



Our Curriculum

Our school vision of **Roots that Strengthen. Branches that Reach. Fruit that Flourishes** weaves its way throughout our curriculum, starting with the children having core **knowledge and skills** (*roots*) so that they can **develop and apply** (*branches*) them so that they use **higher level thinking** (*flourishing fruit*) in the process of learning about any given subject. Our Curriculum ensures that there is both ‘within year’ and ‘successive year’ progression so that the children are continually building on the new knowledge and skills and increasingly challenged to develop and apply their understanding.

This progression of knowledge, skills, vocabulary, key questions/concepts and experiences are captured in the **Subject Topic Maps** (STM) are shared and reviewed with the children each new term. The principles to the Subject Topic Maps (*found on the class pages of the school website*) are as follows:

Principle	So that...
STMs are stuck in the children’s books at the beginning of each unit. These form the minimum of knowledge, skills, vocabulary, key questions/concepts and experiences that all the children will learn	Children, teachers and parents are clear about what STMs are being taught and assessed in each unit
There is a clear link between the STM of each unit and the sequence of lessons which intend to facilitate the learning of this content	All lessons are designed to teach and assess the STM within the unit
Each unit contains an assessment (Baseline Questions) of the STM	Teachers know how successful their teaching has been and what ‘gaps’ in learning need to be addressed
Attention is paid to any gaps in learning uncovered by the unit assessment. This would typically lead to additional support from adults through ‘pre’ or ‘post’ teaching revision at the start of the next lesson.	Any ‘gaps’ in the children’s learning are reduced which will help children link future more complex, knowledge, skills, vocabulary, key questions/concepts and experiences to previous learning

We place an importance on knowledge and skills in our curriculum because they act as ‘building blocks’ of learning – enabling development of conceptual understanding and a basis for ‘higher-order’ thinking; their relationship to memory and cognition, is a central element of cognitive science learning approaches: and pupils can transfer the knowledge and skills they gain to their future learning, other subjects and their everyday life.

Our curriculum outlines the academic National Curriculum objectives and the wide range of experiences and extra-curricular activities we want the children to have which we hope will give them a unique, exciting and memorable primary school experience. Then children will receive the broad and balanced curriculum they need to become ambitious, resilient and compassionate individuals who find happiness and joy in their work and are prepared for the next steps in their education.

Our school vision is based on The Parable of the Sower. We have thought carefully about how we may need to respond to the needs of the children at different ages, stages, and times in their lives. The implementation of our curriculum is supported by our six **Teaching Principles** (*based on Barak Rosenshine’s Principles of Instruction*). It all starts with **QUALITY OF INSTRUCTION** from the teachers and the learning they impart to the children, like the farmer who went out to sow some seeds...

The Parable of the Sower	Child’s Approach to our Curriculum	How we respond
Some of the seed fell on the path and the birds ate it.	A child who listens but may ignore what is said.	HIGH EXPECTATIONS FOR LEARNING BEHAVIOURS
Some seed fell on rocky ground where there wasn’t much soil. The seed grew, but when the sun came up the plants died.	A child who initially responds with enthusiasm but may give up when the learning becomes difficult.	ADAPTIVE TEACHING and EFFECTIVE FEEDBACK
Some seed fell among thorn bushes which strangled the plants.	A child who hears what is taught but may be distracted and forget their learning	MAKING IT STICK
Some seed fell on good soil and the plants produced lots and lots of corn.	A child who hears the teaching, applies it to their learning and help others do the same.	SUBJECT MASTERY

KNOWLEDGE



We believe that in order for the children to retain and recall their learning it must be embedded in their long-term memory

SO

We are clear on the specific knowledge they need to know at each stage, how it relates to previous learning & how it will help with new learning

This **Whole School Curriculum Intent** is an overview of our philosophy behind the knowledge, skills, experiences, character and cultural capital that we would like the children to have during their time with us. All **Subject Intents** draw on this overview to inform the content of their subject aims and objectives, as well as identify how we measure the impact of what we have taught, and the children learnt.

SKILLS



We believe that children need to develop high level academic and social skills at every age and stage of their school life so that they challenge themselves

SO WE EXPECT THEM TO

Remember and Understand
Apply and Create
Analyse and Evaluate

CULTURAL CAPITAL



There is a world of awe and wonder waiting for you beyond our school
The world can sometimes be challenging and needs you to be an active citizen in it for the good
You will need to know that there are different cultures, religions and beliefs that are to be celebrated, embraced and respected
You need to know why we have a democracy, the rule of law and individual liberty and how we can protect and uphold them
The social, personal & economic intricacies of life can be complicated, and you need learn about them so you can best manage them
Your health and well-being are vital if you are to be successful
Have an awareness and appreciation of the arts
The planet needs your help to create a sustainable future for all

