



AZBUKA Russian-English Nursery, School, Club. Bilingual Education Resource www.azbukafoundation.org
office@azbukafoundation.org 0208 392 2286

AZBUKA Foundation

AZBUKA Russian-English Bilingual school (primary)

Azbuka Foundation is a unique educational project for London. It operates AZBUKA Russian Nursery school, Russian-English primary school, Russian Saturday school (classes) and Bilingual Education Resource for the wider community.

Azbuka Foundation has been formed as a UK registered charitable Foundation, governed by a board of experienced Trustees. **Azbuka Russian-English Bilingual primary** school is based on the 23-year work of the over-subscribed Azbuka Russian Nursery, Azbuka Saturday School and Azbuka Club in London. It will operate under the same umbrella of AZBUKA Foundation.

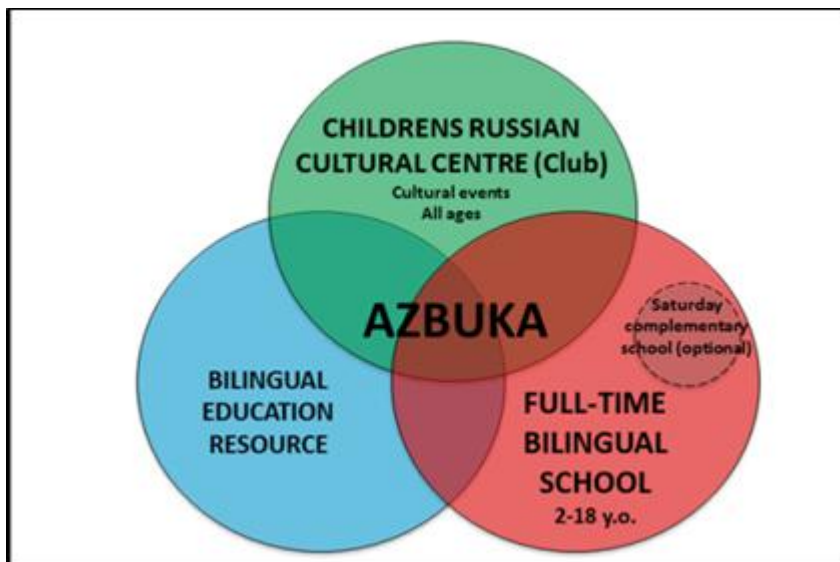
Azbuka Foundation Project.

www.azbukafoundation.org

The Project is the creation of London's first charitable organisation that will comprise:

- **Russian-English bilingual school** serving children from 2 to 16+ years old (nursery, primary school and secondary curricula)
- **Children's Russian cultural Centre** offering the best of Russian art, literature, theatre and culture *for children*: Russian writers, musicians, poets, teachers, visiting theatre groups and artists. Open to the wider community
- **Bilingual education resource** for all children and families (regardless of languages spoken). From 2021 Azbuka is home to the **BEA** – Bilingual Education Alliance (England) - schools with bilingual curriculum operating in England

All three parts will operate under the unique umbrella of AZBUKA FOUNDATION, UK registered Charity No. 1153976



AZBUKA Russian-English bilingual primary school vision is:

Establishing an educational organisation and programme, which will:

- meet the educational, academic, cultural, linguistic and social needs of Russian and English multilingual children and families living in London
- provide a new effective bilingual education model (School in the broader sense), applicable for all children and families, regardless of languages spoken and cultures involved
- bring Russian culture and language for children to the wider community in London
- inform and encourage the advantages of bilingual education to the wider community, and
- provide an educational model, which is embedded in the cultural and linguistic profile of the community

Philosophy behind the Azbuka Project

In the current mobile world a child's multiple languages and multiple identities are becoming more commonly the fact of life. A bilingual education of different types is an educational model that would serve and be relevant to the needs and aspirations of many families in London (and the world in general). The needs – social, emotional, cognitive and language/literacy development as well as identity and culture.

