



Maybury Primary School

Believe. Achieve. Succeed.



The Curriculum at Maybury Primary School

Our Learning Philosophy

At our school we believe that all children should “Believe. Achieve. Succeed.” Children are encouraged to become life-long learners through meaningful, engaging, challenging and creative learning experiences.

Our children come from a wide range of backgrounds and we are a truly multicultural and diverse school community where all pupils are equally valued. We celebrate similarities and differences and use children’s experiences to deepen and extend their understanding about each other and the world in which they live. Children’s learning in each term is supported by exciting and inspiring trips both in the local area and further afield. In addition to this we organise regular visitors and workshops to enhance our curriculum. These experiences help bring learning to life and make it memorable for our children.

Our children learn about learning through a metacognitive approach. They are encouraged to work in pairs, small groups and whole class situations and to talk about and analyse their own learning. In this way we help them to understand how they learn best and what they need to do to extend their learning. We encourage children to be independent thinkers and to adopt investigative and problem-solving approaches to challenging learning situations.

OFSTED (2018) “You and your staff are motivated by an astute awareness of the pupils in the school and their diverse range of needs. Collectively, you are determined that pupils have every opportunity to succeed and you work persistently towards achieving this goal”.

Values Education



Our curriculum is underpinned by a strong values-based ethos which helps our children understand about their responsibilities to themselves and others. We have high expectations of all our children and encourage them from the outset to be aspirational and self-reflective individuals.

We have a strong wellbeing and positive mental health focus and each class have a focused wellbeing lesson and creative learning session every half term. We also have weekly wellbeing and celebration assemblies.





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Accessibility and Support

Our highly qualified staff use their expertise to skilfully scaffold and support children's learning across all curriculum areas. Children are carefully observed and assessed at ongoing and regular intervals to ensure that the learning opportunities we provide are relevant and responsive to individual needs. We provide quality first teaching which is carefully scaffolded for our children's needs and we utilise a number of targeted interventions and adaptations to the curriculum in order to present our children with additional challenges or support as appropriate. These focused interventions include: Reading Recovery, Talk Boost, Lego play, Colourful Semantics, Draw and Talk, First Class at Number, ELSA and Early Literacy Support.

Parental Involvement

We value and encourage parental involvement and the benefits this has for children's learning and development. We fully support our parents through focused parent workshops where we model how we teach children and show parents how they can best promote their child's learning in specific areas. We have also introduced a drop in parent hub where parents can access support from our Home School Link Worker and Inclusion Leader.

Each class has a dedicated page on our school website with ideas and strategies for parents on how to support their child's learning at home. In the Early Years Foundation stage (EYFS) classes parents are invited to share and celebrate their children's learning achievements at home through their Tapestry on line Learning Journals. All children have home reading records and we encourage parents to make comments in these. In Years 1 and 2, parents are invited to continue sharing home learning through Seesaw. In KS1, parents can access home learning from the website. In KS2, families can access home learning through Google Classroom. All classes have a class email account where they can contact the class teacher.

We hold regular parent/teacher meetings to inform parents about their child's progress and to share individual targets. We are also fortunate to have a full time, bilingual, home/school link worker who works closely with our families.





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Learning in the Early Years Foundation Stage (EYFS)



It is our aim at Maybury Primary School that children in the EYFS are happy, confident, independent and curious learners who can thrive in a safe, secure and challenging environment. At Maybury we know our community well and therefore the needs of our children, because of this our curriculum changes from year to year depending on the needs of our cohorts. The EYFS curriculum covers Nursery and Reception and is split into seven areas of learning as stated in the **Early Years Foundation Stage framework (2021)**. There are three prime areas: Communication and Language, Physical Development and Personal, Social and Emotional

Development. In addition to this there are four specific areas, Literacy, Mathematics, Understanding of the World and Expressive Arts and Design.

