CURRICULUM AIMS

- To deliver a curriculum that is progressive in skills and relevant to our children
- To provide memorable learning experiences that engage and motivate pupils in becoming independent and life-long learners
- To equip pupils with the basic skills for life in order to become successful citizens

The learning base will be a combination of curriculum areas, subject areas and skills taught through a theme-based approach.

Subjects to be taught discretely are Maths, English, P.E, MFL, R.E, Computing and Life Education. Science will be taught using a combination of thematic learning and discrete lessons. Meaningful links should, however, be made where appropriate between these subjects and the themes.

The curriculum is to be organised on a single year group basis.

Any whole school themed weeks or days will be linked to the new curriculum, to enhance and support the learning and work specifically towards achieving the aims.

KEY PRIORITIES

From the above list we have identified the following priority:

To equip each child with the necessary skills to be a successful, independent, lifelong learner

Objectives:

- To provide the children with real life tasks and experiences which are meaningful and relevant.
- To prioritise practical and first hand experiences to promote life long learning through motivating and engaging the children.
- To explicitly teach the children organisational skills and strategies to enable independent learning.
- To develop a teaching vocabulary that focuses on specific elements of learning.
- To ensure that classroom activities foster creative learning, thinking skills and open-ended challenge.
- To be positive role models as both teachers and learners.

Essential Skills

Essential skills is an important part of the curriculum planning process.

- They are milestones children need to reach if they are to achieve the end of year or end of key stage programmes of study.
- They are also collated and categorized in each subject area to support progression.
- We can use these skills to generate child friendly targets.
- They provide comprehensive coverage of all skills by subject AND by year group.
- They are arranged into Curriculum Areas for each year group to aid cross-curricular linking and to develop more connected thinking across subject boundaries.
- The subject specific essential skills are mapped in with the curriculum units.
- A set of Lifelong Learning Skills are provided to help equip pupils with the tools for effective learning.

Our Essential skills cover the following subjects:-

- Maths (number, fractions/multiplication & division, statistics, measurement and geometry)
- English (reading and writing) Non-fiction writing to create its own skill ladder
- Art
- Drama
- Design Technology
- Geography
- History
- Computing
The essential Skills are organised into curriculum areas. They assist teachers with differentiation and target-setting for individual pupils. For example, if a Year 4 child was particularly gifted at Art then it would be appropriate to look at the Year 5 Art Skills Ladder to help stretch and develop their abilities further.

OUR CURRICULUM MODEL

Our curriculum model consists of curriculum theme cycles, curriculum maps, learning journey overviews, English link applications, Essential Learning Experiences, the appliance of Science, and Assessment for Learning all linked through a thematic approach to teaching and learning.

It is arranged as a single year group model for FS, KS1 and KS2.

Half termly or termly cross-curricular themes form the basis of our curriculum model. Whole school themes are included. The themes are identified by each Subject Leader and are designed to enhance and support the learning and work specifically towards achieving the aims.

Each unit has a subject base or a combination of subjects. All subjects are taught discretely within themes where possible.

Curriculum Theme Cycles
The curriculum theme cycles are organised into four phases:-
1. Foundation Stage
2. Key Stage 1
3. Lower Key Stage 2
4. Upper Key Stage 2

Theme cycles show unit titles and identify National Curriculum subjects / Early Years Foundation Stage Goals.

Curriculum Maps
The curriculum maps are designed to show key subjects skills and key concepts (knowledge, understanding and breadth of study). These concepts and skills must be covered as part of the unit, whilst other subject learning should be inter-woven as appropriate with a keen focus on creativity (e.g. use of the arts, creative skills). The applied subjects of English, Maths, Computing and PSHE give planning opportunities for integrating and applying skills in the context of the theme.

Curriculum Themes
Our units generally have a science, history or geography base. It is expected that other curriculum areas will be linked in appropriately, particularly the arts.

Foundation Stage
The majority of the FS units are based around the areas of Understanding the World and Expressive Arts and Design. This ensures that the knowledge and skills from these Areas of Learning are covered whilst allowing opportunities for the other Areas of Learning to be integrated throughout the themes. Communication & Language and Literacy can be linked by choosing core books related to the theme and using them as a basis for reading, writing and speaking and listening activities. Maths links can be made between number, space and measure activities offered.

Key Stage One, Lower Key Stage Two and Upper Key Stage Two
Units in these three phases are designed to cover all aspects of the history, geography, art and design technology. National Curriculum Programmes of Study whilst providing opportunities for skills development. Science is also taught within our thematic curriculum but we recognise there is also a need for science to be taught discretely to ensure complete National Curriculum coverage.

