



The Curriculum
at
Jerry Clay Academy



Our Curriculum

Curriculum Statement

At Jerry Clay Academy we recognise that all pupils are entitled to have access to a broad range of learning experiences which allow them to develop the knowledge, understanding, skills and attitudes necessary for their self-fulfilment and to enable them to play a full part as responsible citizens in the 21st Century. The curriculum aims to provide opportunities for all pupils to learn and to achieve, irrespective of social background, culture, race, gender, differences in ability and disabilities.

We aim to provide skills of literacy, numeracy, and information and communication technology, helping them to develop enquiring minds and the ability to think rationally.

The curriculum also promotes pupils' spiritual, moral, social and cultural development and supports them in developing principles for distinguishing between right and wrong. Pupils are encouraged to think creatively and critically and to respect others and the environments in which they live. The curriculum enables pupils to develop their physical skills and promotes their personal and social well-being.

We believe that the curriculum should stimulate enjoyment of, and commitment to, learning as a means of encouraging the best possible progress and the highest attainment for all pupils, preparing them effectively for the next steps in their education.

What makes the curriculum unique at Jerry Clay Academy?

The children are at the heart of our curriculum.

We believe that every child should have the opportunity to develop and build their self-esteem and self-confidence.

We encourage our children to have high aspirations and strive for the best. We want our children to be responsible and effective by the time they finish their journey at Jerry Clay Academy and move onto the next phase of their lives.

Over the last two years we have been developing the curriculum that we provide for our children. Our main aim is to provide exciting, stimulating connected learning which the children become fully absorbed in using a cross-curricular approach. We strive to encompass as many curriculum subjects into each topic, making them relevant and meaningful for our children.



We use a number of different approaches to explore and deliver the topics to ensure we enable our children to develop all the skills they need to be confident and successful learners. All our children are involved in the planning stage of new topics as we value their ideas and contributions; we believe that children learn best when they are able to steer and direct their own learning. We want our children to be inquisitive and passionate about their learning and spark a desire for life long learning.

The Curriculum Aims of the School

Jerry Clay Academy aims to provide a balanced curriculum based on the following principles.

1. To help pupils to develop lively, enquiring minds, the ability to question and argue rationally and to apply themselves to tasks and physical skills.
2. To help pupils to acquire knowledge and skills relevant to adult life and employment in a fast changing world.
3. To help pupils to use language and number efficiently.
4. To instil respect for religious values, and tolerance of other races, religions and ways of life.
5. To help pupils to understand the world in which they live and the interdependence of individuals, groups and nations.
6. To help pupils to appreciate human achievements and aspirations.

Curriculum Organisation

The general principles within which the curriculum will develop are contained in the Education Reform Act. The Act also sets out key elements that must figure in every pupil's curriculum. These key elements which comprise the basic curriculum include:

- Religious Education for all pupils

The National Curriculum for children of compulsory School age.

The National Curriculum comprises:

Four Core Subjects

- English
- Mathematics
- ICT
- Science

Foundation Subjects

- History
- Geography
- Design Technology
- Art
- Music
- Physical Education
- Spanish is compulsory at KS2 but is also taught in Y1 and Y2



These ten subjects are not intended to be a complete curriculum and other aspects may include personal and social education as well as health education and swimming. The curriculum at Jerry Clay Academy is creative and cross curricular and relevant to an ever changing 21st century world. An approximate number of hours of taught time are spent weekly as follows:

- 5 hours for infants
- 5 hours for juniors

The Curriculum Model

The Jerry Clay Curriculum Model was formed to show to everyone the key principles of our curriculum. It shows the key components at the heart of our curriculum:

- The subject areas
- Learner traits/well-being
- Leadership
- Purpose

Followed by the components to our curriculum that make it unique:

- Community/experiences
- Environment
- Theme Weeks
- Projects
- Process
- Build up of skills and knowledge