EXPERIENCES



We believe that:

Tell a child and they will forget,
Teach a child and they will remember
Involve a child and they will truly learn

SO WE NEED TO:

Give them the experiences that will put the teaching in real life contexts in which they can immerse themselves in

CHARACTER



The roots symbolise the curriculum knowledge and skills to our future learning & the school values as the foundations to our lives

The branches symbolise how we develop the knowledge and skills in our learning & the application of the values in our thoughts and actions

The flourishing fruit symbolises our joy and success in our learning & our values being deeply embedded in our hearts

IMPACT

We monitor and support the teaching through:

Staff Reflective Practice
Developmental Drop Ins
Planning & Book Look Feedback
Subject Leader Meetings
Governor Visits

We measure the impact on learning by:

Formative & Summative Assessment
(Questioning, Marking & Tests)
Baseline Questioning
Observations

We record the impact through:

Target Tracker
Pupil Data Tracking



CULTURAL CAPITAL ACTIVITIES AND EVENTS 2021-2022

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
 Learning from Global Events	International Day of Democracy (15/9) Black History Month (October) Mental Health Awareness Day (10/10)	COP26 (1 st November) Inter-Faith Week (8/11) Human Rights Day (10/12) Anti- Slavery Day (18/10)	World Religions Day Chinese New Year Holocaust Memorial Day	International Women's Day	Earth Day	Refugee week Pride Month
 Learning from National Events	Disability Awareness Day (12/9) Recycle Week (20/9)	Remembrance Day (11/11) Anti-Bullying Week (16/11) Road Safety Week (16/11)	Safer Internet Day Acts of Kindness Week	Fairtrade Fortnight	Walk to School Week Christian Aid Week Deaf Awareness Day	Gypsy, Roma & Traveller History Month
 School and Church Events	Thank you, Service Whole School River Walk Harvest Service	All Saints Day Advent Christmas Service Remembrance Service Shoe Box Appeal Children in Need	Epiphany Lent Shrove Tuesday Visit a Mosque	Lent Ash Wednesday Easter Week/Service Maundy Thursday Good Friday Palm Sunday Sports Relief Easter Service	Ascension Day Pentecost Visit a Synagogue Little Loaves Service Overnight Camp Theatre Trip IMPS Awareness (Y6)	Awards & Presentation Evening
 50 Things To Do	Fly a Kite (R) Time Capsule (Y1/2) Eco Friendly (Y3) Designer (Y4) Art Attack (4) 10 Star Constellations (Y5) 10 Artists (Y6) Step It Up (All) Play to the Whistle (All)	Cook on an Open Fire (Y1/2) 10 British Birds (Y1/2) Traditional Game (Y3) Do Re Mi (Y4) Volunteer (Y5) Coach (Y6) Donation (All) Play to the Whistle (All)	Build It (R) Eco Friendly (Y1/2) Book Worm (Y3) Solve It (Y4) Wonder (Y5) 10 Kings and Queens (Y6) Act of Kindness (All) Play to the Whistle (All)	Treasure Hunt (1/2) Farm to Fork (Y1/2) 10 World Landmarks (Y3) Hill Top Picnic (Y3) Pen Pal (Y4) 10 Famous People (Y5) Hear Hear (Y5) Bike Ride (Y6) Sweet Charity (All) Play to the Whistle (All)	Pooh Sticks (R) Dr Dolittle (Y1/2) British Trees (Y1/2) 10 World Capitals (Y3) 10 British Flowers (Y4) Scribe (Y5) Hola (Y5) Ching Ching! (Y6) Play to the Whistle (All)	Yum Yum (Y1/2) 10 Composers (Y3) Twit-Twoo (Y4) Build a Den (Y5) Build a Sandcastle (Y6) Wild Swim (Y6) Adventure (Y6) Action (All) Record Breaker (All) Conquer (All) Play to the Whistle (All)
 Sport Competitions	EPA Multi-skills Festival (Y5-6) WOSSP Mixed Football (Y3-6) WOSSP Cross Country (Y3-6)	Boccia Tournament (Y3-6) Sports hall Athletics (Y5&6)	EPA In2Hockey (Y5&6) EPA Tag Rugby Tournament (Y3&4) EPA Dance Festival (Y1&2) EPA Netball Tournament	EPA Bee Netball (Y5&6) EPA Swimming Gala	Standlake Triathlon EPA Quad Kids (Y3-6) EPA Tri-Golf (Y3&4) EPA Tennis Tournament (Y3&4) Dynamo Cricket Tournament (Y5&6)	Standlake Sports Day EPA Cricket Tournament (Y5&6)

