

mulberry

Wood Wharf Primary



Reception curriculum plan 2023 -24

- **Access to education and the chance to be educated is a human right in a civilised world**
- **Education should provide rich intellectual and personal development for individuals and communities of people**
- **Education is a public good**

Our Values



Vision

Mulberry Wood Wharf Primary is committed to striving for excellence in all that we do. Our vision is that pupils become creative and ambitious learners who strive to do their best at all times because they are motivated and guided by outstanding teams within the school. They will be able to contribute to their local community and understand how their actions impact upon the wider world. They will be caring citizens who know how to keep themselves safe and who realise that they have a role to play in looking after others. As we develop our teaching and our curriculum, we are aiming for outstanding in all that we do.

Outstanding Achievement For All

Our Characteristics of effective learning



investigation

We are investigators!



designer

We are designers!



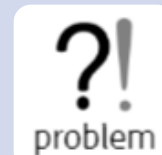
think

We are critical thinkers!



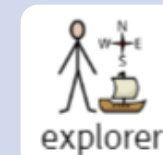
risk

We are risk takers!



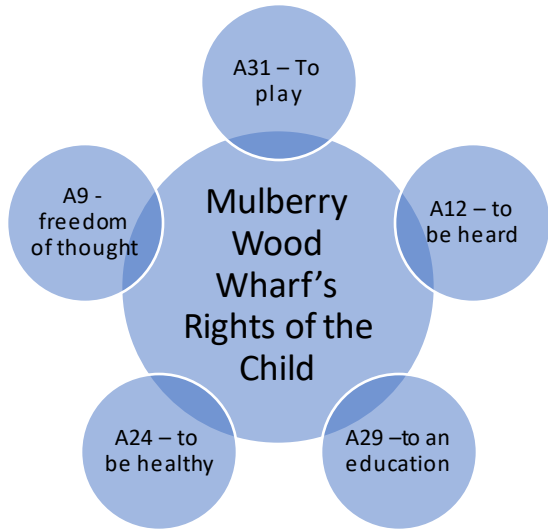
problem

We are problem solvers!



explorer

We are explorers!



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Our context

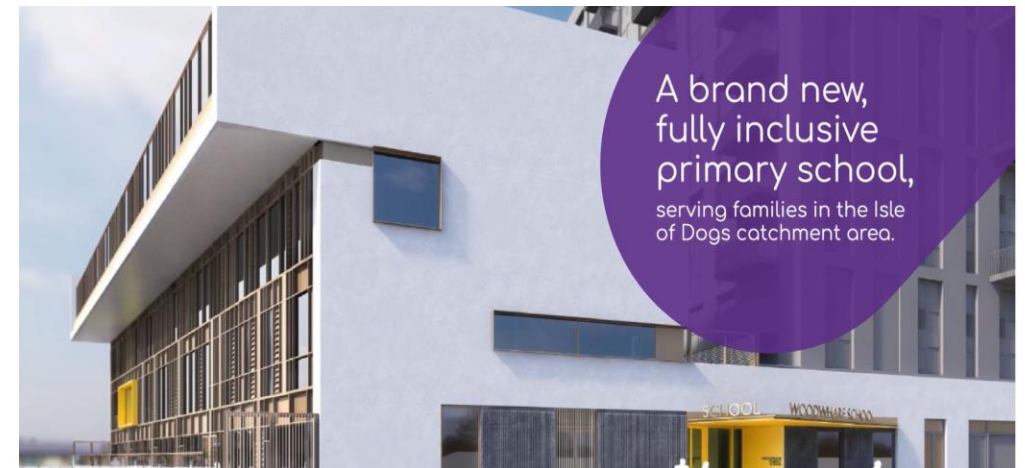
Mulberry Wood Wharf Primary is based in the Isle of Dogs, close to Canary Wharf, in the borough of Tower Hamlets.

The school opened to one Reception Class in September 2022. It is a two-form entry school. In September 2023, the school has one Year One Class and Two Reception classes. By 2028 the school will have reached its full capacity

30% of the children speak English as an Additional Language. We are an inclusive school and work with children with a variety of special educational needs.

We know that education is valued by our parents and that there is an increasing interest in parents understanding of the education system and learning how to support their child. Our average attendance figures show the commitment our parents have to their children's learning.