The Azbuka bilingual education Project has the following beliefs at its foundation philosophy:

- Implementation of Curriculum through both languages embedded in both cultures (bilingual education) is the essential model of education for many families- linguistically, cognitively, socially, emotionally and culturally.
- Bilingual education brings fluency and high proficiency in another language, results far better (as consistently shown by research) than results achieved through a monolingual education where another language is merely taught as a subject.
- Children from a minority language communities achieve far better educational results in all subjects and areas of learning, when taught through both minority and majority languages (Russian and English in this case) as opposed to English only.

- Children from well implemented bilingual programmes do not just achieve higher and quicker proficiency in English, but also sustain their bilingualism by developing their first or minority language.
- Bilingual children have the ability to understand different cultures, the way of thinking and different ways of learning, which make them better citizens in modern society, provide better economic and employment benefits to the country (UK plc).
- Bilingual education and bilingualism are linked to better metalinguistic awareness and multitasking abilities in children and adults. It also linked to a higher creative thinking which will be applicable and valid in any job in the future.
- Bilingual education, in essence being a bicultural education, fosters tolerance, understanding and inclusion from early age in general, empowering all children through the languages and culture of their communities.
- Run and managed as a 'not-for-profit' organisation, accessible to a wide range of families.
- Aspire to support and provide the most effective bilingual education to all children, regardless of the special needs requirements, cultural and linguistic background, financial circumstances of the families etc.

Organisation. Background

www.azbukafoundation.org

The School will be based on the long established and heavily over-subscribed *Azbuka Russian Nursery*, *Azbuka Saturday School* and *Azbuka Club* established in 2000.

Organisational structure

Azbuka Foundation will consist of 3 parts working together:

- **Russian-English bilingual school**, offering a structured bilingual education programme. Full-time school - Nursery (for 2-5 year olds, est.2002), Primary School (6-11) and *Secondary School (11-16+) – in preparation*. The School will include **a Complementary School** option (either a Saturday or afternoon school) - for those children who wish to carry on their Russian language, but cannot for different reasons attend Azbuka full-time school. Those children would go to other London full-time English (or other language) schools and attend Azbuka Complementary option on a two-evening a week basis or on Saturday (all-day).
- **Russian children cultural Centre**, complementing School curriculum through additional Russian events, talks, performance etc. on one hand and bringing Russian culture and language to the wider community - on the other. Est in 2000.
- **Bilingual Education Resource/Bilingual Education alliance**. Help and information related to bilingual education and bilingualism to the wider communities of London. May include *sub-letting* of premises to the minority language groups in London (especially smaller linguistic groups) to help accommodate their play-groups and children's activities; lectures and talks on child's bilingualism and bilingual education; other support. Network for heads, governors, academics and policy makers working in the context of bilingual education in England.

Legal Structure and Governance.

Azbuka Foundation is an incorporated limited company. **Company House Registration number is 8586329.**

Azbuka Foundation will be run as a non-profit organisation, an independent UK registered Charity.

Charity name: AZBUKA FOUNDATION. Reg number. 1153976

AZBUKA Russian-English bilingual primary School

Curriculum/general

The School will operate a bilingual curriculum, with subjects taught in both languages and children immersed in both cultures. It will be based on the well established 'two-way immersion programme.' On exit children will sit internationally recognised qualifications and be competent in written and spoken Russian and English. Children will acquire a strong academic foundation for life and work in the UK, Russia and around the world. The curriculum is being designed and implemented using the best international bilingual education practices today, drawing on experience in Canada, the USA, Europe and Asia and involving leading teachers and academics in the field of bilingual education as well as Azbuka's own experience operating for more than 22-years in London.

In designing and deciding on a particular option, shape and form of Azbuka bilingual education curriculum, the following considerations have been taken into account:

- The main aims of Azbuka bilingual education programme philosophy - ethical, linguistic, cultural and educational/academic
- The nature of bilingualism and societies bilingual practices. Including the research on the subject and educational experience
- European, American and Asian experience and practice in implementing different types of bilingual education programmes in similar contexts.
- Particular needs of Russian and English communities in the current historical context (linguistic and cultural competence, education, qualifications, jobs opportunities)
- Azbuka's experience in working with similar families and children in London
- Legal English requirements in relation to Education, employment, equal opportunities and child protection and safeguarding
- Accessibility of qualified/other bilingual Russian, European and English teachers
- Russian and English curriculum - similarities and differences
- Educational and cultural traditions (in Russia and England)
- Availability of Russian/authentic educational materials and recourses
- UK/English employment legislation

The School will be registered as an independent school and operate under its Policies and Procedures, including the Health and Safety, Safeguarding and Child Protection etc.

