

**Intent:**

At Eastfield Primary Academy our curriculum offer gives children the opportunity to understand the world around them through the acquisition of declarative knowledge (*a rich and deep subject knowledge*), alongside procedural knowledge (*learning new skills*) by way of a variety of interesting contexts, whilst experiencing the challenge and enjoyment of learning.

Our curriculum is taught through a pedagogy that offers all children a memorable experience at the start of every topic, which then leads the children into problem solving, being creative and communicating their thinking in a variety of different ways, sustaining the children's interests. Woven within this, is a focus on the acquisition of basic skills: reading, writing and maths and providing a curriculum that is language rich ensuring our children can articulate their learning and thinking through both verbal and written communication.

Our children learn about respecting themselves and others through working collaboratively and are given time to reflect and think mindfully about their learning. They are encouraged to take part in democratic activities across the curriculum, expressing their opinions on a range of different topics and issues so that they can make a positive contribution to Eastfield, the local and global communities.

Curriculum enrichment is important to us and we ensure that our children have access to high quality resources, both in and out of the classroom; promoting a sense of pride in all that we do. Trips out and visitors in, ensure that our curriculum is exciting, memorable and we provide experiences that our children do not always have access to; deepening their understanding of the world around them. We welcome parents and carers in at every available opportunity to take part in their children's learning experiences.

**Implementation:**

Our curriculum implementation is underpinned by our 3 main drivers:

- **Pride** - we take pride in ourselves, our environment and in all we do.
- **Collaboration** – we use Kagan structures to support us working collaboratively; what we can do in a team today, we can achieve on our own tomorrow.
- **Understanding** - we use the Cornerstones Curriculum to provide a vehicle for learning about and understanding the world around us, and this is supported by our Reading and Writing Strategies.

We have a clear long-term plan that identifies each Imaginative Learning Project (ILP) to be taught on a half termly basis. ILP Units are taught according to the main subject focus; in each half term from Year 1 to Year 6 the same subject focus is taught, for example in Autumn 1 a science focused ILP Unit is taught and so on. Across the year:

- 2 x Science Units
- 2 x History Unit
- 1 x Geography Unit
- 1 x Art Unit

Each year group follows its own ILP Units, ensuring that prior learning is built upon, revisited and progression is clear. Our Writing Strategy is driven by a text, and this is chosen to support and enrich the IPL Unit, to provide opportunities for our children to use and build upon their declarative

and procedural knowledge. Whilst our Reading Strategy's main aims are to develop our children's love of reading, and literal and inference skills using a wide range of texts, it too, provides opportunities for our children to use and build upon their declarative and procedural knowledge as and where appropriate.

### **Subject Coverage:**

Geography, History, Art, Design & Technology and Science are taught through the ILP Units. Maths, Computing, R.E., P.E., PSHCE, Music, Spanish and some Science is taught discretely.

**Maths** - we use Pre-tests to identify gaps in children's knowledge (*fluency*) prior to starting a unit of work in Maths. Teaching is directed at closing these gaps in knowledge and then *problem solving* and *reasoning* opportunities are provided to allow children to apply their knowledge in a range of different contexts. Concrete, pictorial and abstract resources are provided to develop, enhance and deepen children's understanding of Maths.

**Computing** - we teach a bespoke curriculum designed to cover the three key areas of: Computer Science, Information Technology and Digital Literacy. We teach the curriculum to ensure all children are taught a range of key skills to help prepare them for the fast-changing technological world that we live in. We teach all children to use the internet in a safe and responsible way. They are taught how to deal with inappropriate content that they may come across in their school and home life, and how to report any concerns. However, some ILP Units do provide opportunities for children to use their computing knowledge for a range of different audiences/context.

**R.E** - we use the 'Discovery RE' syllabus. This is an enquiry-based approach to teaching and learning. Christianity is taught in every year group, with Christmas and Easter given new treatment each year, developing the acquisition of declarative knowledge in a progressive way. Hinduism, Islam, Judaism and Sikhism are also covered. Our belief is that, using an enquiry-based model well, children's critical thinking skills can be developed, their motivation to learn increased, and their knowledge and understanding of, and empathy with people and their beliefs, religious or otherwise, will be enhanced.

This approach takes very seriously the philosophy that children are free to make their own choices and decisions concerning religion and belief. RE does not try to persuade but rather to inform and develop the skills with which evaluation can take place.

Across Key Stage 1 the children study Christianity, Judaism and Islam. In Key Stage 2 the children study Christianity, Judaism, Islam and Hinduism. There is also the opportunity for children to research into Sikhism. Each year group has access to a religious visitor or visit per term.

**P.E.** - we deliver a broad range of physical activities to children in Nursery through to Year 6 which aim to inspire children to become competitive, physically confident and lead a healthy lifestyle. We participate in a range of local competitions.

**PSHCE** - we use the 'Jigsaw' programme to deliver a comprehensive whole-school approach from Nursery to Year 6 that includes PSHE, emotional literacy, social skills and spiritual development.

**Music** - we use 'Charanga' to deliver a comprehensive whole-school approach from Reception to Year 6. However, some ILP Units do provide opportunities for children to use their music knowledge for a range of different audiences/context.

**Spanish** - we use the 'i-languages' scheme of work to deliver a comprehensive approach to Spanish across KS2. It uses Kagan structures to enhance teaching and learning, and support collaboration.

**Science** - teachers identify any gaps and teach these discreetly using a range of resources.

**Impact:**

We measure the impact of our curriculum in a variety of ways:

1. Evidence of children's learning journey's in their books.
2. Children and staff assess against clearly identified outcomes for each ILP Unit. This is recorded in children's Curriculum books. It is a visible record for both children and staff, demonstrating what the children have achieved and what they need to do next.
3. Marking, feedback and children correcting and/or editing their work demonstrates progress within a learning sequence.
4. Children's voice is sought regarding their learning; enjoyment, engagement, pride, opportunities for collaboration, what would make their learning even better etc.
5. Photographs capture hands-on opportunities.
6. Displays within classrooms and across Eastfield showcase children's learning, the experiences and opportunities they have had; progression within a sequence of learning, and across a Phase and/or Eastfield.
7. Summative assessments provide a baseline, mid-year and end of year benchmark of attainment and progress for Reading (PIRA), Spelling (SWST) and Grammar (Grammarsaurus) from Y1 to Y6. Statutory tests also provide a benchmark for attainment and progress.
8. Monitoring behaviour through incidents recorded in CPOMs.
9. Monitoring attendance; over the past three years our attendance has been above 95%.
10. Subject monitoring - we have a clear cycle of monitoring for staff to share good practice, identify CPD needs and enhance staff practice.