

THE CURRICULUM

We continually aim to be innovative in our practice to provide contextualized, stimulating learning opportunities which allow all our children to access learning. Up to date details of how we deliver the curriculum to the children in each class can be found on our school website.

The curriculum we offer to those children taught in our school Year 1 – Year 6

The core subjects are:

- English (Literacy)
- Mathematics (Numeracy)
- Science
- Computing

The foundation subjects are:

- Art
- Design Technology
- Geography
- History
- Music
- RE
- Physical Education
- Personal, Social and Moral Education
- Modern Foreign Languages

The curriculum we offer to those children taught in our school Nursery and Reception classes

The Foundation Stage covers the following areas of learning and experience:

The Early Years Foundation Stage

Three prime areas

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Four Specific areas

- Literacy
- Mathematical Development
- Understanding the World
- Creative Development

Our curriculum is designed to:

- develop lively, enquiring minds which will enable the children to widen their knowledge and understanding of the world about them; and
- provide a varied programme of activities through which the pupils can achieve this knowledge and understanding.

From Year 1 onwards, the programmes of study in the statutory orders of the National Curriculum are strictly followed in a sequential way so that children progress systematically through the levels and cover all targets of attainment. Very careful

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records of each child's progression through the National Curriculum are kept and these are passed on to each teacher as the child moves up the school.

Children are encouraged to work hard and produce high quality work, which is well presented. We have high expectations of our children and perseverance is regularly rewarded.

Great emphasis is made on learning practically through direct experiences and much use is made of parental helpers, visiting speakers, school visits and other outside agencies, which might prove beneficial to the learning situation.

LANGUAGE AND LITERACY

We are aware that reading, writing, speaking and listening are all key elements in children's education. It is these four aspects of language and literacy, which underpin and support the whole curriculum.

In response to this and through the National Literacy Strategy, we aim to provide a structured and stimulating environment where the children can develop these essential skills. Consequently, the school implemented the Literacy Hour, which provides a daily period of dedicated literacy teaching time. This involves whole class, group and independent work on a range of texts. Younger children in school further develop their understanding of phonics (building words through the sounds of letters and blends of letters) through a daily dedicated teaching and learning input known as 'Letters and Sounds'.

In addition to this, we develop reading habits for life. Our well-stocked library is used by all classes. Children not only read to gather information but also for pleasure. One look around our school at wet playtimes will show just how much our children enjoy reading. We know that a love of learning often begins with a love of reading. We aim to develop the many great reading habits and attitudes that children have as they enter school.

MATHEMATICS AND NUMERACY

Mathematical development has a central role in the curriculum, and we aim to foster a positive and confident attitude to this subject. Initially, the children develop a thorough understanding of mathematical concepts through real experiences before moving on to more abstract ideas.

Oral and mental work plays an important part in laying foundations for mental calculations. This is a central theme of the National Numeracy Strategy. Each class has a daily period of dedicated numeracy teaching time. This involves whole class, group and independent work on a range of topics.

Children are encouraged to apply their knowledge and skills to problem solving and real situations. Just like English, Mathematics has cross-curricular links to many other subjects.

Teachers use a wide range of resources to dovetail an appropriate curriculum to the child's needs and experiences.

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We recognise that for many parents, the teaching of maths has slightly changed somewhat since they were at school. In order to assist parents when they want to help their child with homework, we run regular update sessions for parents and carers regarding number calculation.

COMPUTING

The development of children's skills in Computing is vital. Computing prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. Pupils at Worthington use Information, Communication and Technology (ICT) tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. Increased capability in the use of ICT promotes initiative and independent learning, with pupils being able to make informed judgements about when and where to use ICT to best effect, and to consider its implications for home and work both now and in the future.

All parents / carers and their children are asked to read and agree to our school's acceptable use of the internet policy. This policy was devised through thorough consultation with parents, staff, children, governors and the Local Authority.

