



Higher Walton CE Primary School

Our curriculum intent



Our vision: Life in all its fullness (John 10v10)

Our values: Friendship, Forgiveness, Courage, Creativity, Respect, Responsibility, Trust, Tenacity

Three drivers:

- Knowledge and vocabulary rich
- Promotes positive learning behaviours
- Provides hands on learning experiences

Aims:

1. That our children are equipped with the necessary skills in reading, writing and mathematics to succeed.
2. They learn the knowledge and gain understanding of the world in which they live.
3. To provide a curriculum that is language rich with opportunities to learn new specific and technical vocabulary linked to new topics and units.
4. A curriculum that encourages our children to grow up to be resilient, responsible, confident and independent.
5. A curriculum that is progressive and sequenced providing opportunities for hands on learning experiences.

Intent	Implement
Aim 1	
That our children are equipped with the necessary skills in reading, writing and mathematics to succeed.	• A carefully sequenced and ambitious English curriculum in which children are exposed to high quality texts. • Daily reading, English and Maths lessons in which children access reasonable adjustments enable ALL children to reach their full potential • Spelling, handwriting, Grammar lessons. • Daily Phonics lessons in Reception, Year 1 and 2. • A love of reading is developed through for example class novels, use of the school library, books to enhance learning in all areas of the curriculum. • Problem solving is used as the main vehicle in all Maths lessons, with sequential learning following a concrete, pictorial, abstract model. • Regular provision for arithmetic including learning times tables. • Daily mathematical challenges are built into lessons as well as support and intervention strategies to enable all learners to progress well. • Feedback policy which promotes 'in the moment' feedback and places a high value on the skills of editing and redrafting • Planning to demonstrate consideration for pupils to make links with previous learning, their own life experience, to reflect and engage on a personal level.
Aim 2	
They learn the knowledge and gain understanding of the world in which they live.	• Teacher planning to demonstrate consideration for pupils to make links with previous learning. • Planning to show development of metacognition within pupils. • Carefully sequenced scheme of work in history which develops the children's understanding of chronology. Lessons which enable children to be knowledgeable

	on ancient and global civilisations as well as providing secure understanding of the history of our lands. • Carefully sequenced scheme of work in Geography which enables the children to gain locational knowledge both local and global. Lessons which lead to understanding of climate and sustainability. • Carefully sequenced units of work within RE which develop children's knowledge of beliefs and traditions across a range of world religions. An RE curriculum which encourages pupils to raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments. • Weekly discussion on current issues through Picture News resource. Children to engage with, debate and question current affairs that affect our world. • Thorough and rigorous monitoring of planning, teaching, pupil books, pupil voice and school environment.
Aim 3	
To provide a curriculum that is language rich with opportunities to learn new specific and technical vocabulary linked to new topics and units.	• 'Language rich' to be one of three core curriculum drivers at the forefront of planning. Teacher planning to demonstrate consideration for pupils to actively used literacy skills both in Reading and Writing. Purchase of reading material to link with our school curriculum topics and units across different subjects. • Annual class assembly linked to curriculum areas for pupils to showcase learning and demonstrate oracy and presentation skills. • Vocabulary to be part of "key learning" for a planned unit of work. Specific and technical vocabulary to be detailed on subject Knowledge and Skills Progression Maps and on Teacher planning. • Class working walls to display key vocabulary • Vocabulary lists to be added to and built on through a unit. • Monitoring processes to include focus on vocabulary – through environment checklist, teaching and learning walks, planning scrutiny, book looks and pupil interviews.

	• Feedback and marking policy implemented across all subjects. • Parents to be invited into school to share in the learning.
Aim 4	
A curriculum that encourages our children to grow up to be resilient, responsible, confident and independent.	• P.E. premium budget to be used to implement rigour and quality within physical education across school. • A P.E. scheme of work which shows progression in knowledge and skills across the school. • A carefully planned scheme of work for PSHE which meets the needs of our pupils. Focussed time within the weekly timetable for dedicated PSHE sessions. • Specialist coaches from 'Kick on Coaching' to drive PE curriculum teaching and learning. • A carefully planned Computing curriculum that allows pupils to have the skills and knowledge to meet the demands of the world in which they live. • Online safety sessions built into Computing and PSHE and across the wider curriculum. • Clear school vision and values which are embedded within all parts of the school day. A behaviour policy which encourages intrinsic motivation and meaningful praise. Additional themed days including anti-bullying week, internet safety week, mental health awareness week and other awareness days which are pertinent to children and staff at our school. • Early intervention to support children and families with various mental health challenges. • Two hours weekly for dedicated PE lesson. • Nurture provision in school.
Aim 5	
A curriculum that is progressive and sequenced providing	• First-hand learning experiences to be one of three core curriculum drivers at the forefront of planning.

opportunities for hands on learning experiences.

- A carefully sequenced and ambitious art scheme which teaches children specific art skills across a range of mediums and that introduces children to works of famous artists, sculptors and designers.
- A scheme of work which develops the children's practical skills and knowledge in music with numerous opportunities for children to take part in musical performances
- A Design and Technology curriculum that provides opportunity for cooking, building, sewing and which focuses on the design, make, evaluate model.
- Curriculum books to capture the magical moments of learning.
- Carefully constructed lesson planning to include practical learning opportunities for all subjects including History, Geography, Science, RE, PSHE.
- A focus on encouraging visitors and visits for all classes.