

**ALL SAINTS UPTON CURRICULUM INTENT**

Intent

At All Saints Upton our intention is to enable each child to become a caring, confident and responsible young person whilst motivating and challenging our children to achieve academic success.

We aim to do this through a curriculum that is engaging and enriching but that also reflects the background and develops the experiences of our pupils. The curriculum we plan for our children helps us in endeavouring to achieve social justice allowing all children the knowledge, skills and attributes they are entitled to, regardless of background.

Our intent is for our children to understand;

1. What we learn- To develop the appropriate subject specific knowledge and vocabulary, skills and understanding as set out in the National Curriculum as well as providing further enrichment opportunities and experiences pertinent to our school setting.
2. How we learn- To teach and encourage children to develop skills which will support them through all of their learning experiences- concentration, resilience and independence.
3. Who we are- To encourage and instil in our children values which will enable them to be good citizens and role models to others. To follow the example that Jesus taught us, develop social skills and understand British values and the culture of others.

In following these three principles we have designed a curriculum that is unique to All Saints Upton, encouraging our children to develop in all these areas;

* Questioning
* Thinking
* Responding
* Learning
* Knowledge
* Independence
* Determination
* Thoughtfulness
* Kindness
* Understanding

Aims

To provide the knowledge that our children need to succeed.

To create caring, confident and curious children.

Motivate and challenge our children to achieve academic and personal success.

Appreciate the uniqueness of all of our children and the local context of the school.

For progression and high expectations to be evident across all areas of the curriculum.

Implementation

Our curriculum is planned and designed to ensure that we specifically teach what children need to know and understand; providing progression to ensure that children will remember and connect what they have been taught.

Our intent provides relevant drivers above and beyond the National Curriculum, and our Implementation plan ensures we use this as the focus to achieve our aims.

Intention 1- What we learn-

Maths- We use the White Rose scheme which aims to develop a mastery approach by building on a progression of skills in small stages. This ensures that children can use prior knowledge (what we already know) and apply this to more complex problems. We believe that basic skills need to be constantly revisited, and that reasoning and problem solving are a vital part of our maths curriculum. As such, we provide extra opportunities for developing and consolidating these skills in early morning maths sessions.

English – We aim to provide a literacy and language rich curriculum that is broad, balanced and meets the needs of our children. From Reception, we use Read Write Inc. to help children to develop strong skills in decoding and blending in order to read both accurately and fluently. If children still need additional support with reading skills, this will continue beyond Year 2. We use RWI in KS1 and Reading Explorers in KS2 to support independent reading. Throughout the curriculum, children are also given a wide range of opportunities to read independently, in small groups and as a whole class.

Knowledge of vocabulary is fundamental within our curriculum. We believe that reading and writing are interlinked so place a strong emphasis on language which is discovered through reading, and then implemented in writing. Children are exposed to a wide range of vocabulary, which is high-level and subject specific, to extend their breadth of language.

In English lessons we use a key text which often links with our history, geography or PSHE themes, as well as whole class reading with the aim to inspire and challenge learners. From Y2 onwards this is taken from The Literacy Tree schemes of work, and amended to suit our children. English genres are mapped out across the phases and these are repeated regularly to ensure that there are opportunities planned for children to further develop their literacy skills, including regular cross-curricular writing, ensuring that standards are consistent across the curriculum. Grammar objectives are linked to these genres and children are taught grammar skills both discretely and as part of the English lesson.

Science – This is discretly planned using objectives from the National Curriculum and focuses on developing key scientific skills of; observation over time, identifying and classifying, pattern and relationship searching, comparative and fair testing and research. We are developing the children as Scientists, giving them the skills to ask questions that will develop their understanding of the world around them. The children will cover a variety of Science topics over the year that will include at least one scientific investigation.

Foundation subjects- These subjects such as History and Geography are taught in each year group focusing on a learning challenge curriculum which encourages us to develop independent thinking skills and questioning. Each theme asks a ‘Big Question’ with this then broken down into smaller learning challenges for each lesson. Our work focuses on subject specific disciplines ensuring full coverage of the National Curriculum whilst still considering our local context. Our subject leaders develop a progression of skills which class teachers then work from when planning the learning that will form part of each theme. End points are developed as part of planning, which show the knowledge we expect children to have at the end of a theme. We ensure that a ‘purposeful presentation’ is achieved, whether this be a piece of written work, a theme day or a dramatic presentation. We use every opportunity to link our Maths and English learning into our theme work. Some subjects such as Latin and PE may have links with our themes or may be taught discretely depending upon coverage.

Intention 2-How we learn

When we plan and design our themes and lessons we look for ways to develop learning behaviours. We encourage concentration, group work, resilience, perseverance and curiosity. In our curriculum we frame our themes around questions to encourage research and investigation. We use knowledge organisers to ensure that children can refer to the information and vocabulary they need to develop their learning. We use retrieval practice to ensure that knowledge is retained, We encourage opportunities to transfer this knowledge between contexts.

We use our Christian Values to develop the academic aspirations and learning characteristics of our children, embedding these into our planning. We celebrate learning behaviour weekly in our sharing assemblies, as well as holding regular celebration assemblies for each subject where parents are encouraged to comment on their children’s learning.

Intention 3- Who we are

As a school we are committed to the Christian values that are the cornerstone of our school. We encourage responsibility, kindness, thoughtfulness and respect to all. We have weekly assemblies thinking about these values and how we can develop these. Our curriculum also reflects this, encouraging us to have an understanding of morality and how this can impact on others. Each phase has a half termly Christian Value which is relevant to their foundation or English learning, as well as a specific Unicef right to consider. We use our PSHE curriculum to ensure that we appreciate everyone’s uniqueness and individuality, as well as seeing how this has an impact historically and geographically. We challenge stereotypes and identify positive role models, using our themes to question the choices that people make. We use enrichment opportunities as well as our local context to encourage children to aim high. We use Boxall profiling for all children to ensure that we can provide nurture opportunities, offering individual learning support if this is needed.

Impact

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

Intention 1- What we learn

We strive to ensure that children’s attainment in core and foundation subjects is in line with or exceeding their potential when we consider the various starting points of children. We measure this using a range of formal and informal methods, and considering age related expectations. We intend that children will make progress each year, and that by the time they leave us children will be academically prepared with knowledge, vocabulary and skills that they can continue to use and build on.

Intention 2-How we learn

The impact of this intention is that children develop skills and knowledge which can be seen in their attitude to learning. This could be when problem solving in maths, in working together in a PE lesson, or in their contribution to the purposeful presentation at the end of a theme. These transferable skills should ensure that children are motivated to succeed and achieve, and are equipped with the ability and motivation to do this.

Intention 3-Who we are

Our intent is that our learners should be fully rounded individuals with a clear sense and understanding of values like equality, friendship and trust. We will measure this not just by the work that children produce but in the behaviours we see each and every day, when children interact with adults and with each other. The children will have a strong sense of morality and Christian values, making the right choices for the right reasons. They will have a strong sense of right and wrong, and have self- confidence in their own decisions.

At All Saints Upton our curriculum has been designed to give our children the skills and knowledge (academic, social and emotional), that they will need to proceed to the next stage of their education and to equip them for the years ahead.