

Detailed curriculum plans, schemes of work and pupil assessment procedures

## **Curriculum Plans**

The school day will be 6.5hours. The school year will be 38 weeks and will be divided into 3 terms, each with a half term break.

### The Curriculum in detail

For ease of reference the curriculum has been divided into the following sections:

YR-Y1 Organisation of learning  
Curriculum content

Y2-Y6 Organisation of learning  
Curriculum content

The Mulberry Tree will provide an age appropriate, broad and balanced curriculum for all pupils from YR to Y6. The curriculum will be distinctive as it will be based on the understanding that excellent outcomes are achieved by introducing learning at the moment of maximum pupil readiness rather than introducing learning at the earliest opportunity. This principle is common to many countries in the world where formal literacy and numeracy takes place at the age of 6/7 when pupils have had the opportunity develop strong skills to enable successful learning outcomes. Similarly the introduction of computer technology takes place after the pupils have developed an understanding of a range of mechanical technologies.

Teachers will have the freedom to adapt the curriculum to suit the needs of pupils they teach, and to use personalised differentiation. This will be used to meet the learning needs of pupils who move to The Mulberry Tree having acquired skills in advance of the point at which they are taught at The Mulberry Tree, or whose skills are advanced or delayed for any other reason, for example pupils who have been taught literacy skills before age 7. It will also be used in the case where pupils have English as an additional language.

### YR-Y1 Organisation of Learning

During this period children will be taught in a mixed age kindergarten where personalised approaches will be made possible by the teachers' use of differentiation.

Each day will have a regular sequence with periods of child-led free play alternating with more focused periods of teacher led activity: singing and movements, shared snack, story time. Each week will have a pattern of activities: e.g. Mondays painting, Tuesday bread making.

Pupils will have a wide ranging balanced curriculum which is age appropriate, suited to the energies and interests of the age group, containing a wide variety of activities to engage all children, with the context of a familiar and safe pattern.

Key principles that underpin the teaching method at this age will be based on the understanding that learning is promoted by:

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- A broad and balanced range of activities to establish the foundations of an enthusiasm for learning in all spheres.
- Activities which develop pre-literacy and pre-numeracy skills
- Activities which develop gross motor skills
- Opportunities to experience the wonder of the natural world
- Opportunities for imaginative play
- Opportunities for child led activities, particularly free play and the use of simple objects as props which create opportunities for the expression of creativity, ingenuity and the power of the imagination.
- Opportunities for the teacher led activities to develop self-discipline and the ability to cooperate
- Opportunities for collaboration in play, in the sharing of food and other activities to promote social development
- Opportunities to share responsibility for such things as the care of their environment, for cleaning and tidying and for the preparation of food in order to foster a sense of responsibility, independence, self-reliance
- Participation in the celebration of festivals to inspire a sense of awe and reverence and community cohesion
- A secure environment with regular patterns and clear boundaries

### YR-Y1 Curriculum Content

One of the key features at this stage will be the opportunity for imaginative play. This is seen to be the foundation for the development of ingenuity and problem solving skills. It provides children with complex opportunities for social interactions. It promotes good psychological health by allowing children multifaceted expression using a wide range of materials. And simple toys made from natural materials which maximise their potential uses in play. For example a block of wood can be a mobile phone, a ship an iron etc.

The day will have a consistent pattern. For example it will begin with a period of free play alongside an activity that is identified with that day of the week, e.g. painting (Monday) baking (Tuesday). This will be followed by "circle time" when songs and rhythmical verses are spoken and acted out. Following this the children will get ready for 'snack time' around one table where the mood will be relaxed and social. The children will then play outside before coming indoors again to conclude the morning with 'story time'.

The curriculum at this stage will include the following foundations for later learning:

- Pre-literacy: songs, rhymes, stories, social engagement through play and at snack
- Motor skills: gross motor skills in dance and movement, outdoor play
- Fine motor skills: in sewing, finger knitting, baking, preparing snack, painting, drawing
- Pre-numeracy: counting songs, counting opportunities in play and snack preparation
- Science : foundations of experiential science through regular nature walks, nature table, seasonal songs and verses, food preparation and seasonal cooking
- Technology: the use of simple hand tools in craft and cookery
- Art: painting, drawing, model making
- Music: daily singing

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The needs of pupils who are readers will be met through the use of personalised differentiation by the teacher.

