



## Curriculum Design Statement: intent, implementation, impact

### Our Vision:

Jesus said: 'I have come that they may have *life* and have it to the full.' John 10:10

Promoting *life-long* learning  
Exploring *life-enhancing* faith

Developing *life-giving* relationships  
Inspiring *life-enriching* aspiration

### Our Core Values:

**honesty, courtesy, kindness, perseverance and respect**

### Intent:

The breadth of our curriculum is designed to fulfil our vision and values as follows:

- 1) To provide a coherent, structured academic and non-academic curriculum that leads to sustained mastery for all and the opportunity to achieve a greater depth of understanding where possible- (*Life- long learning and life enriching aspiration*)
- 2) To provide a rich 'cultural capital' (*Life- long learning and life enriching aspiration*)
- 3) To give pupils appropriate experiences to develop as confident, spiritual and responsible citizens (*Life-enhancing faith and life-giving relationships*)

**Our curriculum drivers** are simply our 4 vision statements which underpin all we do in school across the whole of our curriculum. Our school rules of Be Ready; Be Respectful; Be Safe support our pupils in living out our vision and upholding our values; our curriculum content including our academic and non- academic provision, extra- curricular opportunities and our collective worship and assembly times all have their own part to play in the fulfilment of our vision as detailed below:

Implementation: See the ABC of curriculum

**Impact:** At each key transition point in their learning, the vast majority of pupils will have sustained mastery of the content; some pupils will have a greater depth of understanding.

The vast majority of pupils will be able to demonstrate how our vision has positively impacted on their relationships, aspirations and understanding of faith and will be ready to embrace the next step of life- long learning.

## The ABC of our Curriculum Structure

- A) Curriculum breadth: the key knowledge, skills and standards also providing cultural capital
- B) Threshold concepts: the key aspects of each subject chosen to build conceptual understanding within subjects and are repeated many times
- C) Progression of learning: the stages of understanding from basic, advancing and deep

A	<p>Early Years Foundation Stage Nursery &amp; Reception</p> <p>Securing Early Learning Goals and Characteristics of Effective Learning</p>	<p>Curriculum breadth for Years 1 &amp; 2</p> <p>Securing identified skills &amp; knowledge for Key Stage 1 recapping and building on EYFS as required.</p>	<p>Curriculum breadth for Years 3 &amp; 4</p> <p>Securing identified skills &amp; knowledge for year groups, consolidating KS1 material</p>	<p>Curriculum breadth for Years 5 &amp; 6</p> <p>Securing identified skills &amp; knowledge for year groups and consolidating learning to date.</p>
B	<p><b>Threshold Concepts</b></p>			
C	<p>The focus is on securing mastery of concepts within long term learning for application across a range of contexts. All pupils are afforded the same opportunities to reach this stage but may require different scaffolding to achieve the same outcome and some may take longer to secure their learning. Equally, for some children, mastery will be more quickly attained and opportunities to take their learning to a deeper level are sought. We want to answer the questions: 'How well are pupils coping with the curriculum' &amp; 'How well are they retaining previously taught content?'</p>			
	<p><b>Subject specific curriculum design:</b></p> <p><b>English:</b> Our curriculum is planned to follow the requirements of each year group as set out in the National curriculum. A variety of texts and resources are used to meet the needs of our children and where possible have been selected to best support the context of foundation subject knowledge taught in that term in History, Geography or Science but our primary concern is the quality of the text to support the relevant reading and writing objectives.</p> <p><b>Phonics and Reading:</b> We use Letters and Sounds supported by Phonics Bug materials in the teaching of phonics. Bug Club is the core reading scheme supplemented by various additional quality scheme books and library books.</p> <p><b>Maths:</b> We use White Rose as the starting point for order of teaching of the small steps for fluency, varied fluency, problem solving and reasoning, supported by Power Maths text books and a variety of additional resources including Times Tables Rock Stars.</p> <p><b>All other subjects:</b> We use Chris Quigley's Essentials Curriculum as the starting point for essential skills and 'threshold concepts' and then tailor this to meet the needs of our children and to support our school's own curriculum drivers. We also agree key facts and skills that we feel all pupils should have acquired and retained by the time they leave us in Y6.</p>			

**Experiences and Development of Cultural Capital:**

A wide range of experiences carefully planned into the curriculum to ensure:

- first hand exploration where practical of the school grounds, the wider community, county, and key places of interest beyond our local area
- appreciation of differences and diversity locally, nationally and internationally
- exposure to subject experts to support content delivery and raise aspiration
- application of English and maths skills across the curriculum
- pupils develop as confident speakers and listeners with an awareness of audience
- pupils develop age appropriate independence
- pupils develop effective teamwork
- pupils are safe and effective use of technology to support learning and life skills
- support for PSHE curriculum including relationships education