



# Curriculum Policy

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Date: Summer 2023

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## Introduction

At Ferndale Primary School we have designed a curriculum based around our key drivers: aspiration, inspiration, inclusion, which underpin the direction and development of all areas of our school life.

We view the design of the curriculum as an evolving and sequential process which takes into consideration: the needs and character of our children including SEMH (Social, Emotional and Mental Health), gifted and talented and PP (Pupil Premium); the children's prior learning; children's experiences; the community in which school exists and the statutory curriculum (National Curriculum.)

We have designed a curriculum, which teaches what matters to our children so that they know more, remember more and understand more.

### 1. Curriculum Intent

The intent of our school curriculum is to build a curriculum which is accessible to all and that will maximise the development of every child's ability and academic achievement so that they know more, remember more and understand more. School has identified key intentions that drive our curriculum. Ferndale Primary School curriculum intentions are:

**Aspiration:** **To build a curriculum, which develops learning and results in the acquisition of knowledge so that all children know more, remember more and understand more.**

To design a curriculum with age appropriate subject knowledge, skills and understanding as set out in the National Curriculum so that children can reach and exceed their potential in all subjects.

**Inspiration:** **To build a curriculum which nurtures children's learning behaviours and develops a curiosity towards the exploration of knowledge.**

To design a curriculum which develop the skills linked with our Learning 9: confidence, independence, communication, motivation, resilience, co-operation, nurturing, resourceful and questioning.

To design a curriculum linked to our core values that enhance the character of education including respect, honesty, equality and teamwork.

To design a curriculum that recognises that social, moral, spiritual and cultural development is central to the education of all of our pupils. It's reflected in the behaviours of individuals and in their interactions and also in the provision of teaching, resources and learning environments.

To promote 'British Values' through our spiritual, moral, social and cultural education, which permeates through the school's curriculum and supports the development of the 'whole child'.

**Inclusion:** **To build a curriculum, which is accessible to all children at Ferndale and ensures children know right from wrong, celebrate diversity, experience cultural capital and are 'Life Ready'.**

To design a curriculum so that our learning 9 and values immerse all children including SEMH, gifted and talented, EAL (English as an Additional Language) and PP in a balanced and creative curriculum that develops deep knowledge and strong cultural capital through sequential planning, therefore embedding key skills and concepts in the long term memory.

To be aware of the rule of law, tolerance and being mutually respectful whilst understanding what it means to live in a democracy and to have individual liberty.

## 2. Curriculum Implementation

Our 3 school intentions are used to drive curriculum implementation alongside appropriate evaluated educational research. The school implements the 3 curriculum intentions in the following way:

Curriculum Implementation	
<b>Aspiration:</b>	<b>To build a curriculum, which develops learning and results in the acquisition of knowledge so that all children know more, remember more and understand more.</b>
<b>Inspiration:</b>	<b>To build a curriculum which nurtures children's learning behaviours and develops a curiosity towards the exploration of knowledge.</b>
<b>Inclusion:</b>	<b>To build a curriculum, which is accessible to all children at Ferndale and ensures children know right from wrong, celebrate diversity, experience cultural capital and are 'Life Ready'.</b>
<ul style="list-style-type: none"><li>• Whilst the National Curriculum forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge and understanding, enhance our curriculum as, and when necessary so that children know more, remember more and understand more.</li><li>• Clear and comprehensive schemes of work that are in line with the National Curriculum which provide teachers with resources to enhance learning.</li><li>• Knowledge organisers that support planning and provide an accurate and rich cross curricular vocabulary throughout school is in all subjects. This is evident in all learning areas.</li><li>• A structure to learning that enhances retrieval of knowledge and provides opportunity for new learning to take place.</li><li>• The promotion of a language rich curriculum is essential to the successful acquisition across the curriculum.</li><li>• Characters have been designed that aim to promote our aim of creating scientists, historians, geographers etc. These characters are known by the children and support them in knowing which skills they will be using during lessons to become specialists within each subject.</li><li>• Learning experiences enhanced by providing children with opportunities to learn about how our local area relates to topic areas. Our locality and outdoor environments are a valued part of learning within school because it provides opportunity to develop children's curiosity of learning.</li><li>• The curriculum is further enriched by the planning of trips/visitors/residentials and stunning starts, marvellous middles and fabulous finishers (SS, MM, SS) and our Ferndale 50 that provide first hand experiences to all children.</li></ul>	

### Teaching Sequence

The leaders within school recognise that the purpose of our school curriculum is for all children to engage in learning so that they retain knowledge and maintain connections between what is taught. Children should know more, remember more and understand more. In order to do this the effective implementation of the curriculum is essential. At Ferndale, the sequence of teaching directly impacts on the successfulness of the implementation. Whilst each leader has developed a clear approach to the implementation of their subject, school has agreed key features in the sequence of teaching that support the retention of knowledge to the long-term memory. It is imperative that children develop their own knowledge of specific skills linked to each subject. As a result, lessons have a clear structure so that children can recap and review previous learning before acquiring new knowledge.