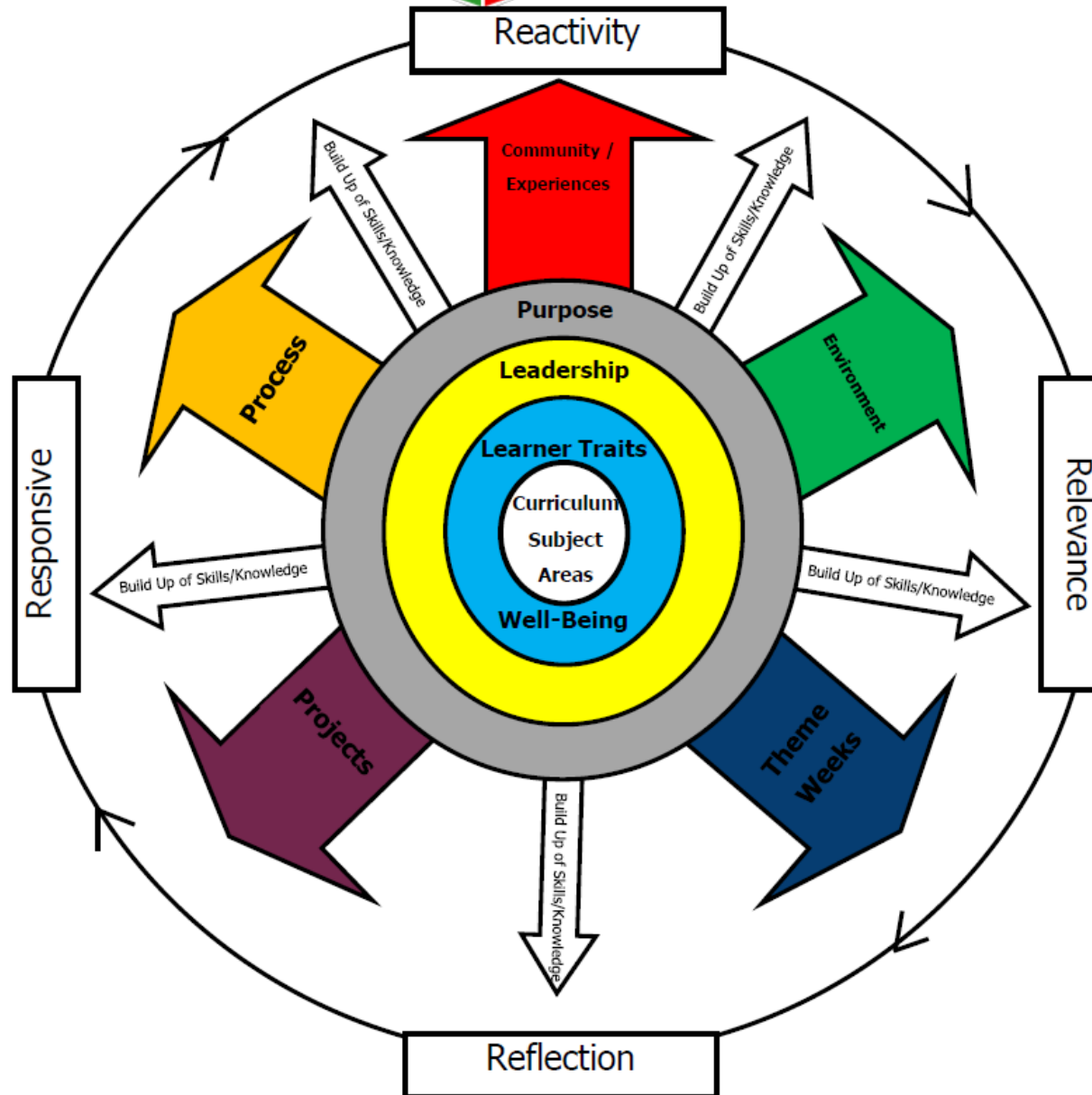
All of which is encapsulated by:

- Reactivity
- Relevance
- Reflection
- Responsive





Jerry Clay Academy—Curriculum Model



<p>Learner Traits / Well-being</p> <p>The seven learner traits; perseverance, carer, inquirer, risk-taker, teamwork, communication and thinker, are paramount and run through the core at Jerry Clay Academy. They are a constant thread in our aim to promote the development of secure, happy, well-adjusted individuals who are equipped for lifelong learning.</p>
<p>Leadership</p> <p>Leadership is an important aspect at the core. Individual subjects throughout our curriculum are driven not only by staff subject leaders, but by Junior Leaders too. All parties involved are held to account. It is also important that all adults and children know the direction that JCA is moving in and that children have the independence and capability to lead their own learning.</p>
<p>Purpose</p> <p>A curriculum with purpose is key to obtaining the best possible outcomes through the curriculum. The purpose is one of the main drivers in a curriculum area and has the potential to motivate, enthuse and inspire our children even more. Children are more likely to embrace a topic if they have a purpose to do it.</p>
<p>Community / Experiences</p> <p>Involving the community is something we are passionate about at JCA. This does not just involve the local community but nationally and internationally as well. The community is invited in & learning takes place in our community, thus developing community coherence. Trips into the local environment have been valuable in many of our topics and give the children real-life experiences.</p>
<p>Environment</p> <p>Using the environment to its potential has been a huge success in the development of our curriculum. We are passionate about using the outdoors to enhance learning opportunities and make the best possible use of promoting learning around school. Children are inspired by our environment and take pride in it too. The environment can demonstrate excellence, expectations, model and inspire.</p>
<p>Theme Weeks</p> <p>Theme Weeks inspire our children and allow for an in-depth focus on specific subject areas. Children thrive during theme weeks and always have a purpose and an outcome to achieve by the end of the week, for example, in Enterprise Week, children had to be prepared to sell their product at the Enterprise Fair.</p>
<p>Purposeful Projects</p> <p>The purposeful projects in a topic give added purpose; that children are inspired by. It ensures that children have an aim and have goals to achieve before getting to the desired outcome.</p>
<p>Process</p> <p>The process is incredibly important to help to get to the desired outcome and is planned out very clearly through long and medium term plans. We ensure that every subject area is clearly mapped out to ensure coverage which is age appropriate, challenging and offers children to explore the subject in-depth. By sharing the process with everyone involved, there is a clear aim and every task is meaningful.</p>
<p>Reactivity, Relevance, Reflection, Responsive</p> <p>We believe that these should happen throughout all strands above. Whether it be reactive to current affairs or to children's interests, adapting our curriculum is key to maintaining interest & reacting to what is happening in the world around us, whilst maintaining subject coverage.</p>