Our EYFS is based around four guiding principles and these shape our practice at Maybury. They are reflected in our curriculum, they are:

- **'A Unique Child'**. We believe every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive Relationships**. Children learn to be strong and independent through the development of caring, secure and positive relationships with parents/carers and the adults who are supporting them in school.
- **Enabling Environments**. Our inside and outside environments play a key role in supporting and extending children's development and learning with adults teaching and supporting children with different interests and needs.
- **Learning and Development**. Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected. The framework covers the education and care of all children in the early years, provision, including children with Special Educational Needs and Disabilities (SEND).

At Maybury many of our children start school with limited experiences so we construct a curriculum which provides a wealth of first-hand experiences including Visitors trips and workshops. We aim to provide children with a wide number of experiences and ideas based on their own personal circumstances through exciting and stimulating activities including awe and wonder. Play is central to learning for all children in the EYFS. Our learning experiences take place both indoors and in our outdoor learning classrooms.





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At Maybury we have skilful adults in the EYFS who engage in conversations with children to develop their vocabulary. We use bi-lingual staff to communicate and translate with children in EYFS. Staff are positive role models for spoken language and communication, and language is a pivotal part of our rich language-based curriculum.

There is a sharp focus on ensuring that our children acquire a secure knowledge of phonics this gives them the foundations for future learning especially in preparation for them to become confident and fluent readers. Our school's approach to teaching early reading and synthetic phonics is systematic and aims to ensure that all children learn to read words and simple sentences accurately by the end of reception. We use Letters and Sounds to teach phonics.



Our maths curriculum is devised in EYFS to develop early mathematics skills which are embedded during continuous provision, we use White Rose mastery and NCETM Numberblocks to inform our planning which is devised to meet the individual needs of our children and is regularly adapted depending on our cohort. Our mathematics curriculum provides a strong basis for more complex learning later on.

Our EYFS environment is a real strength of our school, it is highly engaging and stimulating. It is well organised and resourced with open-ended opportunities to develop children's curiosity to ask questions and develop knowledge.

Adult interactions with children during child-initiated play is excellent in the EYFS, adults model language through showing, explaining, demonstrating, exploring, encouraging, questioning and recalling. Therefore, adults are able to facilitate and set challenges to assist children's progress in all areas of the curriculum as well as identifying any misconceptions. Misconceptions are addressed immediately through our 'in the moment' provision and feedback.

Our EYFS curriculum also encourages children's social and emotional development and the development of appropriate relationships. Children's social and emotional health affects their overall development and learning. We know that children who are mentally healthy tend to be happier, show greater motivation to learn, have a more positive attitude toward school, more eagerly participate in class activities, and demonstrate higher academic performance. At Maybury we promote children's social and emotional health in many ways, for example, building trusting relationships and teaching social and emotional skills intentionally.



Our curriculum also promotes healthy lifestyles. Our leaders and staff are particularly attentive to the youngest children's needs. Our staff give clear messages to children about why it's important to eat, drink, rest, exercise and be kind to each other.





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Literacy

Speaking and Listening

At Maybury Primary, we intend for our children to become clear, fluent and confident speakers. We provide a range of speaking and listening opportunities such as, drama, presenting, questioning and the use of 'Talk Buddies'. Teachers use 'Read Aloud Think Aloud' strategies to encourage children to articulate their thinking and listen critically to others.

As many of our children speak English as an additional language (EAL), we are addressing the deficit in their knowledge of English vocabulary. Staff are mindful of the correlation between a strong spoken vocabulary and achievement in Reading and Writing.

Accordingly, 'Word Aware' is used to develop our children's vocabulary where each class has a word of the day, aiming to close the gap between many of our children and their peers.

Reading

Maybury Primary is a school that prioritises Reading, knowing that reading proficiency impacts on our pupils' future success. Above all, we want our pupils to love to read.

As many of our children are EAL, we are acutely aware of the need to develop their spoken English in order for them to develop reading and writing skills. Therefore, we use texts which offer the opportunity to learn new vocabulary and which demonstrate English language structures. (This is particularly important for younger children and new arrivals to this country). Therefore, our book banded books are chosen carefully and are accurately banded to develop natural language from companies such as UCL (Reading Champions), Story World and PM. There is ample opportunity in such texts for pupils to practise and use their phonic skills.

