



Nourishing the fitrah of each unique child

Curriculum Policy

“Every child is born upon the fitrah...”

(Saheeh Bukhari, 1292)

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Curriculum

Intent

At Unique Academy, our purpose is to nourish the fitrah (natural disposition) of each unique child. We achieve this by providing a broad range of subject disciplines, a balanced timetable designed to meet our aims, an ambitious creative curriculum which provides coherently planned learning to ensure progression of knowledge, skills and character development for all pupils, the combination of which lay a firm foundation for their future.

Our curriculum is holistic to ensure success and breadth in Islamic and academic fields of knowledge offering first hand learning experiences and engaging activities to build successful learners. Our curriculum is inclusive to ensure the needs of every child is being met and works in conjunction with our homework and behaviour policies.

Our curriculum is creative as it brings all subject disciplines together and encourages children to apply their learnt technical, academic and conceptual skills and understanding across a range of areas.

The curriculum provides opportunities for children to develop a range of interpersonal skills in order to develop as resilient, self disciplined and confident learners with high aspirations who know how to make a positive contribution to their families, community and wider society.

Our curriculum nurtures pupils into lifelong knowledge seekers who are well rounded, responsible citizens with the capability to problem solve, reflect and communicate. Our curriculum supports healthy lifestyles, physical education, well being and mental health which are key elements of developing a well rounded child who has a positive outlook about themselves and towards their learning in order to be motivated to strive to achieve their unique potential.

Our curriculum values equality and celebrates the cultural wealth of diversity within our community whilst supporting the development of the children's spiritual, moral, social, cultural awareness and understanding, so that that they are well prepared to take up opportunities, responsibilities and experiences as part of life in modern Britain, as well as the life in the Hereafter.

Curriculum Subject Disciplines

Implementation

Our thematic curriculum subject areas are based on the statutory requirements and objectives of the National Curriculum 2014. Children will also have experiences and opportunities which best meet the learning and developmental needs of all children in our school.

Our curriculum content will ensure that children meaningfully revisit and build upon their knowledge, understanding and skills through intervention.

Our subject areas are:

Islamic Education	
<i>Curricular areas</i>	Aspects
<p>Qur'aan</p> <p>Qur'aan will be taught for 15 minutes to 30 minutes on a daily basis as a discrete subject but will also be made reference to across other curriculum subject areas. Areas of learning such as Halaqah, Science, History and Geography can link with Qur'aan studies. We aim for children to develop a love and appreciation for the Qur'aan as the speech of Allaah. Children will learn the skills of pronunciation (Tajweed). Children will progress through Surah's together as a class and will receive Qur'aan memorisation homework targets on a weekly basis. Children will take part in annual performance events demonstrating that Qur'aan is important to the life of the school.</p>	Recitation with Tajweed
	Memorisation

