

LFPA's Approach to the Curriculum

We follow the National Curriculum at LFPA (from Year 1 onwards). In the Foundation Stage (Nursery and Reception) we follow the Early Years Framework. More details on this can be found:

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework>

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

We teach the following subjects - English, Mathematics, Science, Computing, Art, Design and Technology, Geography, History, Modern Foreign Languages, Music, Physical Education, PSHE and Religious Education. Some of these subjects are taught within a topic (e.g. Geography, History and Art taught when learning about a continent).

We are committed to ensuring that our children master the skills required to be successful in English and Mathematics and thus these subjects are priorities when allocating teaching time, resources and special needs support. We are also keen to allow them to practise these skills in a range of contexts. We promote Literacy and Maths across our curriculum to encourage children to apply these skills in many different contexts.

English

At LFPA, Reading and Writing have a very high priority. Language is at the centre of all of our learning.

In the Foundation Stage and Key Stage 1 we follow a rigorous **Phonics** programme, based on the Letters and Sounds scheme. Letters and Sounds aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by age seven. Phases are the way the Letters and Sounds Programme is broken down to teach sounds in a certain order. At the same time whole words that cannot be broken down easily, (we call "tricky words") are taught to the children. This supports our children with the initial skills needed to read words and eventually books and to write. Year 1 sit a Phonics Screening Check in June. This assesses their ability to use Phonic Strategies to aid their reading.

In Year 2 and Key Stage 2, **Grammar** is taught within the English lessons and as stand-alone lessons. It is essential that children understand the rules of grammar to be successful in their reading and writing. At the end of Years 2 and 6, pupils will sit an assessment to determine their knowledge and application of Grammar.

The new Curriculum emphasises the key skills for improving **writing**. These include planning, drafting, proof-reading and editing. We have a clear English structure that allows pupils to learn and develop these skills weekly. This is based on an approach known Talk for Writing. The children are encouraged to write creatively, for a range of purposes and using the grammatical features required in their year group. We encourage the children to use cursive handwriting and model this in class.

We promote a 'love of **reading**' at Lake Farm Park Academy as we believe that it is important to enjoy it. Every day the classes share a book in 3 o'clock read and throughout the week we engage in an approach called Talk for Reading. This encourages children to talk about the book and share their experiences and opinions with their peers. We believe that through a love of reading, children develop the ability to read and comprehend texts. We encourage our children to read a range of books in a range of contexts to broaden their understanding and that 'love of reading'. For us, reading is enjoyable and a useful learning tool.

Home Reading

Sharing books with your child is one of the most useful things you can do and although they will have the opportunity to bring home a variety of books from school, encourage your child to read anything and everything: shop signs, comics, poems, jokes, even the cereal box!

Your child will bring home books including 'reading scheme books', 'library books' and 'non-fiction books'. Sometimes your child may choose the books. Please respect this choice, even if you don't think the book is suitable.

Depending on your child's reading ability and the type of book taken home, decide together which of the following activities is most appropriate:

- You read and discuss the book with your child.
- You and the child read the book at the same time (paired reading).
- Your child reads the book to you.
- Your child reads the book alone.

Make reading at home a daily activity and:

- Talk about the book before you start (title, cover, pictures, expectations, etc.);
- Give lots of praise and encouragement;
- Talk about what you have read;
- Ask questions;
- Read fairly slowly so that the child has time to ask questions.

Every child should have a Reading Record. Please feel free to make any written comments about your reading sessions at home.

Mathematics

Mathematics is also a high priority at LPPA and we follow the Singapore approach to the teaching and learning of Mathematics. We expect our children to be competent in the basic concepts of Mathematics such as the four rules (addition, subtraction, multiplication and division), telling the time and working with money.

We develop the children's arithmetic skills by teaching them structured methods and encouraging them to select the one that they feel most comfortable using. We promote the use of mental calculation to speed up their arithmetic and revise and develop this at every opportunity.

