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AZBUKA Foundation

AZBUKA Russian-English Bilingual school (primary)

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