We have a specialist reading teacher who provides 1:1 support as well as training support staff who deliver targeted interventions such as Boosting Reading at Primary (BRP), Inference Training, Early Literacy Support (ELS) and Fischer Family Trust (FFT). We have a range of fully decodable phonic books that are used for group teaching, which support our Letters and Sounds programme.

We actively promote the importance of reading at home and reading diaries are utilised well to record each child's reading experience. Children can also log into 'Bug Club' at home where they can read a range of texts, including fully decodable texts and answer comprehension questions on screen. Parents are encouraged and children rewarded for regular home reading. This partnership is vital for success in reading.

Staff are adept at listening to children read and observing strategies used. In KS1, every child is heard read individually at least once a week. In Year 3 every child will be heard read once a fortnight and from Year 4, we will have focus readers who are heard at least three times weekly. Children also read to an adult within their Reading Roundabout sessions.





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Reading levels are assessed regularly using Benchmarking materials. Our school has an excellent library to further promote our love of reading and support all areas of the curriculum.

We recognise the importance of our children reading for meaning, therefore approaches such as 'Read Aloud Think Aloud', 'Cracking Comprehension' and 'Read Theory' are used to develop our children's inference skills.

Class books are used in KS2, where every class has a whole class set of books for each half term. Books are chosen to link to enhance our curriculum subjects, specifically History, Geography and Science. Our class books are also selected for our children's interests and to ensure diversity of coverage.

Reading Roundabout

This approach is used for half an hour each day in addition to the literacy session from Year 2 up to Year 5. Each class has a number of reading groups and over the five days the groups will rotate in order to complete a range of reading activities by the end of the week.

Typically, the learning activities will be:

- guided reading with an adult
- reading for pleasure
- comprehension and exploration of non-fiction and fiction materials, including ICT based activities (comprehensions will be dated and kept in reading comprehension books).

In Year 6 'Cracking Comprehension' and 'Read Theory' are used every week to develop inference and comprehension skills.

Writing

High quality texts are integral to our teaching of writing, together with a range of age specific resources and the use of technology. In Key Stage 1 children develop their writing skills through weekly cycles to expose children to a range of stories and language, developing their early writing skills and writing structures. In Key Stage 2, writing skills are developed in three-week cycles, providing the opportunity to embed vocabulary, develop language structures and refine pupils' writing. Children are taught to plan, write, edit and publish their work. Children learn about a range of genres throughout the year. They focus on the key features for each genre and learn the skills to write in that particular genre. The different genres are then retaught throughout the school, ensuring that there is progression between the year groups. High quality written work is celebrated during our celebration assembly each week.





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Each half term the children complete an unaided piece of writing which is used with other evidence to build up a picture of each child's strengths and next steps in writing. The teachers work together in school and with partnering schools to moderate this work.

Writing Workshops and Phonics

'Writing Workshops,' takes place twice weekly for 30 minutes in KS2 (in addition to the literacy session and Reading Roundabout). Children are grouped by ability to ensure that

the learning is at the most appropriate level for their needs. Children are taught specific grammar and punctuation which they are then expected to use in their literacy lessons.

In KS1 children are taught phonics on a daily basis in their appropriate phase following 'Letter and Sounds'. New arrivals from other year groups and those who did not pass the Year 2 phonics check, may also access these sessions. Phonic skills are monitored continuously and staff review progress on a half termly basis, ensuring children are progressed through the phases in a timely manner and any difficulties are addressed with targeted support. Our Phonics Tracker evidences progression.

Handwriting (Foundation Stage and Year 1)

In EYFS children develop their fine motor skills through a range of kinaesthetic activities. Handwriting is taught from Reception upwards using specific devised rhymes scheme and from Year 1 upwards the 'PenPals' scheme which is a multisensory, pre-cursive model.

Handwriting (Year 2 and Key Stage 2)

Children are taught to write using the cursive script using 'PenPals'. Children practice their handwriting through a range of activities and have specific handwriting lessons twice a week. Handwriting pens are introduced in Year 3 with the intention of all children using pens by the end of the first term.

Spelling

In KS1 and KS2, all children are taught a spelling pattern every week following the scheme on Edshed. The pattern is taught at the beginning of the week (and sent home for children to learn at home) and children are given further time to practise and apply these words in school. Children are tested on their set of words before being given a new set.



