

Q.P.A. Curriculum Statement

'Empowering every child with a rich variety of knowledge, skills and opportunities; enabling them to progress in school and throughout their lives.'

We promote the highest standards across all elements of school life in order to 'Empower and Enable' our pupils to have optimum life chances. We ensure our pupils are ready to take the next steps of their development into secondary school through a broad and balanced curriculum, including:

Setting the highest standards in every element of school life: 'High Expectations Lead To High Achievers'.

Fostering positive relationships across the school community, treating all pupils with unconditional positive regard.

Developing responsible citizens within British Society

Developing strength of character to ensure resilience and personal development

Identifying, celebrating and rewarding achievement and individual successes.



Developing interests through exposure to a wide variety of first-hand experiences

Linking and embedding learning through integrated half termly projects

Engaging lessons, adapted to each child's needs, to ensure every child succeeds.

Securing effective core ability in reading, writing and maths and providing opportunities for mastery.

Continued professional development of all staff subject knowledge, allowing them to provide high-quality learning opportunities and the best outcomes for children.

Knowledge, creativity and skills development to promote excellence and enjoyment of learning, and as a foundation to future learning



High Expectations

Our school mantra of 'High Expectations Lead to High Achievers' permeates all we do at Queen's Park Academy, both inside and outside of the classroom. We believe in the abilities of our pupils and promote positive behaviours for learning that result in success across all fields of school life. Achievement is recognised and success celebrated through our reward systems and processes, reinforcing the power of learning to our pupils. Queen's Park Academy provides the perfect mix of knowledge, creativity and skills development to promote excellence and enjoyment of learning through a broad and balanced curriculum. We believe that exciting, engaging lessons, adapted individually to each child's needs, are the best way to ensure every child succeeds, regardless of ability.

Knowledge

We use the National Curriculum as a framework for learning, on which we build the learning of wide and rich knowledge, which is then applied as skills.

We consider learning knowledge across all subjects to be essential in the empowering of our pupils:

- Children use knowledge to understand, make sense of and interpret the world.
- Shared knowledge enables children to cooperate effectively.
- The foundation for a just and sustained democratic society is shared knowledge.
- It is fair and just that all children should access knowledge.

Due to its importance, knowledge is explicitly planned for, as well as the skills that will utilise this knowledge.

Linking and Embedding Learning

Within our aim to enable and empower our pupils, we understand how forming links between knowledge and concepts is essential to long term learning. Our curriculum projects are carefully planned to allow for sequences of learning that build up knowledge over time and that link learning across different subject areas, including literacy and numeracy. Each topic that the pupils learn consists of a 'primary' subject area, and other subject areas, all of which interlink to contextualise the areas being learned and embed this learning, allowing for the development of complex schema for our pupils. The curriculum diet of the school is set out in long term, medium term and short-term plans, with progression and assessment opportunities highlighted.



Which subjects do we teach?

All of our children are taught a range of subjects in line with the National Curriculum 2014 expectations: maths, English (writing and reading), science, computing, art and design, design and technology, geography, history, PE, music, RE, PSHE and Spanish. These subjects are all presented in individual subject books.

Reading, Writing and Maths

We understand that having a secure ability in reading, writing and maths is essential to our pupils' ability to learn independently in their time at Queen's Park Academy and into their future lives.

Our delivery of reading and writing is integrated into the teaching of our topics, in order to be relevant and based on the context of a child's wider learning. We teach reading through the use of a daily, topic-based class text and through comprehension lessons, as well as through individualised interventions and reading support. Reading is taught using the VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarise) approach, which focus on teaching the essential skills of comprehension. Reading and spelling is underpinned through the teaching of phonics. Writing is taught in classes, with grammar learning embedded into teaching, in order to ensure understanding of the relevant content. As a school, we have adopted the Jane Considine approach. Writing is introduced through an Experience Day, to provide children with a clear context for their upcoming work. Lessons focus on teaching through small learning chunks: initiating ideas, modelling writing and enabling children to apply this themselves. Spelling is also taught daily through short, focussed sessions matched to the year group's curriculum.

Maths is taught daily using the 'Power Maths' DfE approved scheme, which is based around an investigative, problem-solving approach in line with the Singapore pedagogy. This approach is focused on mastery, which is achieved through sequencing of concrete, pictorial and abstract concepts. Pupils are encouraged to explain reasoning and answers through a range of strategies, including manipulatives and bar modelling as well as formal written methods.

To further support learning, our teachers hold additional learning 'Extended Schools' sessions for any learner that requires support with elements of learning in the core subjects. Pupils attending and the subjects covered vary in relation to the specific need within the year group, as determined through ongoing assessment of the pupils.