We aim to develop confidence in Mathematics, show our children that Mathematics is of everyday importance to them and that it can be fun. To achieve these aims we use a variety of methods from practical activities, investigations and whole class teaching. We aim to provide opportunities for children to revise their basic maths skills across the curriculum including Science, History and Art.

Science

We incorporate the use of Scientific Enquiry skills as a fundamental part of our Science planning. This helps to build a wider picture of Science and how it influences the world and beliefs of others. In Science lessons children are given the opportunity to:

- develop scientific knowledge and conceptual understanding
- 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
- become equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

We have developed links with the University of Royal Holloway to encourage and monitor biodiversity around the school site.

Computing

Embedded in our Computing curriculum is e-safety, as we see it as a key issue in every day life. We want to ensure that pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

These skills (as well as many other computing skills) are then developed in other curriculum areas.

Art

In art, throughout the school, we look at a range of artists and techniques. Each year the children develop art skills using a variety of tools to support them.

In Art we aim for children to:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Design and Technology

Our DT Curriculum allows children to be creative and understand the processes needed to make specific items. We teach cooking, textiles, structure and mechanical and electrical systems.

In Design and Technology we aim for children to:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world

- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

Geography

Geography at LFPA allows the children to explore the world beyond Hayes. We study a range of places, some similar and some very different to our own homes. There is an expectation for children to learn facts about the world, including continents, countries and capital cities.

In Geography we aim for children to:

- develop contextual knowledge of the location of globally significant places
- understand the processes that give rise to key physical and human geographical features of the world
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork
 - interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills

History

We ensure that the History curriculum is rich with knowledge of past periods and that we compare past to present life, taking particular interest in how the past has influenced our lives today. We encourage children to have an understanding of chronology and introduce all of our topics by broadening this and comparing to the time from previous learning.

We expect our children to:

- know and understand the history of Britain
- know and understand significant aspects of the history of the wider world
- begin to understand historical concepts such as continuity and change, cause and consequence.
- Recognised similarity, difference and significance, and use them to make connections
- understand the methods of historical enquiry
- gain historical perspective by placing their growing knowledge into different contexts,

Music

Our Music curriculum links to the topics in each year group wherever possible. We make use of Sing Up as a resource to support Music lessons.

We aim for the children to be able to:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others,
- have the opportunity to learn a musical instrument,
- understand and explore how music is created, produced and communicated

Physical Education (PE)

Physical Education at LFPA is valued for its contribution to developing children's physical, social, interpersonal and emotional skills. It provides opportunities for children to be creative and competitive while learning to work with and respect others.

The children learn how to plan, perform and evaluate actions, often in pairs and small groups, helping them to develop the quality and effectiveness of their work. They develop confidence and competence in performing different skills and build a resilience to overcome challenges as they arise. A positive attitude towards active lifestyles is promoted and we aim to introduce children to lifelong physical activity.

We aim to provide opportunities to:

- a wide range of physical activity
- explore, experiment and refine their social, gross and fine motor skills
- play different games,
- explore and link actions, improve coordination and balance
- move into paired and group activities
- begin to express ideas and feelings about their own performances
- learn to work as a team in pairs and small groups as well as taking part in competitive experiences

Religious Education (RE)

We follow the locally agreed syllabus for the teaching of RE, as defined by the Hillingdon Standing Advisory Council for Religious Education (Hillingdon SACRE)

At LFPA we aim to help pupils to:

- acquire and develop their knowledge and understanding of Christianity and the other principal religions represented in Great Britain – Sikhism, Judaism, Islam, Buddhism and Hinduism.
- Develop an understanding of the influence of beliefs, values and traditions on individual communities, societies and cultures.
- develop the ability to make reasoned and informed judgements about religious and moral issues,
- develop a positive attitude towards other people, respecting their right to hold beliefs that are different to their own
- reflect on their own beliefs, values and experiences in the light of their learning