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Maths at Maybury provides a foundation for understanding the world; the ability to reason and problem solve mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

There is a strong emphasis on Mastery, which means children having a secure understanding of mathematical concepts and processes, combined with a genuine procedural fluency. Children are able to apply their understanding of a concept in a wider variety of contexts, some of which are more difficult. They can manipulate the facts they know and the skills they possess in order to solve more complex problems. We use White Rose mastery and NCETM Numberblocks in Key Stage 1 to inform our planning which is devised to meet the individual needs of our children and is regularly adapted depending on our cohort. Our mathematics curriculum provides a strong basis for more complex learning. We are part of the NCETM Mastering Number programme which supplements our Mastery curriculum.



At Maybury, there is an expectation that all children can succeed in Maths, giving children a secure and sustainable understanding of mathematical concepts by developing consistent models and images throughout all year groups. Teachers ensure that children are fluent in mathematical procedures and number facts by rehearsing these in systematic ways. Children who master a concept easily are expected to deepen their understanding, for example by applying it to solve problems embedded in mathematical investigations or more complex contexts. Children who do not master an objective with the rest of the class are supported to enable them to gain more experience and achieve mastery, for example through immediate fast feedback, same-day intervention, plus longer-term help if necessary. Maybury is fortunate to have trained support staff who deliver targeted interventions such as 'First Class @ Number' and 'Success @ Arithmetic'.

Children in Key Stage 2 have access to Times Table Rockstars at school and at home, this is an online game to practice times tables which comes packed with activities for children of different ages allowing them to progress at a pace appropriate to their own individual abilities. All children at Maybury have access to laptops, iPad and Chromebooks where they can play mathematical games to consolidate and apply their learning.

Every day the children complete daily arithmetic sessions and apply prior learning using Flashback 4 slides at the start of each Maths lesson.





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Science



At Maybury, it is our intention to recognise the importance of Science in every aspect of daily life. We give the teaching and learning of Science the prominence it requires. Scientific learning is concerned with increasing pupils' knowledge and understanding of our world, and with developing skills associated with Science as a process of enquiry.

It will develop the natural curiosity of the child, encourage respect for living organisms and the physical environment and provide opportunities for critical evaluation of evidence. We intend to build a Science curriculum which develops learning and results in the acquisition of knowledge and build a Science curriculum which enables children to become enquiry-based learners.



Children have access to key language and meanings in order to understand and readily apply to their written, mathematical and verbal communication of their skills. They use a range of resources to develop their knowledge and understanding that is integral to their learning and develop their understanding of working scientifically. In lessons, they reflect on previous learning and cross-curricular links will be made wherever possible. Children will be able to build on prior knowledge and link ideas together, enabling them to question and become enquiry-based learners. Where applicable links to Science will be made to develop the children's topical learning. Children will work collaboratively and practically to investigate and experiment.



Attainment will be assessed each half term through related topic assessment tasks. We desire for all children to retain knowledge that is pertinent to Science with a real-life context. Additionally, we want all children to be able to question ideas and reflect on knowledge. We support our children in explaining the process they have taken and be able to reason scientifically.

The Foundation Curriculum

In each year group children cover the New National Curriculum (2014) through a range of exciting learning experiences.





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History and Geography

At Maybury, we teach three History and three Geography units every year. These units often provide overarching themes for the class who match class books, class assemblies and home learning to them. Every half term, the class teacher will send home knowledge organisers for the unit of learning which will be regularly referred to at school.



At Maybury Primary School, we believe that high-quality history lessons inspire children to want to know more about the past and to think and achieve as historians. By linking learning to a range of topics, children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world, and to be able to communicate historically. We aim to enable children to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. We provide high quality history trips, workshops and visitors to enrich our lessons. We have links to local museums where we can borrow their historical artefacts. We often use Chromebooks and iPads to conduct further historical research.

