



Fossebrook Primary School

Curriculum Intent: The Big Picture

What are we trying to achieve?

Mission	At Fossebrook Primary School, we will strive to ensure that all children achieve high aspirations and celebrate success through a creative and inspiring curriculum. We will foster mutual respect for all and develop confident, independent, and resilient learners who are effective citizens in an ever-changing technological society.		
Aims	To inspire and motivate children to develop curiosity, academic success and develop high aspirations for the future and life-long learners.	To develop technologically competent and resourceful pupils to ensure that they can interact adapt to the everchanging global community	To celebrate and share personal and collaborative achievements to create a school-wide culture of success.
	To develop pupils who are independent, resilient and have the ability to persevere when challenged.	To keep our children safe and teach them the skills to make decisions which allow themselves to be safe through controlled risk taking.	To encourage children to make choices which promote a healthy body and mind. Our children will have respect and tolerance for themselves and others
Intrinsic Values	<p>Fossebrook Primary School recognises that each and every child in our school is unique and has their own interests, strengths, and areas for development. For this reason, we ensure that we provide a broad and balanced curriculum so that all pupils have the opportunity to shine.</p> <p>We believe that every child should:</p> <ul style="list-style-type: none"> • have access to high quality teachers, resources and first-hand experiences that provide stimulating and exciting lessons • receive a curriculum that is grounded in current educational research into what works best for our pupils based on our school context • receive regular feedback to help children know and understand what they do well and what will help them to improve further • have regular opportunity to develop their oracy skills and be confident speakers • be involved in the learning journey and have the opportunity to co-construct learning with their teachers • visit places to set our learning in 'real life contexts' and spark interest or help to consolidate their understanding of a concept • develop their understanding of local, national and global issues and how they can help to improve those issues both now and as adults • know that learning never stops and have a desire to continue their learning independently of school and in their future • have regular opportunity throughout the curriculum to develop character muscles so that pupils have hopes, zest, curiosity, self-control, gratitude, empathy, respect, honesty, teamwork, perseverance and independence. 		



What does the curriculum contain?								
Mastery of Core Skills and knowledge	<u>Knowledge</u>	<u>Vocabulary</u>		<u>Reading</u>		<u>Specific Skills</u>		<u>Fluency in Basics</u>
	Cultural understanding Subject Knowledge (Curriculum) General	Tier 1 Tier 2 Tier 3 <i>Vocabulary for reading and listening comprehension, written communication and oracy</i>	Volume Comprehension Curriculum: variation of text <i>Reading is an essential skill that also supports the acquisition of vocabulary and knowledge</i>	For example: Music Computing Design PE and Sport		Maths: number facts/ operations Cursive handwriting Phonics for spelling Grammar, technical accuracy Decoding for reading – phonics Social Skills		
Domains of Learning EYFS/ KS1/ KS2								
	English	Maths	Science and Technology	Place and Time	Arts and Creativity	Citizenship and ethics	Faith and Belief	Physical and Emotional Health
Deeper Learning – core competencies	Critical thinking and problem solving	Communication	Creativity and imagination	Character education	Citizenship	Collaboration		

How do we organise learning?								
The staff and leaders at Fossebrook Primary school recognise that, from the moment children step through the door in the morning to the moment they leave at the end of the day, every minute is an opportunity for children to learn. We provide a range of components to our curriculum to ensure that this can happen and look for both academic and social outcomes to ensure that our pupils are well rounded individuals. 'Every Moment Matters'.								
Components	Lessons in the classroom	Outdoor Learning; including Forest Schools	Curriculum events and theme days/ weeks	Curriculum enhancements - DSAT conferences	Broader opportunities for pupil leadership	Residential experience and trips	Extra-curricular clubs and Wrap Around care	Behaviour and Routines for life
How is the curriculum delivered?								



Our Curriculum

Our curriculum is planned entirely around a thematic approach. This allows pupils to see the purpose of learning across all subjects and ensure they fully understand the learning intentions and outcomes. Where possible, our outcomes have a real-life context and will involve the local community or national organisations. We believe that we need to build a curriculum to ensure that our children are the change agents for the future. All topics consider past, present, and future concepts related to the theme so that our pupils understand that they can make a difference to the world they live in. Staff at Fossebrook use cognitive science to ensure that children develop knowledge, skills and understanding in a way that they can retain new information in their long-term memory.

Pedagogical approaches to Teaching and Learning	<u>Equity</u>	<u>Evidence</u>	<u>Engagement</u>			
	<ul style="list-style-type: none"> Equity and equality of opportunity, entitlement, and experience Consistently high expectations, quality, and standards for all pupils A mastery Curriculum, excellence in SEND programme 	<ul style="list-style-type: none"> Research informed pedagogies Formative assessment strategies embedded in Teaching and Learning Use of evidence from Cognitive Science Research – e.g., importance of metacognition and self-regulation Balance of direct instruction and enquiry strong self-evaluation 	<ul style="list-style-type: none"> Authentic purposes and contexts for learning based on our local school make up Emphasis on first-hand experience Purposeful, structured play in the EYFS; drama, strong emphasis on outdoor learning, sport and The Arts Pupil autonomy and choice Cross-curricular connections 			
Ethos	We believe that our children need to be curious about their learning. To help inspire pupils, all learning will begin with a hook to spark children’s interest. Children will consider their learning journey and learn key knowledge and skills to reach a learning outcome in each subject and across a topic. This will help them to answer their big question.					
Curriculum drivers	<u>Past</u> Children will explore what has happened before in their learning and in history to ‘set the context’	<u>Present</u> Children will understand what is happening now in the world and how this relates to their thinking around their topic	<u>Future</u> Children will consider how the concepts they are learning could affect their future and what they can do to make a difference			
Global themes	Being Healthy	Equality and Diversity	Technology	Aspiration	Human Rights	Environment
A curriculum to remember	Our curriculum uses our knowledge of cognitive science. We block subjects to help children reduce their ‘forgetting curve’ and use a spiralised approach overtime to ensure that children can return to key concepts to link their understanding and create lasting memories of knowledge and skills.					