



Manchester
Communication
Primary
Academy

Manchester Communication Primary Academy

CURRICULUM

Rationale

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The MCPA curriculum has been written in line with the national curriculum, but with a specific focus on our specialism of **communication** – this manifests itself in everything which we teach.

Each half term learning starts with a ‘WOW’ this may be a trip, visit, event or special lesson which hooks children into their learning, speaking their interest and promoting their curiosity. At the start of the project, parents are set a parent/child project to complete with their child, in many cases this is a craft project. Parents bring these into the showcase at the end of the half term when excellent work is shared.

In Key Stages 1&2 children spend a minimum of 1 hour per day in both English and Maths, this is supplemented by 50 minutes of phonics and reading (KS1) or SPAG and reading (KS2) in addition to Science, Creative Arts, Global Understanding, which includes MFL and Health and Wellbeing.

PE, Food, Art, Tec, Creative Arts and Computer Science are taught by specialist teachers from MCA in several year groups. Additional PE is taught by Premier Sports.

For **Maths**, we use the ‘**Maths no Problem**’ scheme, which is a Mastery approach on the principles of Singapore Maths. This approach encourages children and teachers to spend longer on mastering each element of maths, rather than copying methods, children are taught to understand them and apply to a different range of contexts. Maths no problem takes a spiralled approach so that each element is covered in every year group with increasing level of difficulty, leading to further mastery of skills. At MCPA we do not view ‘Mastery’ as something which is only for higher ability learners, it is a deeper level of understanding, in this case mathematically, which we believe all children are capable of.

Maths no problem takes a less traditional approach to differentiation, it is based on the philosophy that to differentiate by task is to assume a level of ability, in many cases limiting children or pre-determining their level of success. In maths no problem, all children start with the same ‘anchor’ task, which is then differentiated through the following questioning, which encourage children to probe deeper into the maths. An approach supported by Jane Jones – HMI lead for Mathematics.

Lessons follow a pattern of discussion – concrete – pictorial – abstract with low ceiling, high-threshold problems which enable children to take a problem as far as they possibly can; children are constantly prompted to explain their thinking.

For further information, please visit the MCPA website, class area and maths – here parents can view videos which explain the mathematical methods.

In **English** our work is always linked to a class book, over the course of a child’s education at MCPA, they will be exposed to and engage with a very broad range of text types, authors and genres. The English curriculum is bespoke to MCPA and has been written by the Phase Leaders, Director of Learning and the Key Stage 2/3 English lead from the Academy Trust to ensure high levels of challenge and correct linking to the national curriculum. The overview of the curriculum can be seen on the MCPA website, in the class areas.

For most half-terms, the ‘Global Understanding’ and or/Science work is linked to the work in English, children are therefore encouraged to read and write widely across the curriculum.

For writing, the **Nelson** handwriting software is used with **Read Write Inc** handwriting and spelling resources. Children engage with discrete handwriting sessions at the start of most days in addition to the development of handwriting being supported in the teaching of English and other written subjects.

Phonics teaching follows the **Read Write Inc** scheme and is taught alongside reading to ensure that children apply their phonics more effectively. This approach is used from nursery upwards. Classes are streamed where appropriate across EYFS and Key Stage 1 to ensure that phonics is taught with a ‘stage not age’ approach, stretching higher achievers of all ages and supporting those who find it difficult.

EYFS

The curriculum in the EYFS is tailored to ensuring that all children have access to a wide range of learning opportunities which promote physical, emotional, social and academic development. The Development matters statements are used to track progress and attainment across Nursery and Reception with additional attainment targets in Reception to ensure that the cohort are ‘Year 1 ready’.

The planning of the curriculum follows a topic-based approach with linked books and challenges in the continuous provision ever present. Children’s interests are used to drive the selection of activities in the provision, to ensure that high levels of engagement lead to high outcomes.

Phonics, maths and reading are taught as discrete lessons on a with additional lessons throughout the week of science, PE, creative arts and global understanding. The curriculum is designed to ensure high levels of challenge lead not only to good EYFS outcomes but also to ensure a seamless transition into KS1.

EYFS staff continue to monitor and support children in Y1 to ensure that transition is as smooth as possible.