Curriculum overview:

Bilingual education programmes come in many shapes and forms, depending of the following factors: languages involved, languages taught in (child's majority or minority languages of the society), prestige, size and economic status of a certain language, subjects taught in each language, language distribution in the time of the curriculum, language distribution by location - classrooms, teacher, week etc), legal requirements in tests in certain countries, availability of teachers and materials - among others.

There are a number of different bilingual programme names under one "bilingual education" umbrella. The main ones are:

- 'One-way immersion' - where children from the predominantly majority language background are taught through a medium of a minority language (English-American children are taught in Spanish or Chinese - part-time or full-time).
- 'Two-way immersion' - where two groups of children from both majority and minority dominant groups are taught in both languages alongside - for example 50-50 model - 50 in English, 50 - in Spanish.
- 'Developmental bilingual education programmes', where children are taught in both their languages -familiar to children on entry but with different dominance- the majority and the family/first language with the aim to develop and keep both.

Type of curriculum for AZBUKA Russian-English bilingual primary school:

The Azbuka Foundation school will operate a "Two-Way Immersion Developmental Programme". It means:

Most children will be from an already "bilingual background", but some - from English dominant, some - from Russian dominant. They will be taught in both languages (in the course of Nursery, Primary and *later Secondary*) in order to keep and develop linguistic and cultural competence as well as academic achievements in both. In other words - they will develop both of their languages through a structured curriculum.

Overall it will:

- provide academic achievement in all content areas.
- provide linguistic and cultural competence - It will aim at English competence in the monolingual environment, Russian competence in the monolingual environment, and , and bilingual competence in the Russian-English cultural environment.
- Aim for children to develop in all areas of learning and be happy in his/her bilingual and bicultural identity.

Admission (see Admission policy):

Nursery level (from 2-5yo) - By waiting list and interview. All children regardless of background, languages spoken, first language, family language or race, nationality or citizenship.

School level (from 5 yo) - By assessments (languages and maths) and interview with the family and assessment of the child's language skills (English and Russian), maths. Priorities are given to siblings, and those children who may have attended Azbuka Nursery.

All children have to pass the standard interviews, assessment requiring the basic conversational level of Russian and English.

Language distribution by time in the curriculum :

Overall chart:

2-4 year old (Nursery level) - 90% - Russian

4-5 year olds (Reception level) – 20% (English – in all areas of learning)/80% (Russian)

5-11 (Primary School) – 50% (English)-50% (Russian) – in core subjects.

Children are taught half a day in Russian and the other half in English
Subject to variations.

Language distribution by place and teachers:

By classes (Russian class and English class or English and Russian/English parts of the same classroom)

Subjects and areas of learning:

All areas of learning in the curriculum (especially starting from age 5) - are taught by two teachers as partner English-Russian teachers. They examine, discuss and plan their lessons in pairs - deciding which part/aspect/topic and module of the subject is taught in what language.

Nursery - all areas of learning (social, emotional; language and literacy; physical; mathematical; knowledge and understanding of the World; creative; cultural (Russian and English))

Primary School - Areas and subjects known in both Russia and England (Russian, English, Maths, PSHE, Relationship and Health education, P4C, Geography, History, Science, PE, Music, Art, Circus, Drama, Dance, ICT, foreign languages (Spanish), incl the other languages of the family) - Our Long Term Overviews (Schemes of Work) provide more detail as to the aims and objectives covered in each year group.

Links with the Cultural Centre:

Russian/English speaking activities and events, talks and meetings with Russian artists, musicians, historians, parents and professionals - will support the Russian side of the Curriculum, - linguistically (by extra immersion in the variety of Russian language, texts, literacy etc.) and culturally.

Certain Clubs and events events will be compulsory for School children and form part of the Curriculum.

