

# Overview

## Our school Curriculum

### Intent, implementation, Impact

At Larkhill Primary School we believe our children can **reach higher, go further and achieve more if they:**

- Have good literacy and numeracy skills
- Are curious, aspirational and knowledgeable
- Are good citizens and have a sense of belonging?
- Are good communicators both orally and in writing
- Do more, know more and remember more.
- Are interested and interesting.
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We ensure that this happens through embedding our school **values**, developing **knowledge and skills progressively** over time, rooting our learning in rich **experiences** and immersing our children in **language** rich teaching.

### Curriculum intent:

#### Values based intent:

*“Our children will be good citizens and have a sense of belonging”*

Our 11 school values are taught explicitly and underpin everything we do within school. These values unite our diverse and frequently changing school community, helping everyone to make their own positive contribution.

#### Knowledge and skills-based intent:

*“Are curious, aspirational and knowledgeable”*

We want our children to develop mastery across the curriculum. In order to do this, children are taught carefully planned and sequenced knowledge in each curriculum subject alongside the skills needed to apply this knowledge in order to be successful.

#### Progression led intent:

*“Our children will Do more, know more and remember more”*

We know that children will acquire and retain new knowledge more easily when there is prior knowledge to build it upon and links can be made. It is our intent that our curriculum encourages these connections and builds progressively over time.

### **Language and vocabulary rich intent:**

*“Are good communicators both orally and in writing”*

It is our intent that our curriculum provides children with a wide range of ambitious and subject specific vocabulary. This will give them the tools with which to communicate their learning effectively both orally and in writing.

### **Experience rich intent:**

*“Are interested and interesting”*

Learning is most effective when it is enjoyable. By making our curriculum relevant and engaging through prodding a range of experiences to support the learning we ensure that our children want to find out more and are enthused and excited about their learning.

## **Curriculum Implementation**

### **Values based implementation:**

11 core values form the spine of our values-based curriculum. Our values are:

We teach these in the following ways:

- Through daily reminders from all members of the school community.
- Staff visibly and explicitly demonstrating the values in their relationships with children and each other
- In whole school and class assemblies.
- Through PSHE and RE sessions
- Weekly celebrations recognise those who have demonstrated one of the values.
- Inviting visitors into school as role models
- Reflecting on the behaviour attitudes of characters in books, in history, science and the arts in relation to the values.
- Whole school displays and in all classrooms.

The following positions of responsibility give children the opportunity to demonstrate the values and learn from each other.

- Pupil parliament
- Reading buddies
- Play leaders
- Attendance ambassadors
- Digital leaders
- Eco warriors

## **Knowledge and skills-based implementation:**

The national curriculum is our starting point for deciding upon the knowledge and skills that children will be taught in each year group.

Our curriculum is designed to ensure that, where possible, learning is relevant to our diverse community and rooted in our rich heritage.

Often, cross curricular links are made to make learning experiences more meaningful and to give context to the knowledge acquired and skills taught.

High quality texts are chosen that will motivate learners and provide scope for teaching the appropriate knowledge and skills. Where it is not possible to make cross curricular links, other visual stimuli and experience are used to make the knowledge and skills being taught as accessible as possible.

In maths, science, history and Geography, knowledge organisers are used to set out the core learning for each topic. These are a valuable link between learning at home and at school.

Quizzing is used during a topic to support children in their knowledge retrieval and long-term memory.

## **Progression led implementation:**

The national curriculum is our starting point for knowing what to teach when.

In maths the “Can Do” sequence, manageable steps ensure that children have the building blocks on which to pin further learning.

In writing, exemplification documents are used to ensure that skills build appropriately across year groups. Within year groups, teachers sequence planning to ensure that children develop skills within a unit and over time in order to produce learning at the required standard.

In the foundation subjects, subject leaders have sequenced units of work to ensure there are opportunities for children to make links. Learning is sequenced to ensure that prior learning can support what comes next.