Science

Children are taught to confidently explore and discover the world around them through a range of practical investigations. Investigating how and why shadows change length, how magnets work and how objects change when heated or cooled are just a few examples of these. Every unit, which has science as the main subject, must have an opportunity for



children to work scientifically. As well as learning and applying skills for working scientifically, children learn about plants, living things and their habitats, animals including humans, evolution, rocks, materials, states of matter, light, sound, electricity, forces, magnets and the Earth and beyond.

Geography

In geography, we aim for children to develop their awareness of their local area, leading to a deeper knowledge of the wider world and their place within it. This is achieved through a range of practical fieldwork activities and class-based activities, with examples including using a range of maps and atlases, learning about specific countries and continents, volcanoes, mountains, climates. Children also learn about economic trade links in these lessons.

History

We intend for children to develop their chronological understanding of different eras and understand how these times have shaped the world in which we live today, through enquiry and interpretation skills. Children have the opportunity to learn about many eras: The Stone Age to Iron Age, the Ancient Egyptians, Greeks and Romans, Anglo Saxons, the Vikings, the Maya and the Victorians. As part of these periods, children will also learn about significant individuals from the past and know how they had an impact on the lives we lead today.

Art and Design

In Art and Design, sketch books are used to encourage pupils to take on the role of an artist, using a range of mediums and materials in an effective way, before applying them to produce a final piece. Examples of these mediums include charcoal, clay, collagraph printing and watercolours. Throughout their time at our academy, children will study a range of artists, evaluate their work and attempt to work in their style.

Design and Technology

In Design and Technology, children work towards making a product that has a clear purpose and use, before evaluating their effectiveness. Examples have included fairground rides, packaging boxes and moving CAMs. Linked with computing, children will also begin to learn how to use programmable controller kits during their time at Queen's Park Academy. As well as this, children will have the opportunity to undertake cookery and textiles lessons during every school year. In these lessons, they will build on the skills from previous years, in order to develop a range of cookery skills and sewing techniques.

PE

Children are taught two hours of PE weekly. In these lessons, pupils are taught essential skills and are then given the opportunity to apply these in a range of games, such as football, tag rugby, basketball, tennis and cricket. The teaching of PE also looks at other physical activities, including OAA (Outdoor Adventurous Activities), gymnastics, athletics and dance. During their time at Queen's Park Academy, children are also taught swimming, in line with National Curriculum expectations. Breaktimes and lunchtimes also offer a range of adult-led,



structured, active games for children to choose from, including basketball, football, and activities supported by our Sports Ambassadors and Friendship Ambassadors.

Computing

Weekly computing lessons are supported by the Purple Mash computing scheme and have been carefully planned to ensure skills are progressive, allowing pupils to develop their computing skills competently. Internet Safety has been put at the forefront of each unit to ensure pupils fully understand how to keep themselves and others safe when using the internet. E Safety is also covered during the PSHE curriculum, whole school assemblies and class assemblies. Other units covered include coding, word processing, touch typing, publishing and spreadsheets.

RE

Through RE, we intend for children to have an awareness and mutual respect of each other, understanding how different groups of people demonstrate their beliefs and commitment. Children are taught to be accepting and appreciative of the diverse QPA community and use experiences of each other to develop their own knowledge. Delivery of RE is based around thought-provoking questions for five of the main world religions, plus Humanism. Teaching of RE is supported through the use of the Discovery RE scheme and is in line with the agreed syllabus provided by BCP council. For children who are removed from RE, parents are asked to provide tasks based around their own religion for their children to complete in this time.

PSHE

Through PSHE, we intend for children to provide children with the skills and knowledge to become happy, healthy and safe members of our school and the wider community. PSHE covers mental and physical wellbeing, anti-bullying, friendships, Zones of Regulation, British Values and E-safety. As well as being taught within PSHE lessons, these themes also form the basis of our class, phase and whole school assemblies. Relationships and Sex Education is taught at an age-appropriate level, which focuses on exploring the emotional, social and physical aspects of growing up and having different types of relationships. These lessons are taught sensitively and inclusively, with respect to the backgrounds and beliefs of all learners. Protected characteristics and personal development of pupils is interwoven with the PSHE curriculum, appropriate to the children's age group.

Music

We intend for pupils to be passionate and confident musicians with the ability to read simple musical notation and to have experienced playing range of a instruments: glockenspiels, recorders, African drums, untuned percussions and ukuleles. Several of these instruments are taught by specialist teachers and other units focus on singing and listening skills, composition and understanding of musical notations. At Queen's Park Academy, delivery of these lessons is supported by the Charanga and Kapow schemes. Examples of units covered, include jazz, blues and film music. Pupils have weekly music lessons and fortnightly singing assemblies as well as having additional enrichment activities, such as a whole school Mombassa performance.