#### Y2-Y6 Organisation of Learning

The day will start with a two hour multi-disciplinary Main lesson until morning break, followed by two subject lessons before lunch and then two further subject lessons after lunch. All timetables will broadly follow this pattern. The purpose of the Main lesson will be to allow sustained concentration on a topic for a significant block of time, such as three weeks or a month. Core subjects of the curriculum will be taught in these thematic blocks by the class teacher. The same teacher will stay with her class from Y2 until the end of y6. The lessons after morning break will be taught by subject teachers.

Key principles that underpin the teaching method will be based on the understanding that learning is promoted by:-

- Curriculum delivery that corresponds with what comes most naturally to children of a particular age and therefore provides age –appropriate method and content
- Considerate engagement with others and undertaking tasks and activities cooperatively as a group rather than competitively as individuals
- Providing personalised support within a culture of collaboration
- Academic learning being balanced with opportunities for learning through experience, through the natural world and through artistic activities
- Meeting the needs of the whole child through equal attention being given to the cognitive, emotional, spiritual, moral, social, cultural and physical development and well-being of pupils
- Creating opportunities for children to express their natural curiosity, creativity and powers of imagination
- Allowing scope for the teacher to interpret and present material in a creative way that can take account of the particular nature of the group of pupils and their cultural setting

All the strands of the curriculum will be interrelated. For example at age 10 in mathematics, children will divide the whole and learn about fractions; in music they will divide the beat and learn music notation and in English they will divide the sentence and study grammar. There will be year on year continuity and the study of each subject building directly on the work of the previous year.

#### Y2-Y6 Curriculum Content

##### Science

All science subjects begin with the close observation and direct experience of physical phenomena. From observation and experience the pupils are encouraged to derive conclusions and concepts always with an open mind as to causes and first principles, in keeping with the way in which scientific methodology has developed historically.

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Y2-Y6 Year by Year Science Curriculum

Y2&3 -Local environment and climate

Y4- Farming and Building

Y5 –Human and Animal Biology

Y6-Botany and Zoology

Literacy:

Formal literacy learning will be introduced in Y2, in common with many educational systems throughout the world. By Y2 pupils will have strongly developed foundations in speaking and listening skills and in fine motor skills. This will maximise the chances of each pupil having a positive and successful experience of learning to read and write, and engender confidence and enthusiasm. The approach to teaching writing and reading will be multifaceted and include a solid grounding in phonics. A love of literature will be nurtured throughout the curriculum by the central role given to stories and poetry which will be an integral part of the daily curriculum.

Y2-Y6 Year by Year Literacy and English curriculum content

Y2- Introduction of formal learning of writing and reading. Multi-dimensional approach including phonics. Whole class teaching combined with personalised support. Folk stories from around the world.

Y3 – Continuation of phonics, the introduction of cursive writing, continued story telling including traditional legends and fables.

Y4 – More extended writing- including creative and descriptive writing, based on stories and activities. Introduction of grammar: nouns, verbs, adjectives and punctuation; more challenging extended literature.

Y5 – verb tenses and parts of speech. Norse myths.

Y6 -Direct speech, converting from active to passive voice, and punctuation. Drama, poetry and fiction.

Numeracy

The approach will be to teach core mathematical skills, and to create a strong capacity for mental arithmetic. Review and practice of previous learning will be built into the structure of the curriculum. The teaching methods will be multi-disciplinary-music, movement, story, cookery, artwork, will be used in the teaching of mathematical concepts. For example the baking and sharing of cakes might be used in the introduction of fractions.

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Y2 - Y6 Year By Year Numeracy Curriculum Content

Y2 - Introduction to addition, subtraction, multiplication and division

Y3 - Mental practice and longer exercises, moving onto larger numbers, number bonds and even numbers, columns and carrying over and simple geometry.