Links with the Bilingual Education Resource and Alliance:

- Supports the AZBUKa curriculum
- Outreach, partnerships and moderation
- Supports the other minority languages and cultures of the families
- Supports bilingual education in the wider community
- Open to academic research in the area of bilingual education

Assessments, tests and qualifications:

Nursery – annual observations and reports and annual assessments/EYFS Profile.

Primary School - Ongoing assessment of child's language and all other content areas of education. At the end of the Primary school children will be expected to take exams/required tests in English, mathematics and Russian. Please see separate Assessment Policy for more details.

The main features of the Curriculum:

- Curriculum is designed from the practice and traditions of both cultures. It is connected to the English New National Curriculum as well as the Russian educational traditions. Teachers plan their teaching together in pairs and decide how they will combine two curricula.
- Teachers are given an introductory course in bilingual/immersion education and school philosophy and practice.
- School implementation of the curriculum is based on the practice of content and language integrated learning. It means all subject teachers support their pupils in all aspects of language along side of content teaching - to the best of their abilities.
- School will aim for an extra support of spoken minority language and culture - Russian and language development through a consistent and well planned Russian language and culture immersion organised by the cultural centre, tours, excursions, internet virtual learning etc.
- School aims for an extra support of additional languages of the family – Ukrainian as an example (or other languages) through a consistent and well planned extra language support in the curriculum through intervention teaching, additional scaffolding teaching strategies during English or Russian lessons (translation as an example) and complementary culture immersion through after school clubs.

- School is based on strong active learning and well equipped hands-on activities, combining the child-led and teacher-led approaches in teaching and learning.
- School follows the latest research and practice in bilingual education
- Curriculum and linguistic aims: the programme will aim on
 - *English competence in a monolingual English environment*
 - *Russian competence in a monolingual Russian environment*
 - *Bilingual competence, as the primary mode of communication among this group children and families*
- Curriculum will aim at bicultural teaching: children will experience two different pedagogical approaches, not only in learning two different content areas (in some cases), but learning the same subject, but with different methodology (for example in the subject like maths).

Staff and employment:

The school aims to employ both English qualified and Russian /European qualified teachers as best suits the teaching and managerial objectives.

Management

AZBUKA employs both English speaking and Russian speaking staff at senior level.

Risk Assessment

Whilst planning for the curriculum, teachers will give consideration to any relevant risks. If appropriate, these will be highlighted on planning and appropriate risk assessment completed to meet with health and safety regulations. Please see our School Risk Assessment policy.

Home Learning

Children are given weekly homework for English/Russian, Maths and World Around Us; other subjects

Curriculum communication to parents (See School-Parent partnership)

Communication with our parents' about how their children are performing and what they are experiencing in school is a high priority to us and we do this in a number of ways.

- Formal reporting to parents every year as a written report, and twice-yearly parent consultation meetings where parents meet with their children's teachers and discuss their progress.
- School Facebook page informs parents about what has been happening in the wider curriculum.

- Year Group Curriculum Overviews are published on our website detailing the curriculum content that will be covered over the course of the year.
- Our termly newsletters detail highlights of their children's learning experiences over the term.
- Parents forums – twice a year.
- The school's prospectus gives prospective parents an insight into our broad curriculum.

Resources

We aim to provide and maintain appropriate resources to support the delivery and development of the curriculum. All resources are organised and stored to ensure ease of location and accessibility to staff and pupils. Resources are regularly audited and checked. Requests for new resources are passed to Curriculum leaders and approved by the headteacher to ensure a high quality delivery of our curriculum.

The roles of Curriculum Leader

It is the role of each curriculum leader to keep up to date with developments at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each curriculum leader reviews the curriculum plans for their subject, ensures that there is broad coverage and that progression is planned into schemes of work. The curriculum leader also keeps a portfolio of children's work/a set of children's work books, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment.

The role of the subject leader is to:

- provide a strategic lead and direction for the curriculum;
- support and offer advice to colleagues on issues related to the curriculum;
- support staff development and improve the quality of teaching and learning over time;
- monitor pupil progress by working alongside colleagues, book looks, pupil interviews, lesson observations and planning scrutiny;
- monitor and evaluate teacher's planning and teaching;
- keep self and other staff up to date with developments in their subject by relevant reading, INSET and policy development and curriculum updates
- provide efficient resource management for the subject.
- map coverage of the curriculum to long term plans
- monitor provision, ensuring that all classes are taught the full requirements of our curriculum, and that all lessons have appropriate learning objectives.
- share good practice.