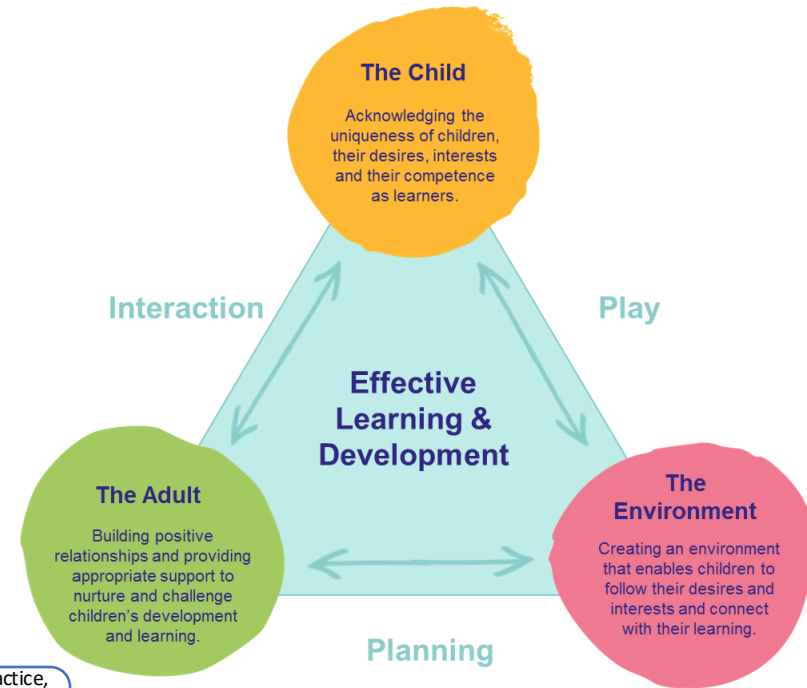
We understand the importance of widening the children's life experiences and the need to expose them to different areas of London and the opportunities that exist here. We want children to leave our school with as much 'cultural capital' as possible and be secure with conversational and academic language to ensure that they can clearly articulate and share their opinions and knowledge in their ongoing educational careers.



Mulberry Wood Wharf Curriculum Intent

A creative curriculum based on an accumulative knowledge approach: Foundations of the curriculum at Mulberry Wood Wharf

- Raising achievement for all through the application of knowledge across the curriculum
- A personalised approach
- Raising and maintaining standards in the core subjects while delivering a motivating foundation curriculum, with independent and child-led learning
- Thematic approach with a core question to help children make connections and develop opinions
- Our core values underpin the school's ethos and curriculum
- Children are active participants in their learning
Outcomes are individual and meaningful to the child



Driver 1

- We are driven by our moral purpose, vision and values and we have a clear strategic direction so that time and resources are used effectively and have the best impact.

Driver 2

- We take pride in being an inclusive school that takes diversity, equality and equity seriously. We make sure we get it right for all children including SEND and preparing them for a changing and increasingly complex world

Driver 3

- We provide high quality teaching and interactions with pupils. We carefully assess them and we know that good progress is when children know more and they feel good about their learning and themselves.

Driver 4

- We draw on old and new research which informs our practice, we are particularly interested in theories about how child development and how the brain works through the primary years and how children learn (pedagogy and characteristics of learning)

Driver 5

- The unique child - We know that happy brains means lots of learning and we take the time to find out about children and their needs. We focus on pupils' wellbeing and involvement throughout the primary years (Leuven scales)

Driver 6

- We aim to provide our pupils with a mini world where they can learn, make mistakes and learn some more so that they are prepared and feel confident for the future

The curriculum is ambitious, broad and balanced, tailored to the needs of Mulberry Wood Wharf Primary's community. It is consistent with the fully inclusive, aspirational vision of the Mulberry Schools Trust and focused on **outstanding achievement for all**. Mulberry Wood Wharf Primary will be an educational environment in which all pupils will become accomplished and confident with the skills and aspirations to move to each phase of their education from early years to primary, on to secondary and into higher education, training or employment at age 19.