<p>Arabic Arabic language will be taught as a Modern Foreign Language and cover the objectives set out in the National Curriculum. It will be taught for 20 to 40 minutes on a daily basis from the early year’s foundation stage, through to Key Stage 2. Our lessons and resources help children to build on prior knowledge alongside the introduction of new skills.</p> <p>Our lessons provide structure and context as well as offering an insight into the culture of Arab-speaking countries and communities. The introduction and revision of key vocabulary and grammatical structures is built into each lesson. This vocabulary is then included in display materials and additional resources so that children have opportunities to repeat and revise their learning. Arabic lessons are taught by native Arabic speakers. The class teachers will also incorporate Arabic language through phrases and short sentences wherever possible the daily routines – replicating an immersive approach so that pupils absorb the language.</p>	Listening Speaking (including Vocabulary) Reading Stories, poems and rhymes Writing
<p>Halaqah This lesson will take place for pupils on a daily basis, through a circle time format and primarily through discussion with the aim of nourishing the <i>fitra</i> and developing children’s character, morals and manners. Children will learn Qur’aan stories in order to increase their understanding of the meaning of the Qur’aan so that they can connect to it, understand it’s significance, purpose and meaning and implement them in their lives in order to support the development of their character.</p>	Halaqah <ul style="list-style-type: none"> ● Aqeedah ● Fiqh ● Tarikh ● Seerah ● Qur’aan and Sunnah ● Adaab and Akhlaq
Personal and Character Development Education	
<p>Personal, Social, Health, Education and Citizenship (PSHEC) and Relationships Education (RSE) The aim of PSHEC is to develop children’s:</p> <ul style="list-style-type: none"> ● Confidence, responsible attitude and supporting them to make the most of their abilities ● Preparedness to play an active role as global citizens ● Health and to have a safe, lifestyle ● Relationship skills and respecting the differences between people <p>Our PSHEC lessons are designed to enable children to recall and build upon previous learning, exploring the underlying principles of PSHEC education regularly at a depth that is appropriate for the age and stage of the child as well as the wider community that the school is apart of. Lessons include key vocabulary to develop understanding. PSHEC is delivered predominantly in Halaqah (‘Circle time’) format through discussion, however aspects of Citizenship and SEAL are taught during assembly times as well.</p> <p>Thought-provoking PSHEC and SEAL discussions will enable children to build confidence and resilience. Assessment for learning opportunities are built into each lesson to allow teachers to evaluate and assess progress. Each PSHE lesson should begin with a discussion of children’s existing knowledge and experience, providing an opportunity to assess prior knowledge. Each lesson ends with an opportunity to consolidate and reflect upon learning. Tools are provided for summative assessment, allowing progress to be recorded and tracked.</p>	PSHEC and RSE <ul style="list-style-type: none"> ● Family and relationships ● Health and well being ● Safety and changing ● Citizenship ● Economic Well being ● Identity (Year 6 Only) ● Transition

Core Education

<p>English</p> <p>Children will learn literacy genres of the theme, fiction, and nonfiction books, and poetry as this has shown to develop the thematic approach, and deepen learning and engagement. The aspects of English that we develop are phonics, reading fluency, grammar, writing, handwriting, Oracy and listening skills, based on the National Curriculum objectives for each year group ensuring continuity and progression.</p> <p>Our whole school phonics programme is: Jolly Phonics.</p> <p>We will use a variety of books to promote inclusion and diversity.</p>	<p>Spoken language</p> <p>Reading</p> <ul style="list-style-type: none"> ● Word reading ● Comprehension <p>Writing</p> <ul style="list-style-type: none"> ● Transcription ● Handwriting ● Composition <p>Spelling</p> <p>Vocabulary</p> <p>Punctuation</p> <p>Grammar</p>
<p>Mathematics</p> <p>Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. Our programmes of study follow National Curriculum guidelines and are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop confidence, fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.</p> <p>Mathematics will be taught using a range of visual and practical work to enable pupils to visualise Mathematics, conceptually understand it and be able to articulate and represent their reasoning.</p> <p>Pupils will also be encouraged to apply their mathematical knowledge to science and other subject disciplines.</p> <p>Mastery and love of mathematics is something that we want all pupils to acquire throughout their school lives and beyond.</p>	<p>Number</p> <ul style="list-style-type: none"> ● Number and place value ● Addition and subtraction ● Multiplication and division ● Fractions (including decimals and percentages) <p>Ratio and proportion</p> <p>Algebra</p> <p>Measurements</p> <p>Geometry</p> <ul style="list-style-type: none"> ● Properties of shape ● Position and direction <p>Statistics</p>
<p>Science</p> <p>The acquisition of key scientific knowledge is an integral part of our science lessons. Children will also develop key scientific competencies such as how to hypothesise and predict, experiment and record. Children will learn to retain important, useful and powerful vocabulary and knowledge contained within each unit as well as understand the contribution of Islam in the development of science.</p> <p>The progression of skills for working scientifically will be developed through the year groups and scientific enquiry skills will be of key importance within lessons. The progression of these skills is set out in the Science Progression Map below. Each lesson has a clear focus. Scientific knowledge and enquiry skills developed with increasing depth and challenge as children move through the year groups. They complete investigations and hands-on activities while gaining the scientific knowledge for each unit.</p> <p>Children will also have the opportunity to recap concepts where necessary. Our sequence of lessons helps to embed scientific knowledge and skills, with each lesson building on previous learning. There is also the opportunity to regularly review and evaluate children's understanding. We aim to ensure that activities are effectively differentiated so that all children have an appropriate level of support and challenge.</p>	<p>Working scientifically</p> <p>Earth science</p> <ul style="list-style-type: none"> ● Seasonal changes ● Rocks ● Light ● Earth and Space <p>Life science</p> <ul style="list-style-type: none"> ● Plants ● Animals, including humans ● Living things and their habitats ● Inheritance <p>Physical science</p> <ul style="list-style-type: none"> ● Everyday materials ● Properties and changes of materials ● States of matter ● Forces and magnets ● Sound

