



## Q.P.A. Curriculum Statement

2026 - 2027

***'Empowering every child with a rich variety of knowledge, skills and opportunities; enabling them to progress in school and throughout their lives.'***

We promote the highest standards across all elements of school life in order to ensure our pupils to have optimum life chances. We ensure our pupils are ready to take the next steps of their development into secondary school through a broad and balanced curriculum, including:

Setting the highest standards in every element of school life:  
'High Expectations Lead To High Achievers'.

Fostering positive relationships across the school community, treating all pupils with unconditional positive regard.

Developing responsible citizens within British Society

Developing strength of character to ensure resilience and personal development

Identifying, celebrating and rewarding achievement and individual successes.

Linking and embedding learning through integrated half termly projects



Engaging lessons, adapted to each child's needs, to ensure every child succeeds.

Developing interests through exposure to a wide variety of first-hand experiences

Securing effective core ability in reading, writing and maths and providing opportunities for mastery.



Continued professional development of all staff subject knowledge, allowing them to provide high-quality learning opportunities and the best outcomes for children.

Knowledge, creativity and skills development to promote excellence and enjoyment of learning, and as a foundation to future learning

### High Expectations

Our school mantra of 'High Expectations Lead to High Achievers' permeates all we do at Queen's Park Academy, both inside and outside of the classroom. We believe in the abilities of our pupils and promote positive behaviours for learning that result in success across all fields of school life. Achievement is recognised and success celebrated through our reward systems and processes, reinforcing the power of learning to our pupils. Queen's Park Academy provides the perfect mix of knowledge, creativity and skills development to promote excellence and enjoyment of learning through a broad and balanced curriculum. We believe that exciting, engaging lessons, adapted individually to each child's needs, are the best way to ensure every child succeeds, regardless of ability.

### Knowledge

We use the National Curriculum as a framework for learning, on which we build the learning of wide and rich knowledge, which is then applied as skills.

We consider learning knowledge across all subjects to be essential in the empowering of our pupils:

- Children use knowledge to understand, make sense of and interpret the world.
- Shared knowledge enables children to cooperate effectively.
- The foundation for a just and sustained democratic society is shared knowledge.
- It is fair and just that all children should access knowledge.

Due to its importance, knowledge is explicitly planned for, as well as the skills that will utilise this knowledge.

### Linking and Embedding Learning

Within our aim to enable and empower our pupils, we understand how forming links between knowledge and concepts is essential to long term learning. Our curriculum projects are carefully planned to allow for sequences of learning that build up knowledge over time and that link learning across different subject areas, including literacy and numeracy. Each subject that the pupils builds on prior knowledge, ensuring that learning is embedded and allowing for the development of complex schema for our pupils. The curriculum diet of the school is set out in long term, medium term and short-term plans, with progression and assessment opportunities highlighted.



## Which subjects do we teach?

All of our children are taught a range of subjects in line with the National Curriculum 2014 expectations: maths, English (writing and reading), science, computing, art and design, design and technology, geography, history, PE, music, RE, PSHE and Spanish. These subjects are all presented in individual subject books and outlined on individual year group Curriculum Maps, which can be found on our website. For English (reading and writing), science, art and design, geography, history and RE we follow the United Learning curriculum.

There is a focus on the core knowledge required for each subject, embedding that knowledge and allowing opportunities for pupils to master the skills required. Teaching makes use of a range of resources, including knowledge organisers and low stakes quizzes in order to support knowledge retention. The curriculum timetables ensure that subjects are allocated quality, focused time and curriculum equity.

## Writing

The United Learning curriculum for writing is built on four core principles: developing pupils' metacognitive and critical thinking skills; ensuring the highest expectations for attainment and progress of all pupils; supporting all pupils in developing pleasure for writing and discovering their own unique writing voice; and developing a secure understanding of the writing process. We intend that children will develop into articulate writers, who are well equipped with the skills needed to communicate effectively through correctly spoken language and writing, across a range of styles for different audiences and purposes. Writing is taught in classes in Years 3 and 4, and in sets in Year 5 and 6. Pupils will begin a unit by analysing several examples of that specific genre, considering pros and cons of each, similarities and differences, audiences and purposes. The teaching of specific grammar rules are done within these lessons, with the aim of students being able to incorporate these rules appropriately and effectively within their written work. Writing stamina is built up over time, with students only writing longer pieces after mastering short, high-quality pieces of work. All students have the opportunity to publish their work a minimum of twice yearly, using a combination of handwriting and word processing. Spelling is also taught daily through short, focused sessions matched to the year group's curriculum. In Years 3 and 4, children are set across the entire lower school for daily phonics and spelling lessons. Handwriting is promoted through a reward-based system, with children progressing from pencil (with a grip, if needed) to handwriting pen, until eventually achieving the 'QPA Handwriting Hero' pen. Students can move forwards and backwards along this scale, which focuses on formation, fluency, legibility and speed.