Our Themes

Revised in 2017, our topics encapsulate three themes: discover, explore and create. Our topics are purposeful, engaging and exciting and are led by children's' interests and ideas.

Topics change every term and listed below are the topics for each year group:

Year 1

Dungeons and Dragons
What Does it Mean to Belong?
Incredible Creatures

Year 2

Magnificent Miners
Do We Always Appreciate What We've Got?
What's The Weather?

Year 3

The Lost World
What is Community?
The Great Outdoors

Year 4

The Hero's Journey
How Can Small Actions Eventually Change the World?
Grand Designs

Year 5

The Great Divide
What is the Difference Between Living and Surviving?
Life Through a Lens

Year 6

Treasures
Does Adversity Make You Stronger?
All The World's A Stage



Starting Points and Outcomes

Each topic has its own starting point to engage our children and to allow teachers to establish what children already know and want to find out.

We believe in the benefit of purposeful, real-life learning and throughout the topic, any activity will link to each class' outcome. Outcomes range from productions to galleries to festivals and really enhance learning throughout the topic. These outcomes are planned as part of a teacher's Medium Term Planning but are also flexible depending on focuses throughout the topic.

Here are some examples of some of our outcomes:

Year 1 Visit to the Glynn





Year 2 Mining Gallery



Year 3 Campaign at the Village Hall




Year 4 Sustainability

Year 4 really enjoyed presenting their learning from our topic so far in our assembly to parents on Wednesday. We continue to think about 'How small actions can eventually change the world'. Since we found out how plastic straws are endangering creatures in the sea, we have stopped using them to drink our milk at school. We also emailed the milk company and have now discovered that they are replacing the tetra pak cartons that are difficult to recycle with more easily recyclable containers. We are pleased that we in school are doing the best we can for the environment.





Year 5 Letters to Wakefield Council

 **Jerry Clay Academy @JCAWakefield** · Mar 2
 Writing for a real purpose in Year 5 today. @MyWakefield please will you consider gritting Jerry Clay Lane? #Safety

I am writing to request a new priority road for gritting Jerry Clay Lane. We want you to grit Jerry Clay Lane as there is a school with about 210 students attending it. Why are all the other schools been gritted and not ours?

Firstly we have a steep hill where lots of cars and vans have skidded back down because of the ice. You say that steep roads leading to villages are gritted but at Jerry Clay Lane never is.

As well lots of children are slipping on the paths and children could be knocked over by cars. Lots of cars are slipping and crashing into walls and other cars.

Elderly people or people who take longer to recover are have accidents and are ending up in hospital.

Pet owners are having trouble walking their animals because of the the slippy paths.

Are you going to wait for someone to get injured before you come and grit the lane?

I am writing to request a new priority road for gritting Jerry Clay Lane. We want you to grit Jerry Clay Lane as there is a school with about 210 students attending it. Why are all the other schools been gritted and not ours?

Firstly we have a steep hill where lots of cars and vans have skidded back down because of the ice. You say that steep roads leading to villages are gritted but at Jerry Clay Lane never is.

As well lots of children are slipping on the paths and children could be knocked over by cars. Lots of cars are slipping and crashing into walls and other cars.

Elderly people or people who take longer to recover are have accidents and are ending up in hospital.

Pet owners are having trouble walking their animals because of the the slippy paths.

Are you going to wait for someone to get injured before you come and grit the lane?

Yours sincerely,
 Zachary Curran

3 1 23 ||





Year 5 Clothing Collections for Refugees



Educational Visits

At Jerry Clay Academy, our children have the opportunity for Educational Visits at least once per topic. These visits are planned out at the start of the year and provide a focus for learning upon return to school. Again, these real-life opportunities are paramount for our children and often provide fantastic learning opportunities.