<p>Teachers are to be equipped with secure scientific subject knowledge, in order to deliver high-quality teaching and learning and to also be able to address possible scientific misconceptions in topics. Educational visits will be undertaken where appropriate to stimulate children's interest. Unique Academy staff will try to teach in meaningful everyday contexts, so that children can relate science to their everyday life experiences.</p>	<ul style="list-style-type: none"> ● Electricity
Humanities Education	
<p>History</p> <p>In order for children to know more and remember more in each area of history studied, we have structured lessons in sequence whereby prior learning is always considered and opportunities for revision of facts and historical understanding are built into lessons. This ensures that revision becomes part of good practice and ultimately helps build a depth to children's historical understanding. Through revisiting and consolidating skills, our lesson will help children build on prior knowledge alongside introducing new skills and challenges. The revision and introduction of key vocabulary is built into each lesson. This vocabulary is then included in display materials and additional resources to ensure that children are allowed opportunities to repeat and revise this knowledge. Children will develop historical understanding through the use of artefacts and secondary sources in order to foster research skills and an appreciation for the past. Children will have a variety of experiences related to the historical period they are studying as well as become active in their learning through the use of role-play.</p> <p>Through our history lessons, we intend to inspire pupils to develop a love of Islamic, British and World history and see how it has shaped the world they live in.</p>	<p>Changes within living memory</p> <hr/> <p>Events beyond living memory that are significant nationally and globally</p> <hr/> <p>Lives of significant individuals in the past, including Muslims and people from diverse backgrounds, who have contributed to national and international achievements,</p> <hr/> <p>Significant historical events, people and places, including Muslims and people from diverse backgrounds, in the locality and how these individuals may inspire them</p>
<p>Geography</p> <p>Geography is taught through a cross-curricular approach. Children begin to use maps and recognise physical and human features to do with the local area, building to using maps to explore the continents and oceans of the world. Children will begin to compare where they live to places outside of Europe and ask and answer geographical questions. Through revisiting and consolidating skills, our lessons will support pupils to build on prior knowledge alongside introducing new skills and challenges. All children will participate in Geography by expanding their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. Children will have a range of opportunities to experience geography through practical engaging tasks beyond the classroom. Progress in Geography will be tracked through half termly and termly assessments.</p>	<p>Locational knowledge</p> <hr/> <p>Place knowledge</p> <hr/> <p>Human and physical knowledge</p> <hr/> <p>Geographical skills and field work</p>
<p>RE</p> <p>They will learn about Islam and other principle faiths found in the United Kingdom and beyond. Children will speak to visitors from other religious backgrounds and visit religious places.</p>	<p>RE</p> <ul style="list-style-type: none"> ● Islam ● Judaism ● Christianity ● Sikhism ● Hinduism
Creative Education	
<p>Art & Design</p> <p>At Unique Academy, each key stage focuses on different themes to ensure continued interest in the subject as well as acquiring new knowledge. Our lessons ensure that pupils develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Children will also know how art and design both reflect and shape history, and contribute to culture, creativity and wealth in the UK and beyond.</p>	<p>Design and Make</p> <hr/> <p>Draw and paint</p> <hr/> <p>Art and design techniques</p> <ul style="list-style-type: none"> ● Colour ● Pattern ● Texture ● Line ● Shape ● Form ● Space

