



Curriculum Introduction

Introduction

“a proper curriculum, grounded in knowledge, concepts and overarching ideas of individual subjects is an entitlement for all children”

The Curriculum: Gallimaufry to Coherence Mary Myatt (June 2018)

“Teachers need to focus on their core role: designing the curriculum, sequencing knowledge, and ensuring learning. The substance of education is the curriculum: early literacy, language, and numeracy alongside a broad and balanced curriculum to impart knowledge”

Chief Inspector’s Annual Report Amanda Spielman (2018)

“By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development”

United Nations Sustainable Development Goal 4.7

This curriculum is inclusive and has been designed to meet the needs of all children at Littlecoates Primary Academy.

The rationale articulates the purpose and intent of the curriculum, fortified with a range of clearly identified broader experiences.

The content is arranged into a sequence of subject-led micro-projects, which are designed to ensure progression of knowledge and skills from year to year.

It is aligned with the national curriculum but strategic decisions have been made about how it is covered and in what depth to achieve breadth and balance, and to reflect the school’s values and context.

All teachers and teaching assistants have contributed to every aspect of the curriculum’s design from its inception in September 2018. Other stakeholders, including the school’s governors, children and families have been consulted at key points in the process.

The implementation of the curriculum and its impact on children in developing knowledge and skills across all subjects will be assessed for effectiveness as part of an ongoing cycle of monitoring and review.

Rationale

In our curriculum:

- knowledge and skills are valued equally

We believe knowledge and skills should be developed alongside each other. Knowledge is empowering, part of identity and one of the principal ways of making sense of the world and acting upon it. Knowledge is often the starting point for enquiry and investigation. Equally, we are concerned with developing skills that enable our children to be fluent learners and critical thinkers, not simply repositories of facts.

- **communication, including reading take centre stage**

We recognise one of our biggest challenges is to overcome the language deprivation experienced by many of our children beyond the school environment, which results in some children being unable to speak clearly or compose sentences of more than a few words. Therefore, our curriculum prioritises the development of oral communication skills, including the acquisition of a wide vocabulary. In tandem with this, we prioritise reading, as the key to unlocking learning in most subjects. Our focus on reading extends beyond the teaching of proficient technical skills, to promote the value of reading as a joy in its own right, as well as a learning tool.

Our curriculum is:

- Broad and balanced

Whilst priority is given to English and Maths, we believe that all our pupils should be given the opportunity to shine in a wide range of subjects. Therefore, each subject is allocated time to be the lead subject in a topic. We ensure that the curriculum content is both wide-ranging and aspirational, and addresses the specific needs of our pupils, with opportunities to build on prior knowledge and skills.

- **Tailored to meet the needs of our pupils**

We find that many of our children have limited access to positive learning experiences outside school, including those that develop key life-skills and healthy citizenship. Our curriculum is designed to overcome these barriers in as many ways as possible. By tailoring our curriculum, we aim to ensure the mental, physical, social and emotional well-being of our pupils and provide them with the skills they need to live a healthy and independent life as effective members of their community.

- Challenging and engaging

We are aware that some of our children have limited contact with aspirational and ambitious role models. Therefore, it is essential that we motivate our children to aim high through a challenging and engaging curriculum, which is accessible to all, and provide opportunities for them to meet inspiring individuals.

Our curriculum is designed to:

- **Provide a wide variety of quality learning experiences**

We find that some of our children are missing a broad range of experiences to draw upon in their learning. It is essential that both in and out of the classroom, we create opportunities for them to engage with the world around them so that their learning is meaningful and enhanced.

- **Make the most of our environment**

We are lucky to have a school site with a substantial outdoor area, including many natural environments. Through our curriculum we are committed to using the whole site for teaching and learning, with an emphasis on promoting the importance of respecting the environment and learning how to care for it.

- Promote social, moral, spiritual and cultural values

Some of our children face difficult and challenging circumstances in their daily lives outside school, and often witness values we are compelled to challenge at school. Through our curriculum we aim to develop happy, tolerant and friendly children, who are aware of their place in the wider world and their responsibility to contribute positively to it.

- Develop confidence, independence and resilience

We want our children to enjoy learning and approach new challenges with a positive frame of mind. We recognise the importance of our children developing positive growth mindsets in order to be successful learners. Our curriculum encourages children not to fear failure but to embrace it as part of learning. We celebrate effort, determination and a 'can do' spirit. As the children progress through each year group we have strategies in place to ensure they become more independent in their learning.

- Link and embed knowledge and skills

Our curriculum is subject-based but it also ensures that natural links between subjects are exploited with opportunities for children to transfer knowledge and skills. The curriculum is designed to enable children to embed their knowledge and skills by revisiting areas of learning and building on them.

Broader experiences

As part of a stimulating, exciting, broad and balanced curriculum we believe children at Littlecoates should experience:

- Take part in educational visits, including residentials
- Join after-school clubs
- Perform in front of an audience
- Represent the school e.g. at sport
- Get a free PE kit every year
- Enjoy play times with lots of fun equipment
- Swap books for free
- Buy new books for £1 or less
- Use the library every week
- Learn a musical instrument
- Stand/vote in an election
- Follow current affairs
- Watch live theatre
- Have a free breakfast every day
- Get trained in first aid
- Pass cycling proficiency
- Meet inspirational visitors
- Learn to cook
- Learn to grow vegetables and plants
- Learn to swim
- Enjoy free fruit at play time
- Visit a secondary school and a university
- Participate in fund-raising events
- Graduate at the end of each key stage

This list is not exhaustive or in any particular order, but it picks out some of the key entitlements we are determined to provide for our children.