

## Curriculum Delivery at Kenilworth Primary



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| <p><u>Curriculum Drivers</u></p> <p>As a result of the children being taught at Kenilworth, our children will be:</p> <ul style="list-style-type: none"> <li>➤ Articulate</li> <li>➤ Knowledgeable</li> <li>➤ Respectful</li> <li>➤ Aspirational</li> <li>➤ Healthy</li> </ul> <p>These were chosen in consultation with staff, governors and parents and informed through research.</p>  | <p><u>Balance of Knowledge and Skills</u></p> <p>The curriculum is knowledge rich.</p> <p>The curriculum is designed so that core knowledge is taught in a clear progressive sequence.</p> <p>A clear progression of skills within year groups, subjects and across key stages.</p> <p>Staff are well read and have a depth of knowledge in their subject area</p>   | <p><u>Story-Focused</u></p> <p>Understanding that narrative embeds learning.</p> <p>Reading is a high priority with every opportunity to read taken.</p> <p>Class reading texts often linked to the topic – but only where high quality texts are available for that subject.</p> <p>All adults model reading with fluency and expression</p> <p>Texts used to support learning, social skills, school values and mental health.</p>                      | <p><u>Enrichment</u></p> <p>Children explore the curriculum in fun and exciting ways.</p> <p>Teachers build curiosity through awe and wonder in the classroom – but it is the substance of the subject that is awesome and wondrous.</p> <p>Events are celebrated throughout the year, celebrating diversity, the joy of learning and achievement.</p> <p>Every member of the school community is involved in these events.</p> |
| <p><u>Values</u></p> <p>The core values at Kenilworth are:</p> <ul style="list-style-type: none"> <li>➤ Empathy</li> <li>➤ Respect</li> <li>➤ Kindness</li> <li>➤ Celebration of Difference</li> <li>➤ Moral Courage</li> <li>➤ Resilience</li> <li>➤ Self-Belief</li> </ul> <p>These were chosen by the staff, parents, governors and pupils.</p> <p>We work with EmpathyLab as a pioneer school to raise levels of empathy through high quality literature.</p> | <p><u>Access for All</u></p> <p>Children receive quality first teaching.</p> <p>Scaffolding and differentiation provide children with the structure to attain highly and build confidence.</p> <p>Zap the gap interventions support children to fully grasp concepts and address misconceptions straight away.</p> <p>Early interventions in place for children who need additional support.</p> <p>Interventions do not remove children from foundation subjects, ensuring all children have access to a broad and balanced curriculum.</p> | <p><u>Deepening Concepts</u></p> <p>Substantive concepts are identified in relevant subjects. The understanding of these is deepened every time they are re-visited.</p> <p>Teachers make a conscious effort to link prior learning and to build on existing understanding.</p> <p>Teachers have a clear understanding of the progression of each subject throughout the school.</p> <p>Concepts are explicitly discussed and referred to in lessons.</p> | <p><u>Retrieval Practise</u></p> <p>Children are given regular opportunities to re-visit previous learning, through verbal mini quizzes, retrieval activities and discussion.</p> <p>The curriculum is sequenced with key questions so that there are clear opportunities for learning to be retrieved and applied.</p> <p>Remembering information and knowledge is celebrated and part of the school's culture.</p>            |

## Maths

| <u>Curriculum Drivers</u>   | <u>Story-Focused</u>   | <u>Key Concepts/Big Ideas</u>  |
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| <p><u>Articulate</u></p> <ul style="list-style-type: none"> <li>➤ Correct terminology explicitly taught.</li> <li>➤ Speaking frames used within teaching sequences to support children’s understanding and reasoning.</li> <li>➤ Maths fluency sessions enable children to enhance understanding through talk</li> </ul> <p><u>Knowledgeable</u></p> <ul style="list-style-type: none"> <li>➤ Concrete-Pictorial-Abstract sequence used to support the understanding of abstract concepts.</li> <li>➤ Maths fluency sessions used to enable children to apply and retain understanding.</li> <li>➤ Times tables Rockstars used to support children’s knowledge of times tables</li> <li>➤ Concepts are built on within units, years and across key stages</li> <li>➤ Destination questions are used for children to demonstrate understanding and deepen their knowledge in different contexts</li> </ul>   | <p>The narrative of maths is developed, ensuring children understand how different concepts link together – e.g. fractions, decimals, percentages and time</p> <p>Math related texts available to support children’s understanding of concepts e.g. how big is a million, one is a snail, ten is a crab</p>  | <ul style="list-style-type: none"> <li>➤ Number</li> <li>➤ Pattern</li> <li>➤ Shape and Space</li> <li>➤ Measure</li> <li>➤ Geometry</li> <li>➤ Statistics</li> <li>➤ Algebra</li> <li>➤ Reasoning</li> </ul>  |
| <p><u>Respectful</u></p> <ul style="list-style-type: none"> <li>➤ Peer and self-marking used to support children’s understanding, with children demonstrating respect for their peers and individual resilience</li> </ul> <p><u>Aspirational</u></p> <ul style="list-style-type: none"> <li>➤ Understanding of the role mathematics plays in future jobs and life.</li> <li>➤ Understanding of money, including credit cards and debt avoidance.</li> </ul> <p><u>Healthy</u></p> <ul style="list-style-type: none"> <li>➤ Provides children with opportunities to explore and build on problem solving strategies – the skills can translate into everyday situations</li> <li>➤ Shape and measure help to develop children’s own spatial awareness</li> <li>➤ A combination of the key concepts taught (e.g. measurement and number) will support children with making informed decisions about diet and nutrition in their adult lives</li> <li>➤ Measurement supports children in physical activities – timed tasks, measuring heart rate during exercise</li> </ul> | <p><u>Progression Mapping</u></p> <p>Concepts mapped out to support children’s understanding and to enable children to revisit and apply learning.</p> <p>Clear calculation policy aligned to sequence of learning.</p> <p>Lessons sequenced with a CPA approach to support the children’s understanding of concepts and development of skills.</p> <p>Concept progression within teaching sequences, year groups and across key stages.</p> | <p><u>Retrieval Practise</u></p> <p>Children are given regular opportunities to re-visit previous learning, through verbal mini quizzes, retrieval activities and discussion.</p> <p>The curriculum is sequenced with key questions so that there are clear opportunities for learning to be retrieved and applied.</p> <p>Remembering information and knowledge is celebrated and part of the school’s culture.</p> <p>Fluency sessions daily to allow application of</p> |