	Artists and designers, including those from diverse backgrounds and cultures
<p>Design and Technology</p> <p>Design and Technology is taught using a wide range of mediums, e.g. clay, textiles, wood, paper and construction materials.</p> <p>At Unique Academy, Design and Technology skills and understanding are built into all lessons. The revision of ideas are also built into lessons as part of good practice and ultimately helps to build a depth to children's understanding. Through revisiting and consolidating skills, lessons help children build on prior knowledge alongside introducing new skills, knowledge and challenge. Revision and introduction of key vocabulary are built into each lesson. This vocabulary is then included in display materials and additional resources to ensure that children are allowed opportunities to repeat and revise this knowledge. Through our lessons, we intend to inspire pupils to develop a love of Design and Technology and see how it has helped shape the ever-evolving technological world they live in.</p>	Design
	Make
	Evaluate
	Technical knowledge
	Cooking and nutrition
Technological Education	
<p>Computing</p> <p>Our computing lessons ensure that there is opportunity for revision, analysis and problem-solving. Through our sequence of lessons, we intend for pupils to be inspired and see computing as the future. Cross-curricular links between computing and other subject disciplines are also important in supporting other areas of learning.</p> <p>Our lesson plans and resources help children to build on prior knowledge at the same time as introducing new skills and challenges. The focus is on developing the use of algorithms, programming and how technology can be used safely and purposefully. Children also develop their knowledge of computer networks, internet services and the internet safety and purposeful use of the internet and technology.</p> <p>Key vocabulary is used to show progression of the specific language involved in children's learning so that teachers can also assess understanding and progress through vocabulary.</p> <p>Our computing curriculum aims to develop children to become digital citizens (who are safe and responsible), digital communicators (who are digitally literate) and digital creators (who are logical and creative).</p>	Algorithms
	Create and debug programmes
	Logical reasoning
	Create, organise, store, manipulate and retrieve digital content
	IT
	E-safety
Physical Education	
<p>PE</p> <p>At Unique Academy, children will take part in weekly PE lessons.</p> <p>Lessons are planned alongside subject-specific progression maps to ensure that children are given the opportunity to practise existing skills and also build on these to develop new or more advanced skills. There is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision and practice are built into lessons. Interwoven into the teaching sequence are key assessment questions which are identified in green. These allow teachers to assess the different levels of understanding at various points in the lesson and also allow time to recap concepts where necessary, helping to embed learning.</p> <p>Formative assessments take place on an ongoing basis. Pupil learning journeys are to include learning in PE to show a personal formative record from the child's perspective. A more formal summative assessment is carried out at the end of each term to help monitor the impact against National Curriculum aims.</p>	Mastering basic movements <ul style="list-style-type: none"> ● Running ● Jumping ● Throwing ● Catching ● Balance ● Coordination ● Agility
	Games
	Movement
	Athletics

We are committed to embedding our school’s aim of nourishing the *fitra* of each unique child and our values into the early year’s principles of education, which are:

- A unique child – we believe that each child is a unique creation of Allaah. They can be capable, resilient, confident, and consistently learning from the world around them.
- Positive Relationships – positive relationships and good communication between the key person, school, and home support children in making better progress.
- Enabling environments – children will feel safe and respond well in environments where their individual needs are catered for and practitioners and families work together to support their learning.
- Learning and development – children learn and develop at their own pace. We use the ‘Development Matters’ guidance which sets out the developmental statements which we use to observe, assess and plan the whole class, group and specific activities for children.

All children in the early years class will have a ‘key person’, who will be responsible for their learning and development, as well as be the main point of contact for their key child’s parents.

Our teachers will engage with children in a positive way, providing challenges ensuring that they are given playful opportunities to develop across the prime and specific areas of learning. These are:

Prime Areas	
Area of learning and development	Aspects
<p>Personal, Social, Emotional development Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, cooperate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>	Self regulation
	Managing self
	Building relationships
<p>Physical Development Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. Fine motor control and precision helps with hand-eye coordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>	Gross motor skills
	Fine motor skills
<p>Communication and Language The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them</p>	Listening , attention and understanding
	Speaking

