen to others, communicate effectively in a range of ways, have high aspirations and expectations of themselves and stay positive in the face of challenges.