All year groups except Foundation Stage will plan a mini project with pupils to help children develop their research skills and to enable children to present their work using their own chosen methods of
presentations (eg handwritten report, ICT generated report, Powerpoint presentation, video / audio presentation, etc.). These projects will be shared collectively within each class / year band and feedback given verbally through peer assessment and teacher comment.

**Cornerstones Learning Journey Overviews**
The learning journey overviews are designed as a medium term planning tool to ensure a clear sequence and order to the unit: Phase 1 – Engage Phase 2 – Develop, Phase 3 innovate and Phase 4 – Express. There is no set time for each Phase but it is up to individuals to structure the half term in an appropriate way.

**English Links Application (Years 1 – 6)**
Each unit has a literacy focus which provides an opportunity for the identified genres to be consolidated in different contexts. Daily story time sessions will be linked where possible to the theme.

**Memorable Experiences**
The Memorable Experiences are activities that are deemed to be an important part of enriching the school experience. These can cover a range of locations and events and are designed to be integrated activities to enhance the curriculum themes or to act as standalone opportunities.

At the start of each unit there will be a “hook”. This is an activity or event to immerse the children into the theme. The goal of the hook is to get the children excited and engaged in the theme. It also provides a common platform so that every child has an experience to draw on as they progress through the unit.

At the end of each unit there is the opportunity to express what children have learnt. This may be an event that the learning builds towards, or an exhibition, display, performance or assembly that incorporates learning from the unit.

The memorable experience have been planned into our curriculum model as part of the mapping process.

**The Appliance of Science (Years 1 – 6)**
Each unit that does not have a core science focus may come with a suggested science element

**Assessment for learning (Years 1 – 6)**
Assessment for Learning (AFL) is central to our curriculum model. Using constructive, practical assessment methods is crucial to the whole dynamic of the creative curriculum.

Assessment will begin with a ‘knowledge harvest’ at the start of each unit. This enables teachers to find out what the children already know and what they want to learn about the theme. This is usually undertaken through the creation of a mind-map which then gets added to during the unit to show the children how their learning is progressing. This also helps children to see how what they are learning connects to what they already know.

Assessments will be undertaken using the AFL system. With a planned, progressive approach to assessment, teachers can confidently assess pupil progress and help children move on in developing their knowledge, skills and understanding from ‘beginning’ to ‘developing’ and on to ‘mastery’. Only key learning goals will be assessed, as identified by Subject Leaders. These identified learning goals enable children to show progress.

The end of year reports to parents use the learning goals as a basis to report progress and achievement.

**PLANNING**
Teachers are responsible for producing planning.

**Creative Curriculum**

*Creative Curriculum Theme Maps* will be completed before each unit is taught with outline activity ideas. *Learning Journey Overviews* will form the next stage of the planning process as a means of organising these activities into a progressive learning sequence. *Weekly Plans* will expand on these ideas and include skills and concepts in full.
P.E.
Medium Term Plan which shows weekly objectives, activities, differentiation and assessment opportunities.

English (Years 1 – 6)
Medium Term Plans need to be created based around the new curriculum.
Weekly Plans need to follow a school based format

Maths (Years 1 – 6)
Medium Term Unit Plans based on the progressive year specific objectives
Weekly Plans need to follow a school based format

R.E. (Years 1 – 6)
Birmingham Agreed Syllabus Unit Plans for objectives and progression, but more tailored activities in line with creative curriculum e.g. role play, art

MFL (KS2 only)
Euro Stars Primary French as a resource alongside KS2 National Framework for Languages.

Foundation Stage Planning
Foundation Stage planning will be developed from the curriculum overview and existing planning formats will continue to be used.
- Literacy planning for each week
- Numeracy planning for each week
- Understanding of the World each week
- Expressive Arts and Design each week
- Physical Development using the medium term plans
- PSED and Communication & Language are an integral part of all curriculum areas and are therefore embedded within the above five planning documents.

Curriculum Newsletter
At the start of each new unit a newsletter will be sent home informing each family of the intended learning within the theme. Learning opportunities for families to assist their children with to enhance the theme and to maximise the learning potential.

Pupil’s Work (Years 1 – 6)
Each child will work in their own individual learning journal. All theme-based work plus literacy-linked work will be evidenced in this way.

Pupil’s Work (Foundation Stage)
Observations of children are made with use of online learning journey app Tapestry. Tapestry enables staff to link observations to development matters statements which records progress made. Each child has an online learning journey made up of photos, videos and notes.

CURRICULUM MONITORING AND EVALUATION
Regular curriculum evaluation will take place and will focus on planning, pupil’s work in exercise books and learning journals, discussion with pupils, displays, literacy links and AFL data.