<p>actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>	
<p>Specific Areas</p>	
<p>Literacy It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>	Comprehension
	Word reading
	Writing
<p>Mathematics Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and ten-frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>	Numbers
	Numerical patterns
<p>Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society, such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>	Past and present
	People, culture and communities
	The natural world
<p>Expressive Arts and Design The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>	Creating with materials
	Being imaginative and expressive

Early Years practitioners also support children in developing the characteristics of effective learning, which are:

Characteristics of Effective Learning
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<p>Playing and exploring – engagement Finding out and exploring Playing with what they know Being willing to ‘have a go’</p>
<p>Active learning – motivation Being involved and concentrating Keeping trying Enjoying achieving what they set out to do</p>
<p>Creating and thinking critically – thinking Having their own ideas Making links Choosing ways to do things</p>

Impact

Our commitment to nourishing the fitrah of each unique child will give birth to creative practices across the school which lay firm foundations for children enabling them to develop social skills, both indoors and outdoors.

The curriculum ensures that the needs of individuals as well as small groups of children are met within an Islamic environment where high quality teaching and learning takes place, and where support and intervention is personalised.

The positive impact of our curriculum can be seen in the positive character, knowledge, skills and outcomes which our pupils achieve. We monitor the impact of our curriculum through:

- Day to day assessment for learning strategies as well as summative assessment results
- Book looks / Learning journeys
- Learning walks
- Lesson observations
- Discussions with pupils and staff

Children feel safe to imagine, explore, enquire and create. High quality visits locally as well as further afield and visitors from a range of backgrounds and professions, enhance the curriculum experience. Children are able to talk about and share their learning with each other and others during presentations, as well as in school-based and external events.

Developing children’s fitrah, character, knowledge, technical, academic and conceptual skills are at heart all of our curriculum experiences.

Effective Learning

We acknowledge that children learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. We take into account multiple intelligences when planning teaching and learning styles in order that pupils learn to:

- Effectively acquire new knowledge or skills in their work, develop ideas and increase their understanding.
- Show maximum engagement, concentration, application and productivity.
- Develop skills and capacity to work independently and collaboratively.

We aim to offer opportunities for children to learn in different ways that may involve the use of varied seating arrangements. The learning styles used include:

- Independent work;
- Paired work;
- Group work;
- Whole-class work;
- Investigation and problem solving;

- Independent and group research;
- Asking and answering questions;
- Debates, role-plays and oral presentations;
- Watching and responding to live drama and musical presentations.
- Creative activities;
- Designing and making things;
- Use of the I.T;
- Use of games;
- Outdoor work and visits to places of educational interest;
- Use of audio visual resources
- Participation in athletic or physical activity.

Equal Opportunities

All pupils have access to the curriculum regardless of their individual ability, gender, race, cultural or social background or any physical or sensory difficulty. Our aim is to encourage all children's progress in the foundation subjects through the provision of a balanced curriculum – striving to meet basic skills levels for all in English and Maths.

Unique Academy has ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged. In order to engage all children, cultural diversity is celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children. We believe in valuing what the child brings to school.

Gender

Boys and girls have equal access to the curriculum.

Able, Gifted and Talented

Provision will be made to develop the talents of more able pupils in a variety of ways. Through increasingly complex investigative tasks, and open-ended tasks which enable them to tackle more complex issues and understand more difficult concepts.

Special Education Needs

Pupils with Special Educational Needs will be supported to help them succeed in all areas of the curriculum. Teachers will liaise with the Special Needs Co-ordinator when they are concerned about a child's progress. Pupils with learning difficulties will be given tasks which will be broken down into smaller steps, thus giving them achievable goals and Individual Education Plans (IEP) will be devised in collaboration with parents and reviewed at the end of each half term.

Resources

Pupils will have access to the necessary resources to undertake a variety of activities and facilitate the teaching of the whole curriculum.

Policy Into Practice

Scheme of Work

All guidelines are met for time allocation for all foundation subject teaching throughout the year. Science is taught each week and not in a block format. Our creative curriculum is brought to life by visiting experts, trips, creative home learning tasks and extra curricular activities.

Our teaching resources are drawn from the 2014 National Curriculum Standards and are written in a MTP format – which can be found on the internal cloud storage system for ‘Teachers’.

