

12th December 2022

Dear parents and carers,

Thank you for completing the recent survey and for your support. A set of questions were linked to the curriculum. The results showed that the vast majority of parents felt that our curriculum intent to support the development of the whole child is clearly met with just over ¾ of parents that completed the survey sharing that they are aware of the curriculum content that their children are learning.

This information is shared in a variety of ways, letters, updates, tea and talks and the website. However, the survey showed that 66% of parents used the website to gain knowledge of the curriculum.

In response, we would like to share where information on curriculum content can be sourced but also provide further opportunities to share information face to face, through our Tea and Talks. It is extremely important that we build a shared understanding of the curriculum and ways that we can work together to achieve our goals. Below is an outline of our curriculum offer, at Darlinghurst Academy.

We call our INTENT the Darlinghurst Design

A holistic design that enables *all* children to develop the knowledge and skills to improve educational excellence and life chances and possess the attributes to be good citizens, who show a sense of humanity, responsibility and belonging - succeeding in a complex world.

We have an ambitious and inclusive curriculum that is responsive to need, supporting academic and personal development. We develop learning and life skills and weave social, moral, spiritual and cultural development throughout learning and daily academy life.

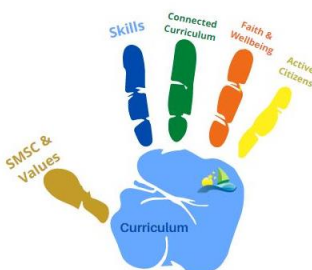


Academy values are central to our design

We promote British values

Our curriculum IMPLEMENTATION is through the teaching within key strands.

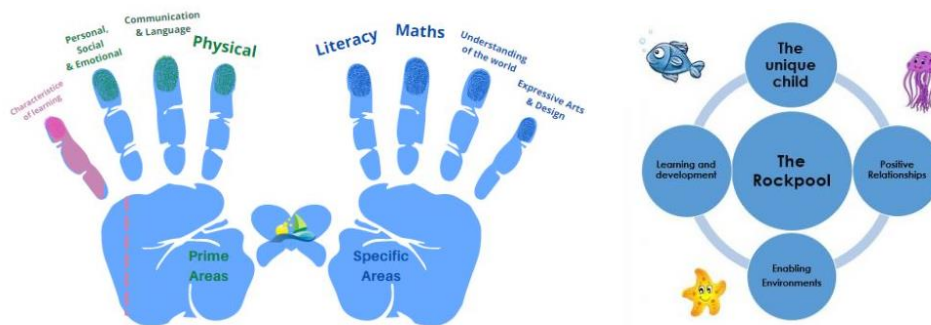
Each strand consists of subject areas and curriculum content that supports the development of the whole child.



Curriculum overview 22-23						SMSC and British Values
Core Skills	Maths	Reading	Phonics	Writing		
Skills	Physical Education		Computing	Music		
Connected curriculum	Science & Eco	Humanities	Learning and life skills	ODL & Nature	Art & Design	
Faiths and Well-being	Religious Education	SPACE (RSHE)	French			
Active Citizens	Eco Committee	Sports Committee Play Squad	Junior Governors Prefects	Peer Mentors		

Each area is carefully mapped and sequenced to ensure that children develop the knowledge, skills and attributes at each stage of learning. Key Concepts and essential threads are taught to build progression and supports our children to do, know, know more and remember more.

Our Early Years Curriculum builds the foundations for this journey and essential starting points.



Our methods and practice of teaching is carefully crafted to enable this to happen.

We call this the Darlinghurst Direction.

Children and staff, follow the Darlinghurst Direction. This mantra is followed to ensure consistency and shared responsibility. The Direction outlines the fundamentals of teaching and learning. It incorporates routines and habits, behaviours, participation, support and challenge, ambition and more.