## **Language and Vocabulary rich implementation:**

In every subject, the key language and vocabulary needed by children to communicate their learning is identified and explicitly identified on planning.

Vocabulary is explicitly taught through a variety of active learning strategies.

Vocab in all subjects is displayed on working walls to support learning and scaffold responses.

Sentence stems are used across the curriculum to support the correct use of vocabulary.

High quality texts are used to provide a wealth of vocabulary and to give context to learning.

Teachers are encouraged to be passionate about language and model effective use of vocabulary within their teaching.

## **Experience rich implementation:**

Our curriculum is designed to ensure that our children (many of whom are transient) understand what it means to belong- to our school community, our local area, and our wider location. Where possible, topics have been chosen that are relevant and meaningful to our school community.

Through our 11 before 11, a series of experiences linked to our curriculum, opportunities are provided for enriching activities that our children may otherwise not experience and which we hope will stimulate a lifelong curiosity in the world around them.

All Topics and maths and English units begin with a “hook” This gives context to the learning and inspires learners to want to find out more.

## **Curriculum impact**

### **Values based impact:**

We want our children to have the skills and attitudes to make a positive contribution as valued citizens within their community. We measure this in the way our children respond to one another and to adults within the school. We also observe the way in which they take on responsibilities, support one another and handle new situations. Our children are resilient and resourceful and have a good understanding of what our values mean.

### **Knowledge and skills-based impact:**

We want our children to be interested in and knowledgeable about the world in which they live and to be engaging in the way they communicate this. Knowledge organisers and planning documents show the knowledge and skills being taught. Pupil voice conversations, samples of work and results from quizzes and assessment enable us to measure the knowledge and skills that our children acquire.

### **Progression Led impact:**

It is our intent that our curriculum encourages connections and builds progressively. Our curriculum maps, and knowledge organisers and lesson slides demonstrate this sequence. Planning scrutiny and books looks evidence how knowledge and skills are built up over time.

### **Language and vocabulary-based impact:**

Our children need the tools with which to communicate effectively both orally and in writing. We acknowledge the need for vocabulary and language to be explicitly taught. Working walls, planning, knowledge organisers, lesson looks and pupil voice are evidence of tier 1, 2 and 3 vocabulary being modelled by adults and used by learners.

### **Experience based impact:**

Learning must be enjoyable and our children are entitled to engaging lessons that bring learning to life. Our 11 before 11 programme of enrichment activities ensures a breadth of experiences during their time at school. Use of artefacts, lesson Hooks, quality texts and visual stimuli are evidence of this happening in classrooms.

## **Intent statements**

**Below are our intent statements for each curriculum area. Each area of the curriculum contributes towards achieving our whole school intent and subsequent implementation and impact.**

## **Maths:**

We aim for all pupils to develop a secure and deep understanding of mathematical concepts and be able to:

- To develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- To develop procedural fluency for all maths concepts
- Talk confidently about maths using subject specific vocabulary.
- To solve problems by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar and real-life contexts.
- To demonstrate behaviours and attitudes needed to become a mathematician.

## **Writing:**

Our writing curriculum aims to ensure that all pupils:

- Acquire a wide vocabulary and are confident with how and when to apply this.
- Develop a secure knowledge and understanding of grammar conventions that are built upon progressively and be able to apply this in their writing.
- Develop the skills needed to be able to write accurately and coherently about texts and experiences.
- To be able to spell new words by effectively applying the spelling patterns and rules they have learnt throughout their time in school.
- Are exposed to a Breadth of genres, based on quality texts, ensuring pupils are equipped to succeed in written outcomes.
- To leave primary school able to use consistently fluent, joined handwriting style.