A year group curriculum overview indicates which themes are being covered and how they inter-link with different subjects (Appendix 1).

Social, Moral, Spiritual and Cultural

Through the attitudes we promote in our teaching of all subjects, we aim to develop pupils' social, moral, spiritual and cultural understanding and we actively promote fundamental British Values into the curriculum.

Education for Citizenship

Within our school the whole curriculum contributes to the education of pupils for citizenship by encouraging their development of key attitudes and skills. These enable our pupils to explore and make informed decisions. Through the use of a balanced range of teaching methods pupils are actively involved in lessons. Group work supports the development of personal and social skills by encouraging the children's co-operation, patience and open-mindedness towards the ideas of others.

Environmental Education

The children at Unique Academy are encouraged to develop an awareness of the environment through direct experience as well as secondary sources. We aim to stimulate their knowledge of how and why we need to maintain, protect and improve the quality of the environment. Pupils are encouraged to participate in a range of tasks and activities inside and outside the classroom and to make use of the wide variety of possibilities our surrounding area offers.

Our Classrooms are attractive learning environments

We believe that a stimulating environment sets the climate for learning.

An exciting classroom promotes independent use of resources and high-quality work by the children.

We change displays at least once a term (or half term as appropriate), to ensure that the classroom reflects the topics studied by the children.

We ensure that all children have the opportunity to display their best work at some time during the year.

We use Maths and English displays as well as Class Rules and Fire procedures.

Classrooms have a range of dictionaries and fiction and non-fiction books, which are attractively labelled, as are all equipment stored in the classroom.

Resources and equipment stored in the classroom are readily available and labelled to promote independent learning.

Teaching Methods

Classroom Organisation

The curriculum can be delivered in a variety of ways. Classrooms therefore should be organised in a way that allows the children to access necessary resources and equipment depending on the type of activity being undertaken. At Unique Academy, we aim to provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential by catering for different learning styles.

Through our teaching we aim to:

- Enable children to become confident, resourceful, enquiring and independent learners.
- Foster children's self-esteem and help them build positive relationships with other people.
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others.
- Show respect for all backgrounds, the opposite gender and, in so doing, to promote positive attitudes towards other people and their possessions.
- Enable children to understand their community and help them feel valued as part of the school community.
- Help children grow into reliable, independent and positive citizens.
- Develop children's speaking and listening skills through interactive activities through a variety of subjects
- Develop children's literacy and numeracy skills using cross curricular opportunities

Grouping of Children

Lessons are taught in a range of formats:

- Mixed ability groups
- Phonics groups
- Maths groups
- Ability groups
- Smaller Intervention groups

Nature of Experience

Our pupils are provided with a range of learning experiences, dictated by the nature and content of the activity being undertaken (e.g questioning, describing, explaining, predicting, direct teaching, handling artefacts, research, observing, visits etc).

When teaching we focus on motivating the children by:

- Providing a varied and exciting curriculum in line with the statutory requirements and principles of equal opportunity
- Ensuring there is a balance of appropriate teaching styles used and suitable teaching strategies
- Using interesting and good quality resources and visual aides to aide effective learning
- Building on their skills, knowledge and understanding of the curriculum
- Using the school curriculum plan to guide our teaching with clear learning objectives
- Ensuring the learning environment is stimulating to interest, encourage and engage pupils
- Make effective use of time and insist on high standards of behaviour
- Use Home-Learning effectively to reinforce and extend what is learned in school

Teaching Styles

The makeup of each lesson follows the guidelines and content set out in the 2014 National Curriculum. Typically lessons include a mental and oral starter, introduction, a main teaching and learning activities and a plenary. We aim to make our lessons fun and exciting, using as many different teaching styles as possible, including visual, audio and kinaesthetic methods as well as closed/open questions, discussion, debate, illustrations, labelling, ordering, identification, written work, recording observations, designing, individual/group investigations, audio/visual equipment and role play.

The learning objectives (WALT) and learning outcomes (WILF) are introduced to the whole class through the use of stimulating varied starting points.

Assessment for Learning is used in all classrooms as an assessment tool for teachers and for the children to take control of their learning.