Our Geography curriculum is designed to develop children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives, to believe that they can have a positive impact on the environment around them. Children investigate a range of places – both in Britain and abroad – to help develop their knowledge and understanding of the Earth's physical and human processes. We use Digimaps to develop the children's map skills. We are committed to providing children with opportunities to investigate and make enquiries about their local area of Woking so that they can achieve of real sense of who they are, their heritage and what makes our local area unique and special. We use our local area for field work opportunities such as our Year 1 town walk, visiting Dapdune Wharf in Year 2, exploring Wisley in Year 3 and much more. We also developing the children's ability to apply geographical skills to enable to confidently communicate their findings and geographical understanding to a range of audiences and succeed in becoming geographers. During our Geography lessons and our international week we provide the children with a rich understanding of a range of different cultures and traditions.





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Art

At Maybury our pupils will be exposed to a broad range of different kinds of arts, craft and design. They will develop their ability to think critically about art and design, including their own.

Children will develop their understanding of the visual language of art, gain an understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) and be exposed to a curriculum that will enable the children to reach their full potential. As they progress through each year group the children will develop their techniques and have the opportunity to apply these creatively with no ceiling on what they can achieve. At Maybury, Art is planned using 5 stages, observing and research, learning a new skill, mimicking, using a range of media and finally producing a unique piece of art work. These stages make up each 'art journey'.



Whole-school project work, trips and workshops ensures that art is given high status in the curriculum. The school takes part in 'Station Art' which enables us to show case our art skills within our local community for all to enjoy and celebrate.

Design Technology is a key part of our broad and balanced curriculum. It is our aim for our Design Technology curriculum to offer children the chance to use creative thinking and design within a defined purpose and tangible outcome. Through a variety of creative and practical activities, pupils at Maybury are taught the knowledge, understanding and skills needed to **achieve** a process of designing and making. At Maybury DT is carefully planned through the use of the 6 key principles to allow all pupils to **succeed** in



producing their own unique projects. These are: user, purpose, functionality, design decisions, innovation and authenticity.

Music

At Maybury we aim for our children to enjoy and be exposed to different genres of music and have the opportunity to participate in music through, listening and appraising, composing and performing. Music is carefully planned to ensure a progression of skills across all year groups.

All children at Maybury Primary School have opportunities to experience and perform through singing and playing musical instruments. As part of our regular weekly music lessons, all children have the opportunity to learn an instrument, these include the recorder, the ukulele and the glockenspiels.



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At Christmas we put on an EYFS, KS1 and a KS2 Christmas production and have the opportunity to sing and perform at the local care homes.

Our talent competition "Maybury's Got Talent" is always a popular finale to our year where children can perform their musical abilities.

MFL

At Maybury we aim to provide all of our children with a high-quality education in Modern Foreign Languages (MFL), which develops their love of learning about other languages and cultures. Currently, we teach all children in Key Stage 2 French, however we strive to provide children with opportunities to experience a range of other languages with so many of our learners already speaking another language. By the time our pupils leave Maybury, we want them to have acquired an understanding of both spoken and written French, confidence to speak in French with others and know how important other languages can be in their future.

Computing is integral to children's learning across the curriculum. We recognise that the use of communication technology is a central part of our children's lives both at home and at a school. We encourage pupils to be creators not consumers and our broad curriculum encompassing computer science, information technology and digital literacy reflects this. We embed computing across the whole curriculum to make learning creative and accessible.



Children have shared access to around 30 laptops, 100 Chromebooks, 50 iPads, desktop computers, recording equipment and a range of software. We also have a class set of LeGo Wedo 2.0 which is used for building models and coding using the Lego Education App. The children are both taught and assessed using Interactive whiteboards, visualisers, iPods, digital cameras, voice recorders, and numerous other technologies. The children also have access to a SMARTtable that allows them to learn in small groups on more focused and personalised tasks.

Digital Literacy is a big part of the curriculum, with children learning how to use ICT safely – at regular points throughout the year children undertake online safety assemblies on topics such as cyberbullying or keeping information safe as well as having lessons in class.





