



Curriculum Statement

The Godolphin Junior Academy offers a broad and balanced curriculum that responds to the needs of the pupils and community served by the school. It is also tailored to preparing the pupils well for the next phase of their education and role in society. Our curriculum seeks to promote British values through explicit learning and teaching in subjects such as PSHE, RE and through class and School Council meetings. These values including tolerance, respect, democracy and a sense of what is right and fair are also taught implicitly through other areas of the curriculum. Regardless of gender, disability, race or religion, pupils at The Godolphin Junior Academy are safe, happy, aiming high and work together.

The National Primary Curriculum is followed by pupils and within the Key Stage, these aspects are followed:

- English and Maths are given priority as we are committed to ensuring that our pupils master the core skills required to be successful.
- Foundation subjects are often taught through a cross curricular approach providing opportunities for pupils to develop and apply their skills and knowledge in English and Maths.
- In all areas, efforts are made to ensure staff and pupil awareness of Health and Safety issues, which are further developed in the school's Health and Safety Policy.
- Equality of access to the curriculum is ensured through the Equal Opportunities Policy, interventions, Educational and Health Care Plans and joint long and medium term planning. Access is monitored through moderation and scrutiny of work.
- Children are encouraged to follow up school work at home and to engage in simple research to support learning in school.

English

Reading

Reading is a key life skill and at The Godolphin Junior Academy, our goal is to foster a love of reading in all children. We have our library available for pupils before school and visits to the local library are promoted and encouraged. Each year group has a book spine and pupils are encouraged to follow this to progress their reading. The year groups also have a class reader which helps in exposing the pupils to a range of high-quality authors and more challenging material. Reading is at the heart of everything we do.

Writing

Our aim at The Godolphin Junior Academy is to inspire the children to write and we do this through quality teaching across the curriculum. We enable children to imitate the key language they need for a particular topic orally and expose them to reading and analysing it. Through drama and role play they rehearse the language they need. Shared writing and modelling is used to show them how to craft their writing. Children are then helped to write in the same style whilst applying adventurous vocabulary and punctuation.

Phonics

Phonics and Reading go hand in hand. Where required, pupils are supported through the Ruth Miskin scheme which helps the children build a bank of phonic sounds. These are then applied to their reading and can be used when sounding out words to write.

Handwriting

The 'Penpal Handwriting Scheme' is used across our school from Year 3 onwards. It is a whole school approach and applies fine motor skills. It looks at letter patterns and progresses children through various letter formations and joins.

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 'colour-coded books', 'reading scheme books', 'library books' and 'non-fiction books'. Often, your child may choose the books. Please respect this choice, even if you don't think the book is suitable. They have chosen the book because it appeals to them in some way and we want to nurture this excitement for reading. Pupils are expected to read daily for 20 minutes.

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.

Reading at home should be a daily activity:

- Talk about the book before you start (title, cover, pictures and expectations).
- Give lots of praise and encouragement.
- Talk about what you have read.
- Ask questions about the text and how the characters react or feel.
- Read for 20 minutes and at a good pace so pupils can justify their answers from the text.

Every child has a reading record. Pupils are expected to write a comment about their reading sessions at home daily.

Mathematics

With the implementation of the new National Curriculum has come a greater emphasis on the importance of children having a sound and deep understanding of Number. There is also more importance placed on the being able to solve problems and reason mathematically. As such, we are using a 3-1-1 approach this year, in which classes spend three days a week focusing on Number topics (place value, the four operations and fractions, decimals and percentages), one day focusing on developing problem solving and reasoning skills and one day focussing on the non-number skills (statistics, shape, space and measures). As this academic year progresses, we will also be implementing highly-successful Maths schemes which have been developed in Singapore in Years 3 and 5 with a view to roll-out across the school.

Maths Passports have been introduced to help children to continue to develop their mental maths skills, so they can develop fluency in handling mental calculations. This aids in being able to tackle more complex calculations as well as enabling them to use Maths in their everyday lives. Parents can support children at home by knowing what targets they are working on and in encouraging them to practice these.

We aim to develop confidence in Mathematics, show our children that Mathematics is of everyday importance to them and that it can be fun, using a variety of methods including practical activities, investigations and whole class teaching. Children also have opportunities to apply and develop their Maths skills across the curriculum in subjects such as Science, History and Art (e.g. number skills in History when converting old money, knowledge of Shape, Space and Measure in Art).

Children are set written homework in Maths once a week to consolidate the week's learning and to show they have understood. Children are also expected to spend time

on IXL each week. This will also help to support their learning in class as children can practice the skills learnt and also go back to revise other areas of work.

Computing

The Computing Curriculum has changed significantly in recent years and is likely to change as the technology we use in everyday life continues to change. The old ICT (Information Communication Technology) framework has now been revamped and includes Computer Science, Digital Literacy and Information Technology. Godolphin Junior Academy holds e-safety in high regard in all of these areas, as we see at as a key issue in ever 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. We use ICT as a learning tool in many curriculum subjects and encourage the children to select these tools to support their understanding of a subject. Our teachers are encouraged to include the use of technology, such as laptops and tablets, in their lessons to further enrich the learning of the children in all curriculum areas.