Accountability and responsibility

Our governing body is responsible for monitoring the way the school curriculum is implemented. They review curriculum development via school visits, undertaking learning observations, interviewing staff and pupils about quality of teaching and learning, and the Headteacher's reports.

Curriculum Statements

Language:

English

Our aim is to create a life-long love of language, beginning with reading, writing, speaking and listening in a stimulating, engaging and enjoyable context. From EYFS to Year 2, Children develop fluency in Phonics, following the Letters and Sounds programme. Children are exposed to high quality texts throughout their learning journey. Comprehension is developed through Power of Reading activities and through weekly whole class guided reading. Children are exposed to high quality models through shared writing, culminating in an independent writing outcome that children plan, write and edit themselves. By the time the children leave Azbuka, they are confident in their ability as readers and writers. All children are expected to read independently both at school and at home and have the opportunity to borrow from our diverse range of books in the library. In addition, we have visits by authors and our annual Book Day to promote a love of reading. Children are given the opportunity to write across a broad variety of subjects and we provide a range of stimulus material including literature, poetry, film and art. Regular theatre visits and workshops are arranged to enrich their experiences further. All children have weekly spelling lists as part of their homework.

Russian:

Особенностью предмета Русский язык является коммуникативно-познавательная основа, общая с курсом литературного чтения. Содержание этих двух курсов имеет ярко выраженную коммуникативно-речевую и познавательную направленность, охватывающую три аспекта изучения русского языка: систему языка, речевую деятельность и литературный текст, что обеспечивает реализацию в обучении системно-деятельного подхода. Подобная коммуникативная направленность предмета предполагает активное развитие всех видов речевой деятельности: умения читать и писать, слушать и говорить.

За основу программы четвертого класса школы «Азбука» взята авторская программа Л.Ф. Климановой, Т.В. Бабушкиной «Русский язык 1-4 класс». Программа укорочена и выборочна в соответствии с временными рамками и количеством занятий, предусмотренных двуязычной программой школы. Отдельные разделы авторской программы перенесены для изучения в пятом классе. В поддержание последовательности курсов второго и третьего класса в разделе грамматики использованы элементы программы Т. Рамзаевой для 3 класса Российской школы. Программа школы «Азбука» также предусматривает сопоставление и сравнение структур русского и английского языков.

Занятия русским языком проводятся в предусмотренной очередности общей двуязычной программы школы «Азбука» пять раз в неделю во время русского языкового блока.

Продолжение занятий на русском языке в рамках предмета Окружающий мир поддерживает и расширяет возможности учащихся использовать и углублять свои языковые умения и навыки.

Система, базирующаяся на системно-функциональном подходе, обеспечивает интеграцию языка и речи в обучении. В различных коммуникативно-речевых ситуациях, в процессе чтения художественных, познавательных и деловых текстов ученики наблюдают, как основные единицы языка функционируют в речи. Школьники начинают осознавать русский язык, «добывая его из речи», учатся применять полученные знания о языке в своей речевой практике.

Mathematics

Russian L PETERSON PROGRAMME with some additions of English national curriculum. The main objectives of the math course for grades 1 to 4, are: the formation of the basics of learning skills for students; the development of their thinking, personality qualities, interest in mathematics; creating for each child the opportunity to achieve a high level of mathematical training. Accordingly, the objectives of this course are:

1. the formation of cognitive motivation among students, the ability to organize their educational activities through the mastery of personal, cognitive, regulatory and communicative universal learning actions;
2. Acquiring experience of independent mathematical activity in obtaining new knowledge, its transformation and application;
3. the formation of mathematical-specific qualities of thinking, necessary for man to fully function in modern society, and in particular logical, algorithmic and heuristic thinking;
4. the formation of a mathematical language and a mathematical apparatus as a means of describing and researching the world around and as the basis of computer literacy;
5. the realization of the possibilities of mathematics in shaping the scientific outlook of students, in their mastery of the scientific picture of the world, taking into account the age characteristics of students;
6. Mastering the system of mathematical knowledge, skills and skills necessary for everyday life and for continuing education in the main school;
7. Creating a health-saving information and education environment.

