



ARBOR ACADEMY TRUST CURRICULUM

Reading

Reading is at the heart of our curriculum. We have a structured approach aimed at fostering a love of reading. Our curriculum is underpinned by the development of language and vocabulary through novel studies, storytelling, poems, songs and rhymes. The focus on storytelling builds imagination, enhances vocabulary and comprehension; grammatical structures and ultimately fosters a deep love for reading.

Writing

Our curriculum builds on the key foundations needed for successful writing. Handwriting is taught discretely through direct teaching and the application of phonic knowledge is embedded in writing lessons. This consistency ensures the development of spelling, sentence structure, punctuation and composition (articulating ideas and structuring them in speech and writing). Pupils are taught to plan, edit and evaluate their writing. Through the sequential teaching of writing pupils build an awareness of the audience, purpose and context and an increasing wide knowledge of vocabulary and grammar.



A progression model...

Our curriculum is a progression model that provides a foundation that equips our children for the next steps in their learning and builds upon prior knowledge and experiences. It enhances and enriches children's experiences through concepts such as Agriculture, Construction, Architecture and Forest schooling. The range of well-planned experiential learning ensures cumulative layers of knowledge, helping our children to have lasting, repeated experiences leading to remembering more. We deeply believe that there should be no limits or barriers to children's achievements and staff share in our vision and ambition.

Underpinned by Research...

Our curriculum is underpinned by research on how children learn best. We view learning from a grounded pedagogical standpoint.

Phonics



A structured and sequenced phonics programme supports children's progress, ensures that particular attention is paid to how quickly the lowest 20% catch up with their peers.

Maths



The Arbor curriculum ensures a progressive approach to maths. Practical equipment is used to support children's grasp of number and develop their understanding linking concrete experience to symbolic representation. Daily practice of counting and reciting ensures fluency and confidence. Pupils become fluent using mathematical vocabulary and are encouraged to use it in context in everyday activities. Through daily problem solving, our curriculum develops mathematical reasoning and argument using mathematical language. Pupils solve problems by applying their mathematics to a variety of problems with increasing sophistication. They then apply their mathematical knowledge to science and other subjects.

We strongly believe that creativity fosters better self-esteem, independence, and risk taking. Our children are eager problem solvers and confident communicators.

Through our curriculum we promote and celebrate the international cultures of the children. We go on local trips and use the wide range of resources London has on offer to deepen our children's understanding of concepts.

A Broad and Balanced Curriculum...

The curriculum is broad, balanced and exciting, incorporating British values and experiences. Open-ended investigation and activities means that children have time to rehearse and achieve deeper learning and understanding.

We set out our curriculum as a progression model. We focus relentlessly of the development of language and exposure to a vast range of vocabulary. Our staff review children's progress regularly through formative assessment and use precision intervention to follow up emerging gaps identified.

Across our schools, inclusiveness is promoted and celebrated; we ensure that our curriculum is tailored to a wide range of children. We work in partnership with external agencies to ensure the needs of all children are met.

Our child- led curriculum fosters independence, high aspiration and challenge, this has enabled our children to excel and it is underpinned by research and it ensures all children make rapid progress from varied starting points.



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