WHOLE SCHOOL LONG TERM TOPIC OVERVIEW

CYCLE A	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery/Reception	Houses and Home	Fabulous Festivals	Transport and Travel	Once Upon a Time	Marvellous Minibeasts	Think Big
Year 1 & 2	Paddington (Geography)	Scientists and Inventors (Science/History)	Tim Forest (Geography)	Grow, Grow, Grow (Science)	Our Village in the Past (History)	Under the Sea (Geography)
Year 3 & 4	Groovy Greeks (History)	The Fiery Earth (Science/History)	Frozen Planet (Geography)	Anglo Saxons (History)	Egyptians (History)	Local Area Study (History/Geography)
Year 5 & 6	Crime and Punishment (History)	World War 2 (History)	Is Britain Still Great? (History)	River Deep, Mountains High (Geography)	Amazing Mayans (History)	Lands End to John O'Groats (Geography)

CYCLE B	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery/Reception	People Who Help Us	Time For Toys	Dinosaurs	Once Upon a Time	5,4,3,2,1 Blass Off!	On the Farm
Year 1 & 2	When I Grow Up (Science)	Explorers (History)	Great Fire of London (History)	The Little Gardener (Geography/Science)	Chocolate (History)	Wild and Wonderful Creatures (Science)
Year 3 & 4	Planet Earth (Geography)	Flintstones (History)	Romans (History)	Europe (Geography)	Baghdad (History)	Rainforests (Geography/Science)
Year 5 & 6	Adventures in Space (History/Geography/Science)	Blood, Bones and Body Bits (Science)	Vikings & Saxons (History)	Shang Dynasty (History)	Natural Resources (Geography)	Think Global, Act Local (Geography)

Principles	So that...
1. High expectations of learning behaviour	
<ul style="list-style-type: none"> a) Routines and effective classroom management b) Consistent application of behaviour policy c) Promote active participation not compliance d) Reinforcing effort and providing recognition 	<ul style="list-style-type: none"> a) Minimal valuable lesson time is wasted dealing with low-level disruption b) Children can think hard about their learning free from distraction c) All Children are engaged in thinking about key learning d) Children understand the connection between effort and achievement
2. Quality of instruction	
<ul style="list-style-type: none"> a) Highly effective explanations b) Clearly defined outcomes c) New knowledge is founded upon old knowledge d) Teachers model excellence and how to achieve it 	<ul style="list-style-type: none"> a) So that Children quickly grasp key ideas b) Children have complete clarity around what they are learning and what success looks like c) Children can learn new ideas by reference to ideas they already know d) Children know what excellence looks like as well as how to achieve it
3. Subject mastery	
<ul style="list-style-type: none"> a) Excellent understanding of curriculum, including end of year / key stage expectations b) Misconceptions are planned for and addressed c) Comprehensive understanding of curriculum d) Promote & uphold the highest standards of literacy 	<ul style="list-style-type: none"> a) Children reach or exceed the expected standard for year / key stage b) Children overcome common misconceptions c) Teachers are able to confidently teach to the top d) Children read, write and speak with fluency and accuracy
4. Making it Stick	
<ul style="list-style-type: none"> a) Making connections between underlying concepts b) Regular low stakes testing c) Practise deliberately d) Learning is interleaved 	<ul style="list-style-type: none"> a) Children can make links across key subject skills b) Children can embed learning into their long-term memory c) Children can develop fluency and accuracy in key skills d) Children revisit material in a way which promotes long term memory
5. Adaptive teaching	
<ul style="list-style-type: none"> a) Support and scaffold in lesson for all children b) Pitch high every lesson c) Adapts teaching as needs emerge d) Developed understanding of Special Educational Needs in the classroom 	<ul style="list-style-type: none"> a) Children are able to access the learning they are doing b) Children are challenged to exceed expectation c) All Children make exceptional progress d) All Children with SEND make exceptional progress
6. Effective feedback	
<ul style="list-style-type: none"> a) Timely feedback to maximise learning b) Formative assessment is embedded throughout a lesson c) Comments are specific, accurate and clear d) Time to reflect and act upon feedback 	<ul style="list-style-type: none"> a) Children can swiftly unlock further learning b) Teachers know which topics to re-teach that were not grasped first time c) Student actions are refocused or redirected to achieve a goal d) Children are self-regulated learners
7. Book Look	
<ul style="list-style-type: none"> a) High expectations for presentation & volume of work b) Learning objectives are clear c) Tasks are appropriate and challenging d) Feedback is purposeful e) Children evaluate and improve their work f) Progress within a lesson and over time g) Work reflects components of STM, MTP and/or TBP 	<ul style="list-style-type: none"> a) Children take pride in producing high quality and quantity of work b) Children have the opportunity to be successful c) Children's learning is personalised and stretches their thinking d) Children reflect on, consolidate or move their learning forward e) Children take ownership of their work and deepen their learning f) Children's learning is moving forward g) There is breadth and depth to the children's learning