## **History:**

The teaching of history will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We want our pupils to:

- be curious about the past and understand how it has influenced our lives today, develop their own sense of belonging based on gaining a better understanding of the historical significance of the place in which they live.
- Ask questions, think critically,
- Have knowledge of key historical events throughout history from around the world.
- Understand how these key points in time have shaped the world we live in today.
- To make connections in their learning and to know more, remember more and do more each year leading to academic success and enjoyment in this subject.
- Develop skills in order to acquire, apply and transfer their knowledge
- To make connections in their learning and to know more, remember more and do more each year leading to academic success and enjoyment in this subject.
- To converse with confidence orally and in writing in a range of contexts using subject specific vocabulary

## **Geography:**

We want our children to be interested in and inspired by the wider world and its people.

- To understand their place within the world and to be knowledgeable about its environmental, physical and human elements.
- Acquire knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes.
- Develop geographical skills in order to acquire, apply and transfer their knowledge
- To make connections in their learning and to know more, remember more and do more each year leading to academic success and enjoyment in this subject.
- To be able to communicate both orally and writing about their subject using subject specific vocabulary

### **Science:**

We want our pupils to develop scientific knowledge and conceptual understanding through the specific disciplines of Biology Chemistry and Physics in line with the National Curriculum.

- Pupils are taught the appropriate scientific knowledge required to understand the uses and implications of science in everyday life.
- Pupils develop skills of scientific enquiry to enhance their knowledge acquisition.
- Pupils use a range of methods to communicate their scientific understanding and present it in a clear/systematic and scientific manner.
- Pupils develop an enthusiasm and enjoyment of scientific learning and discovery.
- Pupils develop a respect for the materials and equipment they handle with regard to their own, and other children's safety.
- To make connections in their learning and to know more, remember more and do more each year leading to academic success and enjoyment in this subject.
- To be able to communicate both orally and writing about their subject using subject specific vocabulary

### **Reading**

We aim for all our children to:

- Read fluently, confidently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and purpose.
- Acquire a wide vocabulary for reading, writing and spoken language.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Make good progress in their reading during their time at school and are appropriately supported to achieve at age related expectations.

### **Art**

We aim to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Can use subject specific vocabulary to communicate their observations and preferences.

## **MFL**

- We aim to deliver an MFL curriculum, which develops learning and results in the acquisition of knowledge and skills which enables children to access the wider curriculum and to prepare children to be global citizens now and in their future.

## **PSHE:**

- Provide a rich and varied experience that develops the pupil's understanding of their own smsc values and our British values.
- It will fully embed a values approach to all aspects of school life including teaching and learning, behaviour/welfare/personal development.

## **PE**

- It is our intention to ensure all pupils have access to a minimum of 2 hours of physical activity every week.
- Our Physical Education curriculum will be based upon the National Curriculum statements for each year group in PE.
- We intend for all pupils in the school to access sporting events both in school and outside of school.

## **Music**

- Our music curriculum is practical, exploratory, child led and integrates all of the different musical elements outlined in the National Curriculum 2014.
- It encourages the development of musical skill through; listening, appraising, creating, exploring and performing.
- It provides all children with opportunities to express themselves confidently through music and talk about their experiences in music using subject specific vocabulary.

## **RE**

- Our RE curriculum will provide a rich and varied experience that develops the pupil's core knowledge and understanding of the beliefs and practices of the religions.
- Children will be given the opportunity to fully embed their own beliefs and values and respect the religious and cultural differences of others.
- Skills will build over time to ensure that children leave with a secure understanding of different aspects of each of the main religions.
- Children will have first-hand experience of religious building and practices.

## **Computing**

Our aim is to provide a high-quality computing education which equips children to use computational thinking and creativity in their everyday lives now and in the future.

- The curriculum will teach children key knowledge about how computers and computer systems work, and how they are designed and programmed. Learners will have the opportunity to gain an understanding of computational systems of all kinds, whether or not they include computers.
- By the time they leave Larkhill Primary, children will have gained key knowledge and skills in the three main areas of the computing curriculum: computer science (programming and understanding how digital systems work), information technology (using computer systems to store, retrieve and send information) and digital literacy (evaluating digital content and using technology safely and respectfully).
- The objectives within each strand build progressively and support the development of learning across the key stages, ensuring a solid grounding for future learning and beyond.