Curriculum Intent

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- It is our intent to equip all children in our care with the knowledge they will need to be successful citizens as well as ensure they are ready for secondary school. We recognise that the curriculum at Mulberry Wood Wharf needs to allow the children to have as wide an understanding of the world as possible, as well as a depth of knowledge to ensure critical thinking. We want all children to consistently demonstrate the school's values and so each term a value is reflected on in depth with the aim of the children independently applying them to their own lives. Each termly unit, has been designed to start with the child's context, move on to reflect the wider world and then return back to the child's own opinions and individual reflection on their place in society.
- We base our curriculum on our duty to address issues of community cohesion, responsibility and respect however difficult they may seem. In light of this, the curriculum is designed to ensure high standards of attainment and promote British values with an emphasis on respect and tolerance of those with different faiths and beliefs, ethnicities and socio-economic backgrounds. This includes themes which challenge prejudice and stereotyping.
- We believe learning should be a continual process with opportunities for children to revisit knowledge and deepen their understanding of critical areas. High standards are best secured when essential knowledge is learned through direct high quality subject teaching and is then applied to real-life contexts. Knowledge will be taught and developed through the curriculum content and revisited to ensure that it has been learnt (i.e. stored in the child's long-term memory). The curriculum must be rigorous enough to guarantee progress for all children in the academic subjects as well as personal and social development.
- At the core of our curriculum are our school values. These values ensure that all children are equipped with the thinking skills they will need to be successful in their education beyond Mulberry Wood Wharf and also in their adult lives.

The Early Years Foundation Stage



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The reception class comes under the Early Years foundation stage.

We are very proud of the EY curriculum where children learn through play and develop their relationships with both children and adults. They are encouraged to explore their interests and learning both inside and outside.

The outside space is set up for children to climb, explore and develop their physical abilities as well as giving them opportunities for messy play with sand and water. They create their own games here and it is wonderful to see how their play develops.

Educational visits e.g. to a farm help children to see beyond their immediate world and learn about the lives of others.

The Early Years is a safe space where children can start their school journey: having fun, making new friends, creating their own play at the same time as learning to read, write and count.



Phonics

We teach reading primarily through synthetic phonics. We have taken and adapted a phonics scheme to suit the needs of the children in our school. We start by teaching children about listening and identifying different sounds in the world in the nursery, before moving on to orally segmenting and blending words and then into a more formal phonics system.

Children in year 1 complete the national phonics screening check in year 1.

Any children who are not secure in their phonics will continue to learn them in year 2. Children who need extra support in their phonics will take part in short 1:1 interventions.



Maths

Maths is taught for a minimum of 5 hours a week. Children are taught in their year groups in classes unless it is believed that a focused intervention with a teaching assistant would be more effective outside the classroom.

The school will be basing its maths provision on the White Rose units of work and this is used to guide teachers through the fluency, problem solving and reasoning aspects of maths which is differentiated as needed.

The school has a list of non-negotiables, which guided teachers to the core knowledge that needs to be continually revisited from previous units in the current maths learning.

The wider curriculum has also been designed to embed maths knowledge across subject areas such as science and art and this can be seen on the long-term plans in purple.



Learning environment

Independence in learning is the key driver when resourcing our classrooms. Interactive table-top displays can be seen in all classrooms linking to current learning with relevant books to encourage children to independently deepen their knowledge of the subject. Book corners are regularly updated with the children's own choice of texts from the library both linked to their current unit of study and texts chosen for enjoyment. Learning walls are current and constantly updated, on a lesson by lesson basis, to ensure children have access to the information they need. Topic walls celebrate children's learning and support them to make connections in their learning and apply it to a wider context.

Parents as partners

As a school, we understand that to fully support a child through their education, we need the full support of the child's family. Each term a letter is sent to parents explaining the content of their child's learning and each half-term there is a holiday homework to encourage families to work together on a project. Some examples of this are: researching a famous person, creating a book in a box/book in a jar. In addition, we offer a large number of services to support parents which are run by our parent support worker, school councillor and learning mentor. This includes workshops to support parents with behaviour management and mental health as well as informal coffee mornings and targeted family support.

Parents are encouraged to attend educational visits with their child, participate in workshops in school such as cooking and gardening. The learning mentor will organise family trips for those families they have worked with across the year to support families with the confidence and ideas to take their families out during weekends and holidays. Parents are invited to parent evenings twice a year to discuss their children's learning with their teacher and we have an open door policy if parents wish to talk to staff at any point during the year. We encourage parents to share in their children's successes by coming to watch them in performances across the year.



Assessment

At Mulberry Wood Wharf we believe in on-going, robust assessment of children. We often refer to this as feedback and it is an integral part of every lesson and throughout our school day.