Some examples of our Educational visits include:

Reception Trip to Cannon Hall Farm





Year 1 Trip to Pontefract Castle

You Retweeted

Wakefield Museums @WFMuseums · Sep 25
Having a lovely day with pupils from @JCAWakefield creating amazing castle stories @PontefractCastle 🏰👑👑👑 A break for lunch and then down to the dungeons...



1 3 26

Jerry Clay Academy @JCAWakefield · Sep 25
Thank you to @WFMuseums at @PontefractCastle for helping to create amazing memories for Year 1 on their first school trip! We have had a brilliant day and particularly enjoyed exploring the dungeon! #outdoorlearning #MakingMemories #TuesdayTreats



1 32

Year 2 Trip to The National Coal Mining Museum

Jerry Clay Academy @JCAWakefield · Sep 26
Thank you to @NCMME for a great day. Year 2 thoroughly enjoyed going down the mine as well as learning about the different roles of miners. #JCAminers #JCAcurriculum



17



Year 2 Trip to Wakefield Cathedral



Jerry Clay Academy @JCAWakefield · Feb 14

Year 2 had a fantastic morning yesterday at Wakefield Cathedral. They were so inquisitive and asked really thoughtful questions. We enjoyed looking around the different areas and thinking about who and what we really appreciate and why. Thank you @WakeCathedral



🗨️ 1 ❤️ 9 ||

Year 3 Trip to the Deep



Jerry Clay Academy @JCAWakefield · Oct 2

Year 3 had a fantastic day at @thedeephull, thank you for all the staff that helped, the children thoroughly enjoyed their trip and expanded their knowledge greatly #trips #JACurriculum #thelostworld



🗨️ 1 🔄 1 ❤️ 17 ||

Year 4 Trip to Yorkshire Sculpture Park

Year 4 had a brilliant time at the Yorkshire Sculpture Park, learning about 3D form for our topic 'Grand designs'. In the morning, we visited different sculptures to explore how artists have created sculptures that are surreal: strange, weird and a little bit odd! Barbara Hepworth's 'Family of Man' represented different stages of life from baby to youth to 'The Ultimate form'. We enjoyed sketching them and made our own plasticine models.



We approached the next sculpture very quietly as there were birds nesting in the model house sculptures we saw. We spent a quiet few minutes sketching them and thinking what it might be like to live in houses in the trees. Next we saw a cast iron sculpture in the shape of a camp fire and learned about how it was made. The sculpture had the in print of actual logs and we had a great time trying out leaf rubbings. A colourful Octopus was our next stop and we saw how it had been made from mosaic tiles. Finally, before lunch we visited Caro's impressive Promenade sculpture and had a game of hide and seek before discovering that this impressive, building-like structure would have first been modelled out of paper. We folded and turned paper to make our own.



After lunch, it was time for us to use what we had learned to create our own Surreal Structures. We started with junk and masking tape and tried to think of the craziest structure we could. Later we added mod roc and the sculptures were complete. We had a fantastic day and it has really inspired us to learn about buildings and architecture, in particular the Catalan artist Gaudi whose famous colourful buildings in Barcelona certainly fit with the theme of 'Surreal Structures'



Year 5 Trip to Eden Camp



Year 5 Trip to London



Year 6 Trip to The Community Of The Resurrection



Workshops/Galleries

At least once during each academic year, our school community has the chance to participate in workshops or galleries linked to each year group's topics. This is a valuable opportunity for staff, parents and children to interact and engage in activities that link to the topics that we are learning about in school. From mining workshops to appreciation galleries to Ancient Egyptian workshops, we believe that this is another valuable learning opportunity.





Theme Weeks

Each term, we provide children with more fantastic learning experiences through our theme weeks. These weeks have a subject-specific focus and each year group has a focus of their own. Each week has an outcome and usually involves our whole school community.

Enterprise Week





Jerry Fest Week (Outdoor Learning)

Jerry Clay Academy @JCAWakefield · Apr 9
Developing an understanding of ecological issues threatening our planet, finding solutions & understanding how we can all contribute to make our world a better place #Saveourplanet #GlobalGoals #MoralPurpose #JCACurriculum #Teamwork #smallactions #future



Jerry Clay Academy @JCAWakefield · Apr 8
Still reminiscing about our #JerryFest Thank you to all our stall holders who traded at our thrift fair #recycling #thrift #Memories #Community



Jerry Clay Academy @JCAWakefield · Apr 5
Performance, celebration of our community & raising awareness #JerryFest #Recycling #SaveOurPlanet #ReduceReuseRecycle



🗨️ ↻️ ❤️ 24 📌

Twitter

Our curriculum opportunities are shared on twitter. Follow us: **@JCAWakefield** or search for **#JCACurriculum**

Programmes of Study

All subjects have their own Programme of Study. This enables clarity of what, specifically, needs to be taught in each year group. These objectives can then be used within each topic to ensure coverage.