## Reading

We model reading through the use of a daily text, presented to the children as Story Time. Books are chosen specifically to ensure that they are age-appropriate and cover a wide range of themes, authors and genres. Comprehension lessons are twice weekly, and focus



on plot development, character development and themes, allowing pupils to develop the skills required to become an established reader through comprehension lessons. Reading and spelling is underpinned through the teaching of phonics, with personalised interventions and reading support also actively identified and planned for when necessary. All classes have a timetabled library slot, where children learn the skills of navigating a library and share book/author recommendations. The Scholastic Book Fair also visits twice-yearly. The library is open every day after school until 3:45pm for children who wish to change their library books.

### Maths

Our maths intent is for all children to become fluent in the fundamentals of mathematics, including to be able to reason and solve problems through mathematical enquiry. Maths is taught using arithmetic and reasoning resources from Third Space Learning and White Rose Hub. Maths overviews are provided for each year group by the Maths Leader. Teachers carefully plan opportunities for pupils to revisit prior learning and apply the knowledge learnt in a range of different ways, to ensure learning is embedded. Times Table Rockstars is used to support the teaching of times tables and number bond facts.

### Science

Through the United Learning curriculum for science, children are taught to confidently explore and discover the world around them through a range of practical investigations. Examples of these include investigating how and shadows change length, how magnets work and how objects change when heated or cooled. As well as working scientifically, children learn about plants, living things and their habitats, animals including humans, evolution, rocks, materials, states of matter, light, sound, electricity, forces, magnets and the Earth and beyond.

### Geography

In geography, we aim for children to develop their awareness of their local area, leading to a deeper knowledge of the wider world and their place within it. This is achieved through a range of practical fieldwork activities and class-based activities, with examples including using a range of maps and atlases, learning about specific countries and continents, volcanoes, earthquakes and climate change. Children also learn about economic trade links in these lessons.

### History

We intend for children to develop their chronological understanding of different eras and understand how these times have shaped the world in which we live today, through enquiry and interpretation skills. Children have the opportunity to learn about many eras: the Ancient Egyptians, Greeks and Romans, Anglo Saxons, the Vikings, the Maya and the Victorians. Through these lessons, children will also learn about significant individuals from the past and know how they had a significant impact on the lives we lead today. In addition, children will look at how the history of the local area has changed over time and its impact on the



community over time.

### Art and Design

In Art and Design, sketch books are used to encourage pupils to take on the role of an artist, using a range of mediums and materials in an effective way, before applying them to produce a final piece. In art, children work with the specified medium on the long-term plan, which means that they get to experience all artistic mediums throughout their time at QPA. Examples of these mediums include, collage, printing and paint. Throughout their time at our academy, children will study a range of artists, evaluate their work, and attempt to work in their style.

### Design and Technology

In Design and Technology, children work towards making a product that has a clear purpose and use before evaluating their effectiveness. Examples include framed structures and moving lever, pulleys and CAMs. As well as this, children will have the opportunity to undertake cookery and textiles lessons during every school year. In these lessons, they will build on the skills from previous years in order to develop a range of cookery skills and sewing techniques. All final pieces of work is photographed and then stuck into students' books.

### Computing

Weekly computing lessons are supported by the Purple Mash computing scheme and have been carefully planned to ensure skills are progressive, allowing pupils to develop their computing skills competently. E-Safety has been put at the forefront of each unit to ensure pupils fully understand how to keep themselves and others safe when using the internet. Other units covered include coding, word processing, databases, publishing and spreadsheets. We intend for children to be adaptive, resourceful users of technology for the present day and the future.

### PE

Children are taught two hours of PE weekly. Teachers are supported with planning and delivery of PE to ensure consistency and progression across the school. In these lessons, pupils are taught essential skills and are then given the opportunity to apply these in a range of games, such as football, tag rugby, basketball, tennis and cricket. The teaching of PE also looks at other physical activities, including gymnastics, athletics and dance. During their time at QPA, children are also taught swimming for approximately six weeks, in line with National Curriculum expectations. Breaktimes and lunchtimes also offer a range of adult-led, structured, active games for children to choose from, including basketball, football, and activities supported by our Sports Ambassadors. Through this provision, we intend for our children to improve themselves, foster team spirit, improve their mental wellbeing and be healthy through adopting a physically active lifestyle.

### RE

Through the United Learning RE curriculum, we intend for children to have an awareness and mutual respect of each other, understanding how people of different faiths may demonstrate



their beliefs and commitment. Delivery is based around thought-provoking question which aims to provoke meaningful thinking, encourage sensible discussion and build on prior knowledge in order develop learning further. We aim to ensure a range of experiences are covered, encouraging real life opportunities and visitors.

