



INTAKE
PRIMARY ACADEMY
Astrea Academy Trust
INSPIRING BEYOND MEASURE



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Curriculum Design

The aims of Intake Primary Academy Curriculum Design

Updated: September 2024

Astrea Vision and Principles

As part of the Astrea Academy Trust, Intake Primary Academy is dedicated to ensure that all pupils will learn, thrive and lead successful lives.

Our trust Values:

- **Scholarship**
We will be informed by the best of academic and organisational thinking and research, using this where we can and expanding it where possible.
- **Curiosity**
We will ask searching questions, not taking things on face value, seek out the best of what is known and engage in appreciative enquiry.
- **Tenacity**
We will deliver on our promises and see things through to completion. We will embody pace, urgency and determination in our focus on improving outcomes for children and on our own performance.

In addition to these, our Intake values:

- **Aspiration**
We set high expectations of ourselves and of our children, enabling ambition and persistence to achieve the targets we set. Ensuring we are open to change, see the value of learning and transformation, children can achieve extraordinary things through self-belief.
- **Empathy**
We show respect, kindness and compassion to all members of our community, developing a deep understanding of the feelings of others inside and outside the classroom. We will endeavour to understand and be aware of how we might impact the feelings of others.
- **Resilience**
We will be self-aware, realistic and hold hope and optimism in all we do. We embrace challenges with enthusiasm and engagement; we aspire to solve problems determination and perseverance. We encourage all to trust in your own abilities.

Intake Primary Academy Curriculum Design

Intent

At Intake Primary Academy, the curriculum is designed to recognise children's starting points and prepare them for 'life beyond Intake'. Every child at Intake is recognised as a unique individual. We celebrate and welcome differences within our school community.

Our curriculum is designed with the intent:

- To give pupils appropriate experiences to develop their cultural capital. We equip pupils to meet the challenges of a rapidly changing world with confidence and success.
- To provide a carefully sequenced, coherent, academic curriculum that leads to sustained mastery for all and ensures that all children have a secure knowledge and understanding across a range of subjects and domains.
- To provide an inclusive curriculum which promotes learning for all, no matter what their starting point.
- To ensure pupils develop as fluent and effective readers to enable them to access the wider curriculum and develop as life-long readers.
- To provide a rich foundation of vocabulary which will enable them to be effective communicators and open up a world of opportunities in life.
- To develop a fluency in number and an ability to manipulate number to support problem solving and reasoning.
- To promote positive learning attitudes which reflect the values and skills needed to be life-long learners.
- To develop confident individuals who believe in their abilities and aspire to reach their goals in life. We want our pupils to 'think big' and believe in their own ability.

Implementation

Our curriculum is informed by educational research and cognition learning of how knowledge and understanding develops. Underpinned by our school values, our academic curriculum uses either the EYFS or the National Curriculum for the basis of content and expectations.

At Intake Primary Academy, we teach subjects discretely, recognising the identity of the disciplines of the subject. Where schemes of learning have been adopted, careful consideration has been given to ensure that our curriculum intent is integral to our curriculum design.

When mapping out all curriculum areas, the sequencing of knowledge has been carefully considered so that within and even across subject disciplines, opportunities to retrieve prior knowledge is planned for. This retrieval practice supports the remembering, understanding and deepening of learning.

All subjects have:

- A two-year cycle overview
- Progression documents showing coverage, subject sequencing and coherence.
- Clearly planned subject specific vocabulary that is documented on planning
- Retrieval practice embedded throughout all subjects to support cognitive load

Geography	Primary Knowledge Curriculum (PKC)
History	Primary Knowledge Curriculum (PKC)
Science	Primary Knowledge Curriculum (PKC)
Art	Primary Knowledge Curriculum (PKC)
Religious Education	Astrea NATRE
Design Technology	Primary Knowledge Curriculum (PKC)
Music	Intake Music Curriculum
Physical Education	Complete PE
Computing	Teachcomputing.org
Modern Foreign Language (French)	Primary Languages Network
PSHE	Jigsaw

The teaching of Reading, Phonics and Writing

At Intake Primary Academy, we use the Read, Write, Inc program for teaching phonics in EYFS and KS1. It aims for every child, regardless of age, background or need learn to:

- Read accurately and fluently, and develop a love of reading
- Spell, handwrite and develop their ideas for writing
- Articulate their understanding and practise what they have been taught

The teaching of phonics is supported with focussed reading books linked to the relevant stage of phonetical learning. Building from the phonics foundations, guided reading and shared reading approaches are used focussing on the reading domains:

- 2a give / explain the meaning of words in context
- 2b retrieve and record information / identify key details from fiction and non-fiction
- 2c summarise main ideas from more than one paragraph
- 2d make inferences from the text / explain and justify inferences with evidence from the text
- 2e predict what might happen from details stated and implied
- 2f identify / explain how information / narrative content is related and contributes to meaning as a whole
- 2g identify / explain how meaning is enhanced through choice of words and phrases
- 2h make comparisons within the text.

Readers are encouraged to read for pleasure – building up their fluency of age appropriate texts using high quality books as well as reading across the curriculum. Whole class readers are used across school to expose all children regardless of reading age to high quality narratives, story structures, language and vocabulary.

Writing – Talk for Writing is used as the basis for teaching across school. “It is an engaging teaching framework developed by Pie Corbett, supported by Julia Strong. It is based on the principles of how children learn. It enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version.” <https://www.talk4writing.co.uk>

Vocabulary - is taught in a systematic way across KS1 and KS2 with tier 2 words mapped out based on spelling patterns taught in each year group. In addition, subject domain vocabulary is taught continuously throughout units of learning with this vocabulary clearly mapped out.

Teaching of Maths

Curriculum design in Ark Curriculum Plus is informed by four key design principles:

1. Knowledge rich
2. Academically ambitious
3. Logically sequenced
4. Designed to support memory

In order for pupils to progress to deeper and more complex problems, children need to be confident and fluent across each yearly objective. We follow the ARK maths Mastery schemes of learning to ensure that the coverage for the year is complete. We use these plans to ensure that all objectives are covered for each year group and that we are planning to the three key principles to deepen pupils’ understanding.

We use three key principles to deepen pupils’ understanding:

1. Conceptual understanding
2. Language and communication
3. Mathematical thinking

Within the Maths schemes of learning, each National Curriculum objective is broken down into fluency, reasoning and problem solving. Our teachers use learning challenges to teach for mastery – an approach to extend and deepen the understanding of pupils within each year group.

Impact

We use rigorous triangulated monitoring throughout the year to evaluate the effectiveness and impact of the curriculum design. Alongside senior leaders, middle leaders and subject leaders monitor subjects through a variety of ways: pupil voice interviews, book looks, drop in observations

and learning walks. Learning is measured through careful analysis of how knowledge is retained and understood and the application of skills across the curriculum.

We will use the following impact statements to evaluate the effectiveness of the curriculum design:

- Pupils make progress and attain in line with or better than national expectations. They are given the opportunities to achieve the greater depth standard. Assessment documents show that knowledge and skills are embedded throughout the curriculum.
- A broad curriculum, based on knowledge of the world around them and experiences through sport, music, drama will enrich pupils' lives, build capital culture and instil a love of learning.
- Pupils articulate their learning clearly and use accurately and within context subject specific vocabulary taught.
- Pupils will have a high expectation of themselves and drive for excellence. Pupils will have the necessary dispositions, character and academic qualifications to live a life full of choice and opportunity.
- Pupils will learn to value family, community and the environment. They will make positive contributions to the life of the school and those around them.