



# Our Curriculum

|               |             |  |         |         |        |           |            |                  |               |              |                |
|---------------|-------------|--|---------|---------|--------|-----------|------------|------------------|---------------|--------------|----------------|
| <b>INTENT</b> | Vision      | To provide a secure, caring and stimulating environment where learning is purposeful, challenging and enjoyable; to develop independent, freethinking and creative learners who are curious about the world; to ensure all achieve and develop a love of learning. |         |         |        |           |            |                  |               |              |                |
|               | Values      | Collaboration  | Respect | Empathy | Caring | Curiosity | Reflection | Creativity       | Participation | Perseverance | Responsibility |
|               | TG Learners | Work together  | Respect |         |        | Enquire   | Reflect    | Think creatively | Participate   | Persevere    | Regulate       |

|                       |                   |  |   |   |  |   |  |   |   |   |   |                                    |  |                    |   |   |  |
|-----------------------|-------------------|--|---|---|--|---|--|---|---|---|---|------------------------------------|--|--------------------|---|---|--|
| <b>IMPLEMENTATION</b> | Great Teaching    | A learning-focused climate, built on nurturing, positive relationships, enabling all to feel safe and thrive | Expert subject knowledge, based on an understanding of cognition and learning | High expectation of conduct and learning behaviours | Exceptionally clear modelling of key concepts; a well sign-posted learning journey | Targeted questioning to accurately identify misconceptions and reshape activities | Challenge for all, with rich opportunities for mastery and breadth | Live feedback and purposeful marking          | Opportunities to embed concepts into long-term memory; to recap, apply and make connections | Accurate assessment informs next steps planning | Teachers enthusiastically model a growth mind-set and engage in a love for learning |                                    |  |                    |   |   |  |
|                       | Learners          | Communication and Language   |   | Physical Development                                |  | Personal, Social and Emotional Development  |  | Literacy                                      |   | Mathematics                                     |   | Understanding the World            | Expressive Arts and Design               |                    |   |   |  |
|                       | Breadth & Balance | English  | Mathematics   | Science   | Art & Design   | Design Technology   | Music  | History                                       | Modern Languages  | Physical Education                              | Religious Education   | Relationships & Health education   | Computing                                | Geography          | Rules, Rights and Responsibilities                                      |   |  |
|                       | Inspiring Context | Purposeful, detailed and relevant to children's interests  | Empowerment through pupil leadership  |   | Range of high quality texts which inspire a love of reading                        |   | Incorporates local, national and international links               |   | Inspiring learning environments including outdoors  |   | Is knowledge based, sequential and coherent while developing key skills             |                                    | Understands the importance of vocabulary |                    | Visits, visitors, events and experience which increase cultural capital | Passionate, inspired teachers who challenge, motivate and enthuse | Memorable and meaningful cross-curricular themes |
|                       | The whole child   | Celebration of individual achievement and success  |   | Equal rights and equal access                       |  | Ecological awareness  |  | Local, national and international connections |   | Equipped for a dynamic future                   |   | Exposure to a range of experiences |  | Character building |   |   |  |
|                       | Safeguarding      | On-line safety   |   | Anti-bullying                                       |  | Sex & Drug education  |  | Keeping Safe                                  |   | Staying healthy                                 |   | Anti-discrimination                |  |                    |   |   |  |

|               |            |   |
|---------------|------------|---|
| <b>IMPACT</b> | Outcomes   | <p><b>Quality of education</b><br/>All children have the ability to be the best that they can be. They will make progress across a wide curriculum</p> <p><b>Behaviours, attitudes and personal development</b><br/>All children are intrinsically motivated to behave well. They have a open mind-set and a commitment to learning. They are responsible, respectful and understand the positive impact they have on the world.</p> <p><b>Leadership &amp; Management</b><br/>Teachers' subject knowledge and practice consistently builds and develops. All governors, staff and children have high expectations of themselves and others.</p> <p><b>EYFS</b><br/>Children are given the opportunity to develop basic skills and integrate new knowledge into larger concepts. Adults will enable children to develop vocabulary and reading and create strong foundations for the rest of their schooling.</p> |
|               | Evaluation |   |

*'inspiring individuals, creating success'*