Feedback may be through self-assessment after looking at the success criteria, listening to teacher feedback or looking at good examples. It may come via learning partner discussions or from an adult in the classroom. Teachers will use a variety of methods to check children's understanding of a concept and if they can apply it independently in a variety of situations. Feedback may also be given after the lesson through written feedback.

Children are expected to respond to all feedback to improve their learning and responding to constructive comments is an important learning behaviour which we foster through our school values particularly resilience, respect and ambition.

Children complete two assessment tests during the academic year to support teacher assessment of their next steps. These tests are always administered in a supportive way to ensure that children see them as a chance to 'show off' their learning.

At specific points in each child's education journey they are required to complete national assessment such as the phonics assessment test, multiplication test and SATS test. To support them to do their very best in these tests, we will offer 'practise tests' which support our assessments.



Reception yearly overview of entitlement

Areas of learning will be covered in medium term plans and weekly plans



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics/themes (to include seasons across the year)	Who do you think you are? Seasonal change- autumn	To infinity and beyond and traditional tales (links with materials) Seasonal change- winter	We are investigators! What if Little Red Riding Hood's grandma lived in the arctic? (re telling of the story, new version)	Open a door (homes and people from other places in the world) Seasonal change- spring	Green fingers!	Back to the future! Seasonal change- summer
Visits/visitors/ experiences	Local Café City farm	Visits from police, bus driver, doctor, nurse, vet farm worker, shopkeeper Science Museum Visit church Picnic to the moon (linked to book) Planting spring bulbs Watch 'The snowman' Perform nativity show (starshine musicals) Watch a pantomime (in school)	Cook stir fry for Chinese New Year Drink hot chocolate outside Visit synagogue Playing in the snow (weather dependant)	Foods from other cultures Mosque visit World book day Spring show (starshine musicals)	Planting a seed, taking photographs as the seed grows, what does a seed need to grow? Planting a seed, experimenting with what happens without sunlight, water Planting vegetables Chicks/ducklings experience	End of year trip Butterfly experience Tea party/banquet Wimbledon and strawberries Sports day Fire service visit
Key texts	NURSERY RHYMES BOOKS ON SENSES THE HUNGRY CATERPILLAR EAT UP GEMMA WHAT <u>THE</u> LADYBIRD HEARD? BROWN BEAR WHAT DO YOU SEE?	THE 3 LITTLE PIGS WHATEVER NEXT ALIENS WEAR UNDERPANTS	THE GRUFFALO'S CHILD LITTLE RED RIDING HOOD CHINESE NEW YEAR <u>NON FICTION</u> MR WOLFS PANCAKE	THE GINGERBREAD MAN OPEN A DOOR- TO COUNTRIES (<u>NON FICTION</u> BOOKS)	THE ENORMOUS TURNIP JACK AND THE BEANSTALK (INNOVATION) OLIVERS VEGETABLE <u>NON FICTION</u> – LIFECYCLE BOOKS. -PLANTS -CHICKS	ANTHONY BROWN – THE TUNNEL MY MUM, MY DAD, MY GRANDMA...

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Festivals (include Eid)	Halloween storytelling day Rosh hashanah- Honey cake	Bonfire night Christmas Divali Hannukah	Chinese New Year Shrove Tuesday	<u>Mother's day</u> Easter St Patrick's day St David's day St Georges day St Andrews day		Father's Day
Workshops (also see parent support worker for additional courses)	Learning through play Introduction to EY assessment	Phonics- reading/ writing (R) School nurse and healthy routines Costume making – Christmas show Parents evening	Mark making matters Importance of Oracy	Costume making workshop	Parents evening	Transition to Rec-Year 1 Transition to Nursery- Rec

Cooking activity every week based on children's interests

Helicopter Stories

Key books have been listed above, teachers will also use books that fit with the topic including a non-fiction book focus each half term

Transition preparation will be included in the summer terms.

Seasons will be explored through the provision and local environment throughout the year

Using the outdoor garden throughout the year

Celebration assembly – weekly

Half termly letter sent to parents/carers to detail the plans for the half term.

Core books that all pupils should have regular exposure to:

Goldilocks and the 3 bears

The Three Billy Goats Gruff

Little Red Hen

Owl babies The

gruffalo

Monkey

Puzzle

Handa's surprise

Jasper's beanstalk

a Squash and a squeeze

The Rainbow Fish

We're going on a bear hunt

What the ladybird heard