The content of the mathematics course is based on: system-activity approach, the methodological basis of which is the general theory of activity (L.S. Vygotsky, A.N. Leontiev, G. P. Shchedrovitsky, O.S. Anisimov, etc.); systemic approach to the selection of content and sequence of the study of mathematical concepts, where the theoretical basis is chosen a system of initial mathematical concepts (N. J. Vilenkin); didactic system of active method of training L. G. Peterson.

The pedagogical tool for realizing the goals in the mathematics course is the didactic system of active-acting method of teaching L. G. Peterson. The essence of it is that students do not receive knowledge in the finished form, and extract them themselves in the course of their own educational activities. As a result, students gain personal experience of mathematical activity and master the system of knowledge in mathematics, which is the basis of the modern scientific picture of the world. But, most importantly, they master the whole range of universal educational actions (UUD), defined by the FGOS OF THE DOE, and the ability to learn in general.

World Around Us (History, Geography, Science)

History:

Our history curriculum aims to inspire our pupils' curiosity to know more about the past. History helps pupils to understand the process of change, the diversity of societies as well as their own identity and the challenges of their time.

Our history curriculum will equip the children to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgment. English, Russian and world history topics.

Geography:

We aim to provide our children with the opportunities to become global citizens, deepening their interest and wonder in exploring their own place in the world. Through our curriculum our children will develop a sense of their world at the local, national and global scales understanding the interconnections between how people and the environment interact. Fieldwork is an essential part of this. Pupils learn to think critically, think spatially, use maps, visual images and new technologies, including geographical information systems to analyse and present information. They will have an adept understanding of their responsibilities within their own society whilst also having a coherent insight into sustainability of a dynamically changing world.

Science:

Throughout the programmes of study, children will acquire and develop the key knowledge that has been identified within each unit and across each year group. The key knowledge identified by each year group is informed by the national curriculum. Key skills are also mapped for each year group and are progressive throughout the school. The curriculum is designed to ensure that children are able to acquire key scientific knowledge through practical experiences; using equipment, conducting experiments, building arguments and explaining concepts confidently. The school enriches the children's experiences through the use of a Science specialist and visits to places of scientific interest as part of the school's commitment to learning outside the classroom. Science is taught as part of our Cross curricular World Around Us curriculum so that children can make better links to other subjects. Children are encouraged to ask questions and be curious about their surroundings which fosters a passion for Science.

PE

We strive to create a culture which aims to inspire an active generation to enjoy PE, encourage each other and achieve. We provide a safe and supportive environment for children to flourish in a range of different physical activities, essential in supporting their physical, emotional, spiritual, social and moral development.

We offer a dynamic, varied and stimulating program of activity to ensure that all children progress physically through an inspirational, unique and fully inclusive PE curriculum. We encourage all children to develop their understanding of the way in which they can use their body, equipment and apparatus safely yet imaginatively to achieve their personal goals. All children have the opportunity to enjoy being physically active, maintain a healthy lifestyle and using the medium of sport, increase their self-esteem. We aspire for children to adopt a positive mind-set and believe that anything can be achieved with determination and resilience. We enrich children's experiences further by providing dance classes every week taught by a dance specialist, and children have opportunities to perform their dances in our school performances.

The aim of Physical Education is to promote physical activity and healthy lifestyles. Children are taught to observe and produce the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators.

We provide opportunities for children to learn how to stay safe by starting swimming lessons in Year 2 and continuing until children have become confident in the water, knowing how to keep safe and also meet the National Curriculum requirements of swimming 25m by the end of Year 6.

Our PE Curriculum, along with PSHE and science, teaches children about the importance of healthy living and learning about the need for good nutrition.

Philosophy for Children

At Azbuka, we use Philosophy for Children (P4C) as an engaging tool for deepening children's thinking, enhancing speaking and listening skills and developing rational and reasonable pupil voice. P4C fosters a community approach to a spoken enquiry which enables all children to participate in a respectful and safe environment where everyone's opinion will be valued. P4C provides the opportunity for children to develop a greater understanding of the values of Love, Courage and Hope and underpins the ethos of our school. Philosophy is taught through our PSHE curriculum and teachers are encouraged to use P4C style questioning throughout all subjects.