Y4 – Practice of all 12 tables will continue; long multiplication and long division will be introduced, together with money handling and change, and various forms of measurement involving linear dimensions, liquids, solids and temporal intervals

Y5 – Introduction of fractions; measurements and area work will continue

Y6- Compass geometry will be introduced, also the decimal system

Humanities

Pupils will study history and geography. The study of geography as a separate subject will begin in Y5 and will start with a study of the immediate environment, broadening out in the following years to regional, national and global studies.

The study of history will move from the legends in Y3, through Ancient History and the study of civilisations of Greece, Egypt and Rome to the study of Modern History so that pupils who embark on GCSE History will do so with a strong sense of the chronological context.

Y2-Y6 Year by Year Humanities Curriculum

Y5 - Project work based on the study of geography of the local area and the history of the river Severn, For example, this work might include creating a drama based on the history of Sharpness, or building a clay model of the Vale of Berkely.

Y6 – Geography of the British Isles

History: The culture and religion of early civilisations of India, Persia, Babylonia and Egypt, moving onto classical ancient Greek history.

Modern Foreign Languages:

From Y2 up to Y6 all pupils will learn two modern foreign languages, German and French. The teaching begins with oral language taught through song and games as well as conversation. Writing and reading are introduced in Y3 but the speaking and listening aspects remain central.

Technology and ICT:

Pupils are introduced to a wide range of technologies through their practical creative work starting with cooking, sewing, weaving, and modelling in YR. As they get older this develops

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to include gardening, building, woodwork, pottery and metal work. In these activities they use and increasing range of hand tools, and learn how mechanical tools function.

Class teachers will be trained in e-safety awareness from Y2, and able to communicate this to parents at parents' evenings and to children from Y2.

ICT facilities will be available to teachers for cross curricula use with an emphasis on the value of human relationships and interaction in teaching and learning.

Our ICT provision will include a Management Information System (MIS) that meets the needs of all users, together with safe, filtered, fast and reliable broadband internet access accessible in school and including website

Chair of Trust and Proposer ICT Lead will work closely with Partnerships for Schools (PFS) on procurement to ensure compliance with procurement regulations.

Religious Education:

RE at The Mulberry Tree will meet the local Agreed syllabus, in line with all Academies. The moral and spiritual well-being of the children will be nurtured by developing a strong sense of belonging for all the children whatever their faith background. This will be achieved through a calendar of seasonal festivals which the whole school celebrate together. Throughout the school a sense of reverence and an attitude of tolerance and respect towards each other will be encouraged and modelled by the teachers and reinforced by verses said before snack and at the beginning and end of the day.

From Y3

Pupils will study historic and contemporary religious beliefs from all the main religious traditions. Pupils will leave The Mulberry Tree with a strong sense of the value of community and of the wonder of the natural world.

Physical Education:

There will be both integrated and discrete physical education. Integrated physical education will include the movement exercises which come at the beginning of Main Lesson to help the pupils to settle their focus for learning. The use of rhythm and movement may come into many lessons, such as maths where pupils, for example may throw and catch beanbags as they recite their times tables, or foreign languages, where pupils might follow a sequence of movements when learning parts of the body. Physical education as a separate subject will be taught in Games lessons and in Eurythmy. Eurythmy is a subject distinctive to Steiner Schools in which pupils develop their gross motor skills, concentration and sense of spatial awareness through exercises usually accompanied by music. In games lessons pupils will learn a wide range of team games and develop individual sport skills, including, for example, circus skills.

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**Music:**

Music will be taught in an integrated way and as a separate subject. Singing and Recorder playing will be used in Main lesson in a wide variety of contexts and all children will sing daily. Pupils will have the opportunity to learn other musical instruments. All pupils will learn musical notation.

**Art:**

Art will be taught in an integrated way and as a separate subject. Pupils will have opportunities to learn a wide range of art and craft techniques. Painting and drawing will be used in Main Lesson in a wide variety of contexts.