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In **Physical Education** children have the opportunity to engage in a variety of team games (including football, netball, hockey and Tag rugby), as well creative and agility-based topics such as gymnastics and dance. In these sessions, they learn about the key skills needed to succeed in each sport, how to apply these skills in competitive games and then move on to evaluating their own techniques. We have a specialised PE teacher who delivers a skills based PE curriculum to all groups from Year 1. Swimming is taught during Year 5 with booster sessions in Year 6 to help the children who need further support in reaching the swimming targets. The children take part in an extensive range of physical whole school workshops such a fencing, archery and dance. We have good links with our academy schools and our children enjoy participating in inter-schools activities and festivals. They also enjoy the wide variety of after-school sports clubs. We have a wide range of resources and equipment to maximize the physical opportunities for our children.



Religious Education is taught according to the updated 2017 agreed Surrey syllabus. This syllabus promotes tolerance of and respect for people of all faiths, cultures and lifestyles which supports our school’s multicultural beliefs. It focuses on teaching the children about all six of the main faiths: Christianity, Islam, Judaism, Hinduism, Buddhism and Sikhism. We demonstrate this through celebrating festivals from all faiths including Eid, Diwali, Chinese New Year, Harvest, Christmas and Easter. The syllabus focuses on improving children’s understanding of each religion’s teaching by building on previous learning ensuring progression throughout their time at Maybury. The children are also taught units about comparison and spiritual development which encourage them to reflect on their learning about religion and life as well as how we can learn from religion.

Personal, Social and Health Education – Learning for Life

This is a key learning area which underpins all areas of the curriculum but is also taught in a more specific way through focused PSHE sessions. PSHE is now called Learning for Life as it covers the six areas which educate and prepare the children to be responsible citizens that understand what it is to have a healthy, physical and emotional lifestyle. In our Learning for Life curriculum we



champion diversity and inclusion and promotes the protected characteristics. PSHE is planned using the PSHE Association’s Programme of Study to ensure progression and





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coverage of knowledge and skills. Teachers plan lessons that focus on the skills that children will learn and these are highlighted on the learning slips in their books. Learning for Life includes Relationships and Sex Education. This is taught in all year groups. The curriculum content and the associated vocabulary have been carefully planned in consultation with parents.

Learning for Life is supported by our commitment to Values Education and our restorative approach to managing conflict. We explicitly learn a value each month including respect, tolerance and responsibility, which reflect the fundamental British values.

Throughout the school the children learn about right and wrong through assemblies, role play and circle times. They are taught about human rights and what it is to live in a democracy. Learning for Life also teaches the children about finances, careers and gives them confidence to be what they want to be. In Upper Key Stage 2 children learn about the rule of the law and the British criminal justice system.

Children are given opportunities to make a positive contribution to the life of the school and all children are members of a 'learning team'. We regularly participate in national and local focused weeks and projects such as 'Anti-Bullying Week' and 'Online Safety week' which help children to learn about keeping themselves safe, healthy and responsible citizens. Children also learn about others living in challenging circumstances and help to support charitable bodies and causes through national fundraising days such as 'Children in Need' and class 'Enterprise' weeks. Children learn about being part of the school community, local community and being part of the British society.



Learning for Life is enhanced by the commitment to focus on Well Being and the school were awarded the Wellbeing Award in October 2021. All children participate in half termly 'Well Being Wednesdays'. Wellbeing Wednesdays begin with a wellbeing lesson on one of the below themes: wonderful me; community; meaning and purpose; resilience; healthy body and brain; and relaxation. The Wellbeing day also involves creative wellbeing activities such as construction, cookery, art, musical composition and much more. The school also has a wellbeing week

each year where we have many outside providers leading wellbeing activities such as yoga, animal handling and sports coaches. Staff, children and parents are surveyed regularly to find out about their Well Being and all views are considered to ensure that everyone is heard.



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Worry boxes and feelings books are displayed in the classrooms



Displays encourage children to reflect on their feelings

After School Learning

Our school has a number of after school learning clubs run by teachers and support staff at no charge to parents. Our clubs are very popular and support learning in a number of curriculum areas. We offer a range of clubs, including: football, netball, table tennis, indoor sports, wellbeing, computing, singing, drama, young carers, construction, Lego, mindfulness, cooking and booster clubs.