Art and DT

The skills and knowledge that children will develop throughout each art topic are mapped across each year group and are progressive throughout the school. The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by. This enables links to other curriculum areas, including World Around Us, with children developing a considerable knowledge of individual artists, as well as individual works and art movements. A similar systematic approach to the development of artistic skills means that children are given opportunities to express their creative imagination, as well as practise and develop mastery in the key processes of drawing, painting, printing, textiles and sculpture. whole-school project work includes the children contributing work to the school's annual fundraising fairs at Easter and Summer.

The school's high-quality art curriculum is supported through the availability of a wide range of quality resources, which are used to support children's confidence in the use of different media. The art curriculum is enriched further with planned opportunities for learning outside the classroom, as well as the involvement of adults with specialist skills from the local and wider community.

The structure of the art curriculum ensures that children are able to develop their knowledge and understanding of the work of artists, craftspeople and designers from a range of times and cultures and apply this knowledge to their own work. The consistent use of children's sketchbooks means that children are able to review, modify and develop their initial ideas in order to achieve high quality outcomes.

The teaching of DT follows the National Curriculum objectives and is taught alongside art. When designing products, students follow the design, make and evaluate cycle. Each stage is rooted in technical knowledge. The design is linked to real life, relevant contexts to give meaning to learning. While making, children are given choice and a range of tools to choose freely from. To evaluate, children are taught how to evaluate their own products against a design criteria. The key skills we teach the children are: sewing and textiles, cooking and nutrition, electrical and mechanical components, using materials

ICT

Through teaching computing we equip our children to participate in a rapidly changing world where work and leisure activities are increasingly transformed by technology.

It is our intention to enable children to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in an effective way.

Computing skills are a major factor in enabling children to be confident, creative and independent learners and it is our intention that children have every opportunity available to allow them to achieve this.

The national curriculum for computing and our progress of skills within each milestone aims to ensure that all pupils:

Confident in using code and can understand and apply the fundamental principles and concepts of computer science, including logic, algorithms and data representation

When coding, pupils can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems

Effectively communicate and can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems

Able to connect with others responsibly and are competent, confident and creative users of information and communication technology

Teaching of computing is taught weekly by IT specialists.

In KS1, pupils to the programme children use for coding is Scratch Junior. In this programme, pupils will be able to make their own backgrounds and move sprites across the screen.

In KS2, pupils use Scratch; this program enables pupils to develop knowledge, understanding and skills in computer programming. It is a programming language where children can create interactive programs such as stories, games, interactive quizzes and animation.

As children create with Scratch, they learn to think creatively, work collaboratively and reason systematically.

Online safety – is an integral part of the course

MFL (Spanish)

At Azbuka we deliver a scheme of learning in MFL that meets the National Curriculum requirements issued by the DfE. Teaching of MFL is via a specialist Spanish teacher, who works across KS2. These lessons are delivered on a weekly basis, lasting 40 minutes per session. The children develop subject-specific skills and vocabulary during their lessons and they build upon their prior learning and recap each week so that the children's knowledge is secure.

MUSIC:

At Azbuka, our music curriculum intends to inspire creativity, self-expression and encourages our children on their musical journeys as well as giving them opportunities to connect with others. We hope to foster a life long love of music by exposing them to diverse musical experiences and igniting a passion for music. By listening and responding to different musical styles, finding their voices as singers and performers and as composers, all will enable them to become confident, reflective musicians.

The music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in weekly singing assemblies, various concerts and performances. The elements of music are taught so that children are able to use the language of music to discuss it, and understand how it is made, played, appreciated and analysed. students learn how to play various un-tuned and tuned percussion instruments. In doing so they understand the different principles of creating notes, as well as how to devise and read their own musical scores and basic music notation. They also learn how to compose focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion, vocal

sounds and technology is also part of the curriculum, which develops the understanding of musical elements.

PSHE and Relationships Education – Please refer to separate policies

Dance – see the Overview

Circus - see the Overview

Drama – see the Overview

Additional science (specialist) – see the Overview