

## Curriculum Intent



Our intent is to create an engaging and carefully-sequenced curriculum where children can build on and revisit their prior learning in order to develop their understanding of all areas of the National Curriculum. Progression of learning and vocabulary is mapped out in all subjects and, where appropriate, links are made between different subjects, themes and topics including those studied in previous years.

Within the curriculum we incorporate regular opportunities for the children to retrieve and use or share their knowledge and vocabulary, to support the retention of key facts, concepts and skills.

The intention is that by the end of their journey through the school, our children will have revisited key knowledge, skills and concepts on a number of occasions deepening their understanding of what they have learnt, and reinforcing connections with existing knowledge.

## Curriculum Implementation



### Organisation

Our curriculum is organised into three or four units per year group. Each unit is predominantly based on an area of the history, geography or science curriculum or a combination of these. Relevant aspects of other subjects are also taught within the units, where appropriate, to broaden and enrich the learning.

Within each unit, the content builds upon previously learnt material, consolidating understanding and helping to increase the likelihood of children learning more and remembering more of the key skills and knowledge they encounter.

Some subjects such as PE and RE sometimes remain outside the units and are taught discretely unless there is a meaningful link.

The progression through subjects can be seen in the [Intent and Progression documents](#), within the website page for each subject.

Our full range of units can be found on the [Whole School Curriculum Map](#) and the [Class Curriculum Maps](#).

## Knowledge – key themes

As explained above, the knowledge content of each unit is progressively planned so that it revisits previous learning. Key themes have been identified in each curriculum area, so that as children move through the school they can make meaningful connections with prior learning and build upon the skills and knowledge they have already acquired.

These themes can be found in our [Progression of Themes](#) documents within the website page for each subject.

## Unit Overviews

Unit overview documents have been created to support the planning of each unit. They summarise the key knowledge for the driving subjects for each unit and also identify prior learning. Teachers use this information to help the children make links to their prior learning.

The unit overview documents capture all the learning points that children are expected to learn over the course of the unit. They also list the key vocabulary that should be learnt by children while studying the unit.

Examples of [Unit Overviews](#) for both Key Stages can be found in the [website sections for History and Geography](#).

Simplified unit overviews summarising key knowledge and vocabulary for parents are also available on the website.

## Pedagogy

The delivery of our curriculum is underpinned through a model of 'Quality First Teaching'. Teachers explored Rosenshine's Principles of Instruction (a set of ten simple principles that support high quality teaching and learning) as a framework to help us reflect on and improve our practice. Using these, we have refined our criteria to **six key features of lessons** that we think lead to effective teaching and learning, in all areas of the curriculum. Teachers consider these elements when planning their lessons.

Lesson features	Examples of how this might look in a lesson:
Review of previous learning	multiple choice questions; complete definitions; recall of facts; partner talk; vocabulary explanation, discussion of previous learning (possibly using our ABC model of Agree, Build on, Challenge)
Present new learning	<b>Provide a clear learning focus for the lesson;</b> links to previous 'sticky' learning; incorporate new 'sticky' knowledge / skills / vocabulary
Check for understanding	Questioning (possibly using our ABC model of Agree, Build on, Challenge); check vocabulary; opportunities for partner talk; opportunities to reteach; grouping children; recall activities; correct or address children's misconceptions
Modelling	Teacher to talk through and model their thinking; provide modelled examples; draw attention to excellent practice from other pupils; show the steps needed for success; targeted questioning (ABCs)
Guided practice	Rephrase, recall and repeat; elaborate on knowledge and concepts (ABCs); summarise
Independent practice	Children showcase their new sticky knowledge /skills /vocabulary in independent activities; scaffolds and differentiation are used to ensure as many pupils as possible keep up, rather than needing to catch up.



## Assessment of the Curriculum

Ongoing assessment of knowledge and understanding will be an essential component of our curriculum. This will include regular feedback to help children focus and work on their next steps for development.

Throughout the unit of work, there will be several opportunities for informal and formal assessment:

- Pupils' existing knowledge will be captured at the start of the unit (e.g. on a mind-map) and be revisited during and at the end of each unit to show how new knowledge builds upon and links to what pupils previously knew. This may be captured in the class floor-books as a point of reference.
- At various points during a unit, teachers will take snapshots of what knowledge and vocabulary has been retained and what needs to be revisited. This might be done using a testing app such as Plickers, start of lesson discussions or quizzes.
- At the end of a unit of learning, pupils will have the opportunity to share and apply their understanding by explaining or presenting what they have learnt in order to answer an 'enquiry question'. They may do this in a range of ways, such as presentations, projects, displays, which may sometimes be shared within the class or beyond, for example to other classes, staff, governors or parents.
- At the end of a unit of learning, pupils are also recorded summatively as working towards, at or above the expected standard in each subject.
- Subject leaders will also monitor pupils' knowledge through discussions, book looks and focused questioning, usually three times per year. Link governors will shadow subject leaders to review the effectiveness and outcomes of these monitoring processes, and feed back to the governing body.