**Crafts:**

A wide range of craft lessons will be taught throughout as a separate subject for an hour a week. From Y2 a range of handwork skills will be taught, including knitting, sewing, clay modelling.

**YR & Y1 Curriculum Model**

Free play/craft activity preparing snack	Gross motor, fine motor, technology, art, pre-literacy and pre-numeracy	09.00-10.00
Clearing up	Social cohesion	10.00-10.15
Song & movement	Pre-literacy, pre-numeracy, music, gross motor	10.15-10.30
Eating Snack	Social cohesion	10.30-11.00
Outdoor walk/play	Gross motor, Science	11.00-12.00
Story/Puppet Show	Pre-literacy	12.00-12.30.
Lunch	Social cohesion	12.30-13.15
Rest	Social cohesion	13.15-14.15
Free play and outdoor play	Gross motor, fine motor, technology, art, pre-literacy and pre-numeracy	14.15-15.30

As noted above, this integrated curriculum will be designed to develop the foundations for later learning in an age appropriate way and the following table shows approximate percentages by time allocated to each area:

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15%	Pre-literacy: songs, rhymes, stories, social engagement through play and at snack
15%	Pre-numeracy: counting songs, counting opportunities in play and snack preparation.
15%	Science: foundations of experiential science through regular nature walks, nature tables, seasonal songs and verses, food preparations and seasonal cooking
15%	Fine motor skills: in sewing, finger knitting, baking, preparing snack, painting, drawing.
10%	Gross motor skills: dance and movement, outdoor play.
10%	Technology: the use of simple hand tools in craft and cookery.
10%	Art: painting, drawing, model making
10%	Music: daily singing

In YR and Y1 the afternoons will be designed to be less energetic than the mornings so that the pupils at this age do not become too tired by the long school day. The importance of working with the energy of the pupils and the importance of avoiding the depletion of energy of this group is a key Steiner principle.

Sample of Year 6 Timetable

Lesson & Time	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 4 11.30-12.10	French	Religion	Form Drawing	Music	German
Lesson 5 12.15-12-50	Eurythmy	German	Choir	French	Music
Lesson 6 13.55-14.45	Craft	Art	Games/ Gym	Handwork	Gardening
Lesson 7 14.50-15.30					

Each day will start with a two hour Main Lesson in which topics are taught in a multi-disciplinary way in three/four week blocks.

Year 6 Main Lesson subjects are Botany, Egyptians, Greeks, Freehand Geometry, decimals, Geography of Great Britain.

The Main lesson approach has several benefits: it develops the habit of a sustained concentration on one topic, both over the two hour period and over three weeks/month, allowing in-depth exploration. The multi-disciplinary approach taken during the two hour lesson has two key benefits: it contains a wide range of variety so that pupils do not get bored, a wide range of ways of engaging with a subject are established. For example: maths main lesson could include dance movements, throwing and catching, singing and chanting, artwork, and storytelling, mental and written maths. This gives every kind of learner a point of access to the subject. It maximises the chances of each pupil finding something they love and something they excel at in relation to all curriculum content. The variety of approaches'

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within the lesson obviates boredom. The teacher will design the lesson to meet the pupils natural energy patterns so that they do not become restless or unfocused. Learning will be a whole body, whole mind experience.

The pattern of revisiting subjects in time blocks will promote long term retention of the knowledge by engaging the long term memory.

Learning will also be enhanced as a result of the continuity provided by the method. The class teacher who delivers the Main lesson teaches the same class from Y2-Y6, which will facilitate the successful management of the social and interpersonal issues that relate to the increasing maturity of the pupils.

Because the Main lesson will have an integrated multi-disciplinary approach, the percentage of time allocated to each subject is approximate.

Y2-Y6 the guidelines will be:

English	15%
Maths	15%
Science and technology/ICT	15%
Modern Foreign Languages	10%
Art and Craft	10%
Games, eurythmy and outdoor activities	10%
Music	10%
Humanities	10%
RE	5%

### **Assessment**

Pupils will be assessed in the following ways. We will comply with KS2 tests.

Primary

Y1 diagnostic assessment which will include age 6 test.