AESTHETIC DEVELOPMENT

We believe that children need to see the world in increasing degrees of depth and analysis, as well as taking delight in what is seen. We seek to develop an awareness of artists in our own and other cultures and make informed decisions about art, music, dance and literature

Our pupils are encouraged to produce ideas and solutions to problems, which reflect their individual responses to the world and its phenomena. Attaining these goals depends upon the provision of a rich and varied environment designed to foster and encourage sensory delight, curiosity and wonder.

SOCIAL, MORAL AND RELIGIOUS EDUCATION

The attitude of the school is that of a large and caring family unit. Children learn to work independently and in groups with others. They are assisted in their search for 'a meaning to life' and encouraged to develop awareness of themselves in relation to others and the natural world.

Each day we hold an assembly, which can take place in the classroom, and is broadly Christian but not doctrinaire.

Questions relating to sex education are answered factually, as and when they arise. Specific teaching takes place when the pupils reach an appropriate level in National Curriculum Science. Material used in the teaching of Sex and Relationship Education is firstly shown to parents / carers of age appropriate children.

ENQUIRY

Enquiry is an essential part of a balanced curriculum and provides opportunities for the children to learn about themselves, their surroundings, plants, animals, natural resources, other people and the environment. It provides a great deal of work in Geography, History and Science.

Science stimulates and excites pupils' curiosity about phenomena and events in the world around them. It also satisfies this curiosity with knowledge. Because science links direct practical experience with ideas, it can engage learners at many levels. Scientific method is about developing and evaluating explanations through experimental evidence and modelling. This is a spur to critical and creative thought.

PHYSICAL DEVELOPMENT

All children participate in physical education and games. Through these lessons they are led to an awareness of their own potential and the limitations of their bodies.

We aim to develop basic movement skills and an appreciation of the importance of team work.

Weekly swimming lessons are given to our Year 3 children.

At the end of Year 6 all children with bicycles have the opportunity to take part in the Safer Cycling Scheme run by Trafford LA.

We offer a residential weekend for pupils in Year 6, which focuses on Outdoor and Adventurous Pursuits. The children really do gain a great deal from such an experience.

Our main aim in this area is to foster a culture of participation. All children are given the opportunity to achieve and to eventually represent the school in a sporting arena if they so wish. As a school we participate in local team events within football, netball, lacrosse and cross country. In addition, all classes compete against other schools within our area sports partnership in a variety of multi-skills events.

RELIGIOUS AFFILIATIONS

Religious education is according to the Trafford Agreed Syllabus for Religious Education.

The school has developed links with the Methodist Church on Northenden Road. We occasionally make use of the church for visits and Christmas concerts.

Parents who wish to withdraw their child from Religious Education should discuss the matter with the Headteacher.

MODERN FOREIGN LANGUAGES

All Key Stage Two children in our school follow a scheme of work in Spanish. Since September 2009, this has become their statutory right. Here at Worthington, we also teach basic French and Spanish to our Early Years and Key Stage One children.

Through the study of a foreign language, pupils understand and appreciate different countries, cultures, people and communities – and as they do so, begin to think of themselves as citizens of the world as well as of the United Kingdom.

Pupils also learn about the basic structures of language. They explore the similarities and differences between the foreign language they are learning and English, and learn how language can be manipulated and applied in different ways.

Their listening, reading and memory skills improve, and their speaking and writing become more accurate. The development of these skills, together with pupils' knowledge and understanding of the structure of language, lay the foundations for future study of other languages.

We feel privileged that we have benefitted from working with a Spanish speaking teaching assistant for one day a week for the last three years.

HOMEWORK

The school actively encourages all pupils to continue studying outside school.

School reading books are sent home on a very regular basis and it is hoped that parents can reinforce language work done in school by continuing with tasks at home. Children whose parents become involved in this way benefit enormously. Other homework, whether it involves learning multiplication tables, spellings, phonics, or at a later stage, written work of all kinds, is greatly encouraged by the school.