### PSHE

Delivery of PSHE is supported by the use of the SCARF and Kapow schemes. It is carefully linked to SMSC across the school to ensure we are developing pupils individually and as confident, effective citizens. PSHE covers mental and physical wellbeing, anti-bullying, friendships, Zones of Regulation, British Values and E-safety. As well as being taught as part of PSHE lessons, these themes also form the basis of our assemblies. Relationships and Sex Education is taught at an age-appropriate level, which focuses on exploring the emotional, social and physical aspects of growing up and having different types of relationships. These lessons are taught sensitively and inclusively, with respect to the backgrounds and beliefs of all learners.

### Music

We intend for pupils to be passionate and confident musicians with the ability to read simple musical notation and to have experienced playing range of instruments. Pupils have weekly music lessons and during their time at Queen's Park Academy, have the opportunity to learn a range of instruments: glockenspiels, recorders, African drums and ukuleles. Delivery is supported through use of Kapow with units focusing on singing and listening skills, composition and understanding of musical notations Examples of units covered, include jazz, blues and film music. Enrichment activities have previously included whole school Rap and Mombassa performances, as well as Folk, African drumming and Jazz workshops for specific year groups.

### Spanish

Spanish is taught weekly, in every year group across Key Stage 2, with pupils being given the opportunity to apply their understanding in a range of ways. Spanish is chosen as our language to study as it is the language learned at many of our local secondary schools. Children are taught key vocabulary, grammar and spelling rules and how to apply them both orally and in writing, with delivery supported through use of the Language Angels scheme. Through this approach, we aim for our pupils to foster a love of Spanish language and culture.

### Support

We support all our pupils to achieve their best and to enable and empower them as young learners and young citizens. All pupils at Queen's Park Academy are treated with unconditional positive regard, with each individual member of our community valued. This approach is matched within our positive behaviour for learning policy.

Alongside a skilled teaching staff, our Inclusion Team provide pastoral care to pupils who are experiencing challenge within their own lives and may be vulnerable. This team also support



pupils when transferring to Queen's Park Academy as well as onto secondary schools, and are all level 3 safeguarding trained. This ensures secure child protection procedures and practices are implemented effectively.

### Experiences

We place a high level of importance on our pupils being active within their learning. This involves a wide variety of activities within the classroom, but also a wide variety of other opportunities to learn and develop. Each half term, pupils participate in immersive experiences in order to engage, stimulate curiosity and add context to their learning. This can be trips to museums, wildlife centres and other areas of interest or through visitors to school.

Additionally, we run a wide variety of after school clubs (for example, art, Lego, football, cookery and textiles). The clubs we offer are changed regularly, in response to the feedback from Pupil Voice surveys.

Residential experiences are held in every year group, with pupils staying for one night in Year 3; two nights in Year 4; a choice of two or three nights in Year 5; and in Year 6, a choice of a two night residential/activity week, combined with additional trips. These experiences empower our pupils through developing independence, problem solving, co-operation and self-regulation, as well as developing knowledge through being directly linked to the topics being studied within the year groups.

### Avenues to future learning

One of our key aims is for our pupils to develop a love of learning and to be ambitious within their own goals for the future. Within our curriculum, we explore a wide range of subjects in detail, celebrating the children's particular strengths and abilities, and fostering enjoyment within different subject areas. We provide further inspiration from each subject through the celebration of the lives of key individuals within topics and assemblies, and we hold a Careers Day for our Year 6 pupils, with guest speakers answering questions, which our pupils have prepared. This allows pupils to begin to explore the direction in which they may like their future to go and think carefully about their next steps. Some of our pupils also gain entrance to local Grammar Schools upon leaving Key Stage 2.

### Character Development

We are exceptionally proud of the personal development opportunities we provide at our school, focusing on the development of the child as a whole: academic, social and personal. Our Character Award system is integral to this. Pupils are introduced to different characteristics and then rewarded when they demonstrate these traits positively. We have categorised twelve character traits that we want our children to develop: trust, compassion,



self-control, courage, interdependence, mindfulness, curiosity, grit, adaptability, sportsmanship, creativity and optimism. Character and personal development are continually promoted through school assemblies, the PSHE curriculum and enrichment activities.

### Assessment and Curriculum

We value the importance of reflection about the learning of our pupils and how to best alter our curriculum provision to meet the needs of the children that we teach, promoting them to reach their full potential. We continually assess pupils and use this information to plan lessons in all subjects. Additionally, through curriculum reports, we highlight key areas of development for our pupils from across the range of subjects covered, identifying actions to address gaps in learning for groups or cohorts of children. Furthermore, we run curriculum INSET for at least two days a year, in order to continue to develop the quality of our provision, which we provide to our pupils.

### More Information

Curriculum maps are created for each year group at the start of every academic year. These provide parents/carers with an overview of what is taught within each subject area, detailing key learning, for each of the year groups. These can all be found on the school website. Other information about enrichment visits, visitors and other exciting events at Queen's Park Academy can also be found on our school Facebook page.