### **3. Impact**

What do we hope will be the impact of our curriculum and how do we measure it?

<b>Intention</b>	<b>Intended Impact</b>
<b>Aspiration:</b> <b>To build a curriculum, which develops learning and results in the acquisition of knowledge so that all children know more, remember more and understand more.</b>	Children will know more, remember more and understand and engage more within curriculum subjects.  Children will retain knowledge that is pertinent to curriculum with a real life context.  The large majority of children will achieve age related expectations.
<b>Inspiration:</b> <b>To build a curriculum which nurtures children's learning behaviours and develops a curiosity towards the exploration of knowledge.</b>	All children have positive attitudes towards their learning which continues as they move to secondary school and adulthood.  Children know how they learn best and use this knowledge in their day to day work.  Children demonstrate resilience in their learning and don't give up when they find something difficult.  Children have high aspirations of themselves and as a result of this set themselves challenging next steps.
<b>Inclusion:</b> <b>To build a curriculum, which is accessible to all children at Ferndale and ensures children know right from wrong, celebrate diversity, experience cultural capital and are 'Life Ready'.</b>	All children demonstrate a positive attitude towards all aspects of school life. They demonstrate respectful behaviour to all and this is transferable outside of school in the wider community and beyond.  All children are resilient to the beliefs of others and make the correct choices independently based on their understanding of right and wrong.  Showcase a commitment to promote diversity and equality to ensure an opportunity for all regardless of gender, cultural, national or religious background.



#### Humanities:



To inspire the children to become **historians** by enriching their learning experiences by visiting and developing historical knowledge of our local area, using high quality resources and learning from visitors so that the children develop skills of chronology, historical knowledge, interpretations of history, and historical enquiry.

To inspire the children to become **geographers** by learning about real local geography (eg Commonwealth games), using high quality resources, comparing local and international geography and taking part in field trips so that the children develop skills of locational knowledge, place knowledge, physical and human geography and geographical skills.



#### English



To foster a lifelong love of reading regardless of ability or background. Carefully selected texts including stories, poems and non-fiction are shared with children to develop vocabulary, language comprehension and most importantly, a love of reading. To engage and support children in becoming capable and adventurous writers, who use their knowledge of quality text to support their own ideas and techniques. We use kinetic letters to develop handwriting skills across the school.

#### The Arts:



Children will learn the skills needed to become confident and talented artists, who enjoy expressing themselves through a variety of medium. They will be inspired by the greats to create their own master-pieces, which we will celebrated and showcased on a regular basis.

#### Maths:



To teach children how to make sense of the world around them by developing their ability to calculate, reason and solve problems by equipping them with a range of computational skills (fluency), problem solving skills (application) and reasoning skills in our concrete - pictorial - abstract approach.

#### RE:



To explore what people believe and what differences this makes to how they live their lives, including our own local diverse culture. Children will reflect on their own beliefs and how these are similar and different to their peers, building respect and tolerance.

#### PE:



To be competent and confident in a wide range of activities and games, including swimming, using our **mini pitch, running track, pitches and outdoor environment** to aid the development of fundamental and specialised movement skills. We aim for the children to enjoy the competitive element of PE and to enjoy the extensive offer of after school sports clubs.

#### Science:



Children will be motivated excited about the practical element of science, which will underpin the skills and knowledge needed to be a scientist in the 21st century. We aim that children will have awe and wonder about the world around them in order to plan and carry out their own investigations.

### Our curriculum statement:



Reading will always be at the heart of our curriculum. **Reading underpins everything across our curriculum.** Reading, language and an understanding of words: their impact and where they can take the reader are fundamental to all our children not just surviving but thriving as learners and young people allowing them the opportunity to succeed and love learning.