Art

Art contributes to the development of the whole child emotionally, aesthetically, physically, socially and cognitively. It provides the pupils with the opportunity to express themselves imaginative, creatively and develop their understanding of, and respond to the world around them. The Godolphin Junior Academy believes that it should be taught as an individual subject as well as incorporated other curriculum lessons.

In Art we aim for pupils 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 need to make specific items. We have a broad DT Curriculum looking at cooking, textiles, mechanical systems, structures 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 The Godolphin Junior Academy allows the children to explore the world beyond Slough. 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. We explore these in lessons and introduce new topics by revising these.

In Geography we aim for children to:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

History

Children engage with history and at The Godolphin Junior Academy we aim to provide a rich and coherent knowledge and understanding of Britain's past and the wider world. Starting from The Stone Age in Year 3 through to Year 6, children will experience history as a chronological narrative. They will be able to compare the past to present life, taking particular interest in how the past has influenced our lives today.

We expect our children to:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history;
- between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.
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We regularly have History themed days throughout the year where children dress up as someone from the period they are studying and spend the day learning about that time period. This is a great opportunity to make links across the curriculum.

Children regularly have the opportunities to visit museums or have visitors to the Academy where they can have a practical and hands-on experience.

Modern Foreign Languages

The language that we teach in Years 3 - 6 at The Godolphin Junior Academy is French. Children begin to explore the language using a variety of games and songs, which they then develop into basic conversation. We aim to provide children with experiences to:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Music

We value Music in our Academy and our Music curriculum links to the topics in each year group. We have whole class, specific instrument teaching from Slough Music Service for lower school pupils and a well-resourced Music suite, in which children have the opportunity to explore a wide range of instruments. 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, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Physical Education

Physical Education (PE) is taught in school through six different aspects: Games, Athletics, Dance, Gymnastics, Outdoor/Adventurous Activities, Health & Fitness and Swimming (Year 4). The children receive two hours of PE per week and at least one and half hours of that are taught by our specialist PE team. We want to ensure that pupils:

- develop competence to excel in a broad range of physical activities
- develop social, creative, cognitive, personal as well as physically
- are physically active for sustained periods of time
- engage in competitive sports and activities
- engage SEN children within PE and encourage all children to take part in competitive sports.
- understand the importance of leading a healthy and active lifestyle.
- have a balanced diet.

There are many clubs that promote these PE skills, including gymnastics, basketball, tag rugby, hockey, tri-golf, BISI badminton, table tennis, tennis, multi-skills, football,

cricket, dodgeball and netball as well as a variety of dance clubs. The Godolphin Junior Academy has been very successful over the years in sporting competitions, winning many trophies in Slough as well as in Berkshire.

Religious Education

At The Godolphin Junior Academy we are part of a diverse community which has many different traditions, values and beliefs. To reflect this, we aim to provide an RE syllabus which celebrates all our cultural diversity, whilst remaining within the guidelines laid down by the Local Authority Standing Advisory Council on Religious Education. We study the main world religions across the year groups and we welcome parents and representatives from the community who would like to visit us and share their faith and traditions with us. We plan RE related trips and visits to enrich the children's understanding of their own and other's religious experiences. According to Section 25 of the 1944 education Act, parents have the right to withdraw their child from any acts of Religious Worship or instruction. Naturally, we respect the wishes of parents in connection with these matters. However, we ask that parents inform the school in writing if they wish to withdraw their child from any aspect of our RE teaching.

Personal, Social and Health Education and Citizenship

This is a vital area of the child's learning. One of our aims is to prepare the child for life as an adult and how to deal with issues that could upset them. Therefore, as part of this programme, we teach about such things as personal fitness, hygiene and the importance of correct diet as well as coping with changes, friendships, feelings, anti-bullying and adapting to different social situations.

British Values

Another important aspect of ensuring we develop our pupils into successful and well-rounded individuals is to 'prepare pupils positively for life in modern Britain and promoting fundamental 'British Values' (democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.) At The Godolphin Junior Academy, we encourage democracy, voting for many things including House Captains, 'Citizen of the Month' and School Councillors. Within the Curriculum we promote British Values by learning about how they were viewed in the past and the present, taking trips and pointing out key points and being positive and supportive to everything we learn about and everyone in the community.

Home Learning

Homework is one aspect of the curriculum, which offers enrichment and extension to classroom activities. It should be beneficial to the pupils and can serve several purposes.

To:

- Consolidate learning and practice of skills
- Prepare for new teaching
- Research to prepare for and more importantly extend and enrich learning
- Apply learning in new contexts and to new problems
- Investigate own interests stemming from core learning
- Pre-learn to ensure classroom success and participation

All pupils are given home learning tasks to do each week:

- All pupils are expected to read for at least 20 minutes and complete an appropriate reading record comment each day
- Times Tables and number facts, including number bonds should be practised daily
- Topic related activities will also be given throughout the week, appropriate to the pupil and the year group curriculum expectations