Use of I.C.T

I.C.T. is incorporated in the curriculum through Computing lessons as well as Cross Curricular work.

Links with other subjects

All subjects are linked – when appropriate. An over- arching theme for each half term allows for cross curricular links. Pupils can ask questions about the theme which can inform additional content for the theme. Our progressive curriculum ensures that a range of skills and relevant knowledge are covered for each age group.

Resources

Teaching resources are kept in curriculum cupboards in the storage room. These are to be used when required and returned afterwards. They are audited every year and consumable resources are replaced when needed.

Safety

At all times the safety of the children in the class is paramount. We aim to teach and learn in as safe an environment as possible. Health and Safety guidelines are followed at all times and where necessary the relevant risk assessments are completed.

Pupils work in a healthy and safe environment.

We ensure that all tasks that the children undertake are safe and identify risks in the plans.

Educational visits are seen as an important way of enhancing the curriculum, but prior to any visit we consult the Head teacher and complete a risk assessment form.

Risk assessments are shared with both participating staff, adult volunteers and in an age appropriate manner to the children.

Parental permission for educational visits is always sought.

Assessment

Assessment and record keeping is the means by which our pupil's attainment and achievements are monitored and an appropriate progression through the curriculum is ensured. By monitoring and recording pupil's progress, teachers are able to build up a profile of individual strengths and areas for development. This is then used to inform their planning and teaching. Assessment also allows staff to identify those children whose achievements fall outside the boundaries of differentiated activities.

Formative Assessment information for all subjects is completed regularly by staff using our Cornerstones Curriculum Maestro system.

Methods

Assessment is used to inform future planning and teaching and takes place in many ways:

Day to day assessment is carried out through constructive marking, AfL, observations in class and verbal discussions with children.

A more formal assessment is carried out every term in Maths, English and Science.

The results of this assessment (along with teacher assessment) are used to determine if children are in the correct ability groups and if they are working at age related expectations.

Reporting Procedure

Parents are invited to attend termly meetings, where they can discuss their child's progress with the class teacher. The child's teacher also provides a written report, which forms part of the annual report to parents.

Curriculum Monitoring, Review, Evaluation And Revision

The Headteacher is responsible for monitoring the curriculum. Monitoring is done in several ways, including:

- Monitoring planning
- Through analysing assessment data
- Monitoring targets
- Lesson observations
- Book looks
- Learning walks
- Pupil discussions
- SLT meetings
- Staff Professional development meetings
- CPD

The Headteacher is responsible for keeping abreast of current developments in the teaching of the whole curriculum, and feeding these developments back to staff.



Curriculum Themes

Year Groups	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Nursery	Me and my Community (3wks)	Starry Night (3 wks)	Once Upon a Time (3wks)	Dangerous Dinosaurs (3 wks)	Sunshine and Sunflowers (3 wks)	Big Wide World (3wks)
	Exploring Autumn (2wks)	Winter Wonderland (2 wks)	Sparkle and Shine (2wks)	Puddles and Rainbows (3 weeks)	Shadows and Reflections (2wks)	Splash! (2wks)
Reception	Let's Explore (3wks)	Marvellous Machines (3wks)	Ready Steady Grow (3wks)	Long Ago (3wks)	Animal Safari (3wks)	On the Beach (3 wks)
	Build it up (2wks)	Puppets and Pop – Ups (2wks)	Signs of spring (2wks)	Stories and Rhymes (2wks)	Creep, Crawl and Wriggle (2wks)	Move It/Moving On (2wks)
Cycle A Year 1 / 2	Childhood		Bright Lights, Big City		School days	
Cycle B Year 1 / 2	Movers and Shakers		Coastline		Magnificent Monarchs	
Cycle A Year 3 / 4	Through the Ages		Rocks, Relics and Rumbles		Emperors and Empires	
Cycle B Year 3 / 4	Invasion		Misty Mountain, Winding River		Ancient Civilisations	
Cycle A Year 5 / 6	Dynamic Dynasties		Sow, Grow and Farm		Ground Breaking Greeks	
Cycle B Year 5 / 6	Maafa		Frozen Kingdoms		Britain at War	