Successful Learners
Prepared for change
Active citizens
Confident individuals
Effective contributors

We call our IMPACT the Darlinghurst Difference

With an ambition for all, we strive to make a difference. *Through experiences and support our children gain a full range of skills and abilities that they need to be successful now and in their years ahead. Their academic and personal development enables them to be respectful, confident and self-assured. They are empowered and equipped to be: Successful learners, Prepared for Change, Active citizens, Confident Individuals and Effective Contributors*

Darlinghurst

ACADEMY HOME STARTING SCHOOL AND THE EARLY YEARS CURRICULUM SCHOOL DAY PARENTS GOVERNANCE

WEBSITE: CURRICULUM



- The curriculum at Darlinghurst
- The Curriculum Overview
- Half-Termly Overviews
- Knowledge Organisers
- Progression Rivers
- Community and Joint Projects

The website area for curriculum outlines information on our 3D's: The Darlinghurst Design, Direction and Difference.

Darlinghurst Academy

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It also provides detail on the curriculum overview and subject strands. Subject information is shared, outlining the vision, design and purpose for each subject.

For example, Why Science?

	<h2>Why Science?</h2>		Connected Curriculum
<p>A message from Mrs Powell, our Science lead: Science is something which I feel incredibly passionate about as it's all around us and ever changing. As a UN Accredited Climate Change Teacher, I am keen to focus on environmental science at our school and by making our school more eco-friendly. As part of developing Science I am always keen to hear from parents / carers who are involved in the industry in any way and would be willing to share their knowledge and expertise with the children.</p>			
<p style="text-align: center;">Design and Purpose</p> <p>At Darlinghurst we are inquisitive and active learners who ask lots of challenging questions about how things work and the world around us. As part of our curriculum design, we ensure learning in science is holistic and authentic. Science plays is woven into our Edison curriculum throughout the year and will be a part of almost every topic taught throughout both key stages, enabling children to have connected experiences through varying situations. Within lessons, science will be taught via a mixture of practical activities and investigations along with written tasks such as explanations of what children have observed and reasons why they thought something happened. Science lessons build on knowledge and skills from previous years across key themes such as plants, forces or materials. There are 6 key areas of Scientific Enquiry which are covered in lessons from Year 1 to Year 6: classification and identification; observation over time; research; pattern seeking; fair and comparative testing and exploration. During each topic the key learning will be reinforced with links across curriculum such as reading scientific texts in guided reading.</p>			
<p style="text-align: center;">Difference</p> <p>Our children learn to be successful learners through questioning and testing ideas. They develop the skills of independence through making predictions and testing ideas; confidently questioning and reasoning; communicating and presenting their ideas as part of a team so that they are effective contributors. They gain the knowledge of key facts and concepts within biology, chemistry and physics making connections with their prior knowledge. Our children are equipped to be confident individuals through critical thinking and team players as a result of learning with others. At Darlinghurst, we know our children need the knowledge and the skills to succeed. It is a continuing process to encourage learning through experiences to best ensure that our children are prepared for the complex world they will be living in when they leave school. We offer our children a wide variety of experiences in Science to help prepare them for any changes they may face. For example, using real-life situations and purposes to introduce and end a science topic through exploration and investigation. We have visitors in school who help children gain a varied and invigorating curriculum. We have a long-standing connection with WHSB whom teach and demonstrate science learning, preparing them for change as to what's to come as part of the transition to secondary school. We also have links with Mad Science who run sessions in school including assemblies and an after school club enabling our keen scientists to further challenge themselves and feed their passion for science. As part of science week, not only were children investigating and conducting experiments but we also made links to science-related jobs. This highlights the importance of not only enabling successful learners but also preparing them for a future in science. Our homework and home learning encourages children to be effective contributors by discussing and debating scientific theories and phenomena. For example, children can take part in environmental science through tasks set on DB Primary and share what they have been doing at home.</p> <div data-bbox="1034 1429 1161 1594" style="float: right;">  </div> <p style="text-align: center;">'Achieving Excellence Together'</p>			