Y4 pupil profile in terms of nationally accredited Steiner class standards

Y6 pupil profile in terms of nationally accredited Steiner class standards. Plus KS2 test.

SEN Pupils will be monitored, to show evaluate progress.

KS1-KS2 value added.

Homework

Homework will be provided from Y5 onwards. Pupils will have a Homework diary in which they will record homework set and date due, and teachers will record whether homework has been done and parents/carers will note any issues arising.

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As a back-up to this system, homework set will be posted on the school website. Parents will be asked to support homework by providing a quiet space and time at home. A homework club will be provided for pupils requiring it.

Year group	Home work per night
Y5	0.5-1hr
Y6	1hr

#### Special Educational Needs

SEN pupils will be integrated into the appropriate class according to the pupil's date of birth. Their learning will be supplemented by additional learning support sessions with SEN teachers in separate very small groups. Mulberry tree will comply with Special Educational Needs Code of Practice (2001) and emerging best practice to ensure special educational provision is available for any pupil with a learning difficulty. Provision at the School will be DDA compliant.

Admission of pupils with SEN will comply with the Admissions Code and when considering an admissions application, we will consider whether admitting the child would have been compatible with the provision of efficient education for other children in that class and whether the premises will meet the needs of the child. The Mulberry tree will in place a SENCO, SEN staff and dedicated SEN teaching rooms.

We will aim to ensure that all pupils, including those with special education needs, have access to our curriculum and reach their full potential. To achieve this we will work with the South Gloucestershire Health and Wellbeing in Learning Programme and with other agencies according to need as the School develops.

All pupils will participate in the Main Lesson and the majority of subject lessons, and will take part in the regular routines and activities of their class, though these may be modified to meet individual needs.

We will aim to identify as early as possible any pupil with SEN. We will follow the SEN Code Practice guidelines to ensure a graduated response to identification and assessment of children with SEN, and work in partnership with parents to provide and Individual Education Plan, or individual Behavioural Plan which will be reviewed at least twice a year. An SEN register will be kept.

All pupils may have special needs at different times, including being gifted or talented, or having English as an additional language. It will be the intention of the Mulberry tree that all pupils are valued and respected, irrespective of academic ability or any particular physical or emotional attributes, gender or cultural, religious, ethnic, or socio-economic background.

We will aim to meet the needs of all pupils.

Children will be routinely observed by the class teacher and other teachers through continuous daily observations.

#### Class screening

- Early identification of learning difficulties is carried out in Y1
- "Class2 Screening for Waldorf Schools" is used at the end of Y3
- Class screening for spelling is done annually from Y4
- Class screening for reading is done at the end of Y4 using Daniel and Diack
- Class screening for numeracy is done annually from Y4 using WRAT 4

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## New Children

Children entering after age5 will be assessed for dominance, auditory and visual discrimination, spelling, reading and maths.

## Response

### Stage One –Differentiation

- Concerns have been identified relating to learning progress and /or behaviour of a pupil by teachers, parents and as a result of class screening.
- The class teacher talks to colleagues, parents/carers and establishes any necessary differentiation and observation
- A child study may be held.

### Stage Two – School Action

Once the Mulberry tree has identified that a child has SEN we will intervene through School Action aimed at enabling the child to reach their maximum potential. With parental permission, the setting SENCO would become involved, and the child's name put on the Special Education Needs List.

- In addition to the above an IEP (Individual Educational Plan) or IBP (individual Behavioural Plan) will be drawn up. This could include a referral to the School Counsellor.
- Learning support lessons may begin.

### Stage Three

If the pupil is not making progress despite several review periods at School Action we will recommend to parents the involvement of specialists from outside the school, e.g. G.P., educational psychologist, child psychologist, child psychiatrist, speech and language therapists or social services.

We will work with the following agencies

Pupils requiring support from speech and language/physio/occupational therapists	South Glos integrated services of Children and Young people and the Wellbeing team
Pupils requiring mental health service support	Child and adolescent mental health Services South Gloucestershire, and the South Gloucestershire Health and Wellbeing in Learning team