Spanish

Spanish is taught weekly, in every year group across Key Stage 2, with pupils being given the opportunity to apply their understanding in a range of ways. Spanish is chosen as our language to study, as it is the language learned at many of our local secondary schools. Children are taught key vocabulary, grammar and spelling rules, and how to apply them both orally and in writing. Through this, we aim for our pupils to foster a love of Spanish language and culture. We have previously included enrichment opportunities, such as 'Mi Flamenco', a Spanish dance performance, which all children had the opportunity to watch and enjoy. In Years 5 and 6, Spanish is taught by a specialist Spanish teacher.

Support

We support all our pupils to achieve their best and to enable and empower them as young learners and young citizens. All pupils at Queen's Park Academy. are treated with unconditional positive regard, with each individual member of our community valued. This approach is matched within our positive behaviour for learning policy.

Alongside a skilled teaching staff, our Inclusion Team provide pastoral care to pupils who are experiencing challenge within their own lives and may be vulnerable. This team also support pupils when transferring to Queen's Park Academy as well as onto secondary schools, and are all level 3 safeguarding trained. This ensures secure child protection procedures and practices are be implemented effectively.

Experiences

We place a high level of importance on our pupils being active within their learning. This involves a wide variety of activities within and outside of the classroom. Through their topics, pupils participate in immersive experiences in order to engage children, stimulate curiosity and add context to their learning. This can be through trips to museums, wildlife centres and other areas of interest, visitors to school or themed days linked to their topics. Examples of curriculum enrichment activities we have had previously, include assemblies from The Dogs Trust, Network Rail, the RNLI and Charminster library. Offsite trips have included a visit to the River Stour, Weymouth Sealife Centre, Hengistbury Head and Winchester Science Museum. In addition, safety workshops have been run by the RNLI and Network Rail, first aid lessons from St John's Ambulance service and the Red Cross and multicultural workshops from Japan Institute.

Residential experiences are held in every year group. Information about these trips are sent out via Parent Pay. This year, these residentials are Minstead (Y3), Hooke Court (Y4), Carey Camp (Y5) and Cumulus (Y6), with the duration of time spent away on these trips building up each year. For children who do not wish to go on these trips, alternative activities are carefully planned for at school, which aim to complement and cover the same objectives as the residentials. These experiences support our pupils through developing independence,



problem solving, co-operation and self-regulation, as well as developing knowledge through being directly linked to the topics being studied within the year groups.

At Queen's Park Academy, we also offer a range of extra-curricular activities. These clubs are extremely popular with our children, and include Lego, football, art, basketball, gymnastics, dodgeball and chess. Children also have the opportunity to participate in gardening club, held during lunchtimes, or to learn guitar, singing or piano, which are taught by peripatetic teachers. Parents are required to pay for these instrumental lessons, which take place during the school day and more information can be obtained from the school office.

Avenues to future learning

One of our key aims is for our pupils to develop a love of learning and to be ambitious within their own goals for the future. Within our curriculum, we explore a wide range of subjects in detail, celebrating the children's particular strengths and abilities, and fostering enjoyment within different subject areas. We provide further inspiration from each subject through the celebration of the lives of key individuals within topics and assemblies, and we hold a Careers Day for our Year 6 pupils, with guest speakers answering questions, which our pupils have prepared. This allows pupils to begin to explore the direction in which they may like their future to go and think carefully about their next steps. Some of our pupils also gain entrance to local Grammar Schools upon leaving Key Stage 2.

Character Development

We enable and empower our pupils through development of the child as a whole, which not only considers academic development, but also social and personal. Our Character Award system is integral to this. Pupils are introduced to different characteristics and then rewarded when they demonstrate these traits positively. We have categorised twelve character traits that we want our children to develop: trust, compassion, self-control, courage, interdependence, mindfulness, curiosity, grit, adaptability, sportsmanship, creativity and optimism. Character and personal development are continually promoted through school assemblies, the PSHE curriculum and enrichment activities.

Assessment and Curriculum

We value the importance of reflection about the learning of our pupils and how to best alter our curriculum provision to meet the needs of the children that we teach, promoting them to reach their full potential. We continually assess pupils and use this information to plan lessons in all subjects. Additionally, through curriculum reports, we highlight key areas of development for our pupils from across the range of subjects covered, identifying actions to address gaps in learning for groups or cohorts of children. Furthermore, we run curriculum INSET for at least two days a year, in order to continue to develop the quality of our provision, which we provide to our pupils.



More Information

Curriculum maps are created for each year group at the start of every academic year. These provide parents/carers with an overview of what is taught within each subject area, detailing key objectives, for each of the year groups. These can all be found on the school website. On this page, you will also find Knowledge Organisers, which are tools designed to support your child with the key learning points from each topic. Other information about enrichment visits, visitors and other exciting events at Queen's Park Academy can also be found on our school Facebook page.