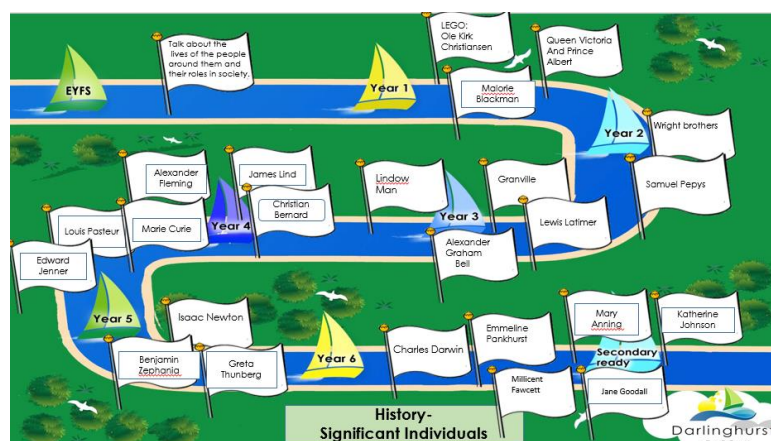
Each Year group shares Half Termly overviews to outline curriculum content and coverage.

For example below is an extract from: Year 3, Autumn 2 and the corresponding Knowledge Organiser for the unit question: Who were the Greatest Builders? This is part of our History and the progression thread – Significant Events and Places, looking at the Lindow Man – Iron Age Britain.

Darlinghurst Academy Curriculum Overview	
Term: Autumn 2 2022 Year Group: 3	
Academy values, British values and SMSC interwoven across the curriculum	
Connected Curriculum Topic/ title and key subject	Who were the greatest builders? History: British Prehistory and Ancient Egypt I can use evidence to ask and answer questions. I can use more than one source of evidence. I can give an overview of life in Britain. I can compare Britain to other parts of the world. I can use dates and times to describe a timeline.
Start point	Discovery of 'Lindow Man' CSI Investigation
End product	Debate – Who were the Greatest Builders?
Learning and Life Skills	It's up to me: I can support others around me I can make simple decisions about which activities I need to do and the order I do them in.
Outdoor Learning	Outdoor Cooking: Egyptian food Making pyramids/temples out of natural materials – comparing Egypt to the Maya Map Reading and Orienteering around school
Art and Design Technology	Prehistoric Cave Paintings. Link to Aboriginal art. Making own point from natural materials Egyptian Art – hieroglyphics and making papyrus
Maths	Column Addition Column Subtraction Measurement: Length and Perimeter
Writing	Time Machine Iron Age report The Story of Osiris Creative Writing
Reading	A range of phonics books The Tiger Child Gingerbread man The Tunnel – Anthony Browne Stories from Ancient Egypt
Speaking and Listening	Debate – Who were the Greatest Builders?

Darlinghurst Academy Year 3 Autumn 2 Who Were The Greatest Builders?

Vocabulary	
archaeologist	someone who studies the past by exploring old remains.
artifact	an object from the past that shows evidence of what life was like.
bronze	copper and tin are melted together to make a metal called bronze.
Celts	a member of a group of peoples inhabiting much of Europe and Asia Minor in pre-Roman times.
century	a period of 100 years.
circa	Latin meaning 'around', c. 800 BC means around 800 BC.
civilization	the society, culture, and way of life of a particular area.
invasion	to try and take over a place by force.
Irrigation	the supply of water to land or crops.
migration	movement from one place to another in order to settle there.

We ensure that our curriculum provides exciting start points and end points, inclusive of rich experiences. This includes trips, visits, visitors, re-enactments, enquiry hooks etc. During this unit, the children were able to discover archaeological findings and utilise the expertise of one of our teachers with a degree in archelogy, our very own expert!

Our curriculum ensures a breadth of study with connections made across the curriculum.

Our children believe in the power of possibility and have the emotional resilience and character to succeed.

We achieve Excellence Together