Progress and attainment in mathematics and English is assessed at three points during the year, namely towards the end of terms 2, 4 and 6. Data is collected at these assessment points and used to track children's progress and identify ongoing learning needs. In maths and reading, standardised tests are used from Years 2 to 6. In writing, pupils' independent work is assessed against the age-related expectations. In Year 1 all subjects are assessed against age-related expectations. In Reception class, the children's learning is assessed in line with the revised Statutory Framework for Early Years and the Foundation Stage.

Pupils also take statutory assessments in line with DfE requirements in a number of different years: in YR (Baseline and EYFS framework); Y1 (phonics screening); Y2 (Statutory Key Stage 1 assessments); Y4 (multiplication tables check) and Y6 (Statutory Key Stage 2 assessments).

## Curriculum Aims



Within our curriculum we also have three key aims as explained below.

Local Community	Global Citizenship	Effective Communication
<p>It is important to us that our curriculum should provide plentiful opportunities for the children to learn about our local area and community.</p> <p>We want the children to learn about the history, geography and culture of our home town of Thornbury and also of the wider locality, including Bristol and the Severn Vale area.</p> <p>Our aim is to foster in all our children a sense of appreciation and respect for the area and its history, and to promote a shared sense of responsibility, both for the community we belong to and the fascinating places that surround us.</p>	<p>We also believe that it is important for our sense of place in the community to be grounded in a well-developed understanding of the wider world, and an appreciation of countries and cultures beyond our own.</p> <p>We want all our children to appreciate the similarities, differences and inter-connections between different places and people and to respect the enormous diversity that gives the world its richness and variety.</p> <p>Our curriculum is also designed to inspire our children to think about their responsibilities as young global citizens to help protect our wonderful world for future generations.</p>	<p>We believe that by teaching our children to be excellent communicators, we can empower them to improve and succeed in every aspect of their future life and learning.</p> <p>Our aim is to use the full curriculum to expose our children to a broad and varied vocabulary, giving them the words and phrases they need at their disposal to engage meaningfully with others and to express themselves accurately and with clarity.</p> <p>This will be supported by teaching them to agree with, build on and challenge the ideas they encounter on their learning journey and in later life.</p>
<p>When designing our curriculum, we wanted to ensure that these three key aims permeated all areas of learning. Over time we expect that further opportunities to develop and broaden these aims will emerge.</p>		

## **A broad and balanced curriculum that involves and reflects our community**

When implementing our curriculum, a number of key elements enrich and support teaching and learning.

We intend to supplement the curriculum with a wide range of enrichment opportunities. We also appreciate the contribution that community links can make to the children's learning, and we seek to maximise these, in line with our key curriculum aims.

<b>Enrichment Opportunities</b>	<b>A Community of people who help us</b>	<b>Community Links</b>
<ul style="list-style-type: none"><li>Class trips and experience days</li><li>Visitors</li><li>Curriculum days or weeks</li><li>Maths days</li><li>Bike-ability</li><li>Learn to scooter</li><li>Theatre trips / pantomime visits</li><li>Summer serenade</li><li>School camp</li><li>Life skills trip</li><li>Outdoor learning days (woodlands)</li><li>Local area visits</li><li>Extra-curricular activities</li><li>Eco-schools</li></ul>	<ul style="list-style-type: none"><li>School governors</li><li>Friends of Manorbrook</li><li>Parents and families</li><li>Reading buddies</li><li>Volunteers</li><li>Educational psychologist</li><li>School nurse</li><li>Sports coaches</li><li>Compass liaison officer</li><li>Peripatetic music teachers</li><li>Physiotherapists</li><li>Access and response team</li><li>Community police officer</li></ul>	<ul style="list-style-type: none"><li>'Thank you tea' for helpers</li><li>End of year play</li><li>Infant nativity</li><li>Carols by candlelight</li><li>Charity sales</li><li>Summer and Christmas fayre</li><li>Berkeley show</li><li>Thornbury in bloom</li><li>Charity of the year</li><li>Scarecrow trail</li><li>Bookshop visits</li><li>Youth speaks Thornbury</li><li>Walk to school</li><li>Acholi people link - Uganda</li></ul>