Our curriculum is designed around our **key drivers: aspiration, inspiration, inclusion**, which underpin the direction and development of all areas of our school life. Our drivers were carefully considered to reflect our school's deprivation, mobility, levels of SEN and our diverse population. Our locality is also an important feature of our curriculum, including learning about West Bromwich, mining in Hamstead and learning about **diverse cultures**.

Our curriculum is focused on the children to provide them with experiences they may not otherwise have, including our **Ferndale 50, trips, residentials, visitors, an imagination studio, stunning starts, marvelous middles and fabulous finishers**. We equip our children with the skills to **embed deep learning** and make learning 'real' whilst **utilising metacognition to sequence and plan learning**.

#### Our Learning 9:

Confidence Independence Communication Motivation Resilience  
Co-operation Nurturing Resourceful Questioning

#### Values:

Honesty Respect  
Equality Teamwork

#### Music



To be inspired by musicians and pieces of music and have built a curriculum which aims to create a love music and expression by giving all children in years 2, 3 and 4 the opportunity to learn and play musical instruments, including the clarinet and ukulele followed by individual lessons should they wish to continue this journey.

#### MFL:



Children will learn to appreciate a range of languages, which reflect our school community. French will be taught more formally to key stage 2 to develop their early skills of language acquisition and knowledge.

#### Computing:



Children will develop their confidence, skills and knowledge to be able to safely thrive in this ever changing digital world. This will be taught using a range of technology in our well resourced school.

#### PSHE / RSE:



To gradually and appropriately prepare our children for adult life by ensuring the development of the personal skills needed to if they are to establish and maintain relationships both now and in the future using our environment to support this eg forest. We aim for all of our children to have the skills and knowledge to make safe and well-informed choices using our , creating solid building blocks for the next step of their education and beyond, with the focus of well-being of everyone at the heart. We achieve this by using a range of resources such as healthy minds, happy me and our own **Ferndale 50**. We have strong stakeholder partnerships who have steered our diversity group .



	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn SS	Self portrait	Gruffalo walk around school grounds	Walk in local area	Excavation – palaeontologists	Mummifying a knave	Greek Olympic events	Creating cherry blossom paintings
Autumn MM	Learn about celebrations	Leaf pictures	Design your own shirt	Watch a David Attenborough documentary	Pyramid workshop	Trip to the RSPB to see wildlife and river	Marital arts demonstration for the children <i>Parents/Carers in</i>
Autumn FF	Perform a song <i>Parents/Carers in</i>	Clay modelling of Gruffalo characters <i>Parents/Carers in</i>	Steel pan performance for parents/carers <i>Parents/Carers in</i>	Make and fly a kite using recycled materials <i>Parents/Carers in</i>	Making Canopic jars <i>Parents/Carers in</i>	Stuffed toy displays <i>Parents/Carers in</i>	Sandwell Valley to study river and investigate flood defences
Spring SS	Make a den	Explorer treasure hunt	Volcano experience	Ferndale Find – finding artefacts <i>Parents/Carers in</i>	Make Mayan masks and visit rainforest in Imagination Studio	Anglo Saxon craft making <i>Parents/Carers in</i>	British Empire Day <i>Parents/Carers in</i>
Spring MM	Plant and grow seeds <i>Parents/Carers in</i>	Rocket making experiment <i>Parents/Carers in</i>	Make a volcano <i>Parents/Carers in</i>	Visit a castle	Making and tasting a biscuit <i>Parents/Carers in</i>	Workshop from Birmingham Museum & Art Gallery linked to Anglo Saxons	Animal Antics – Old Rep production bringing animal puppetry to life
Spring FF	Roll down a hill	Think Tank trip	Form to Fork workshop	Ride a roller coaster	Biscuit wrapper advert	Egg drop	STEM design as part of automata boys journey in D&T
Summer SS	Handling an animal	Toy workshop/ day <i>Parents/Carers in</i>	Significant people day <i>Parents/Carers in</i>	Down the mines with Oliver Twist	Dudley Zoo	Place of worship visit – Mosque	Interview a child from World War 2
Summer MM	Learn to play a game	Make puppets using fabric	Place of worship visit – Mosque	Victorian Day/ BCLM experience <i>Parents/Carers in</i>	Romans visit	Viking shields <i>Parents/Carers in</i>	Singing concert for parents/ carers – WW2 'golden oldie' tunes
Summer FF	Have a picnic <i>Parents/Carers in</i>	Beach fun day	Twin Lakes trip	Visit Alexander Stadium	Gladiator school <i>Parents/Carers in</i>	Planetarium	End of term production <i>Parents/Carers in</i>

