



## Curriculum rationale

### Intent

- Provide a broad and balanced education that meets the needs of all pupils
- Gives all children the rich knowledge, understanding and skills they need to be prepared for their future learning and life
- Ensures that academic success, creativity, problem solving, responsibility, resilience, physical development, well-being and mental health are key elements to support and develop the whole child
- Promotes a positive attitude to learning that motivates and inspires children so that they flourish and thrive
- Celebrates the diversity and cultural wealth of the wider community and world, empowering pupils to develop their identity as national, European and global citizens.
- Supports and actively develops the pupils' spiritual, moral, social and cultural development
- Is contextual and relevant to our school's Christian character with a shared consideration for the wider community

### Curriculum Statement

At Brenzett CEP we offer a curriculum which is broad and balanced that builds on the knowledge, understanding and skills of all children, whatever their starting points, as they progress through each Key Stage. The curriculum incorporates the statutory requirements of the National Curriculum 2014 and other experiences and opportunities which best meet the learning and developmental needs of the pupils in our school. The aim of our curriculum is for pupils to have a knowledge rich base, be successful, independent and motivated learners in readiness for their next stage of education. It is important that the curriculum considers the development of the whole child not only concentrating on academic success. We want our children to experience a wider curriculum in abundance, ready to embrace the next chapter in their life story.

Pupils work towards their early learning goals in reception, moving on, when secure, to the national curriculum. All children have daily, synthetic phonics throughout this period and beyond. Children learn the English alphabetic code: first they learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes. We offer daily Supported Reading in EYFS and children move on to RWI books that are linked directly to their phonic knowledge. Once children have completed the RWI programme they move onto a leveled reading scheme in KS1 and lower KS2 alongside Reading Plus and when ready children become free readers. This forms the basis of our teaching of reading across the school.

The National Curriculum is delivered using a subject specific approach and assessed using Knowledge Organiser outcomes as a basis to ensure coverage and progression throughout the school. The main focus is on knowledge, transferable skills and rich vocabulary. The more-able are challenged further in their learning and children who find aspects of their learning more difficult are appropriately supported so that they too are enabled to experience success. National and School requirements are mapped out as a whole school and then individual year groups have a bespoke curriculum to ensure tangible links are made as they progress through the school. Knowledge organisers are used in all subjects so that pupils can be confident about the

key substantive and disciplinary knowledge as well as the vocabulary they need to remember, and they have a clear understanding of expectations through direct instruction, modelled examples and frequent practice.

The curriculum is underpinned by the school's Core Values (Friendship, Respect, Gratitude, Community and Resilience) and these, as well as an understanding of the core values of our society, are taught on their own and through other areas of the curriculum, including Collective Worship. We want our children to be able to find common ground with people from all walks of life and to ask questions to deepen their understanding of the wider world so the spiritual, moral, social and cultural development of our pupils is woven throughout the curriculum and is also included in our Forest School Ethos.

The English curriculum is taught through high quality books and creative teaching approaches. This approach aims to engage and motivate children in their literacy learning. It also enables children to deepen their understanding of texts and to develop a passion for reading whilst providing a meaningful context for writing. The mathematics curriculum is currently delivered through a framework 'White Rose Scheme of Work.' From September 2018 we have followed the White Rose planning schedule. We are currently developing a teaching for mastery curriculum which enables children to develop their reasoning, investigative and problem solving skills. These subjects are taught in mixed ability groups in Key Stage 1 and Lower Key Stage 2 but there is targeted ability grouping in Upper Key Stage 2. In all year groups there are small group interventions in order to support pupils in gaining the key skills to become successful readers, writers and mathematicians.

Teachers teach music, PSHE, art and physical education. All subject leaders are given training and opportunities to keep developing their own subject knowledge, skills and understanding so they can support curriculum development and their colleagues throughout the school. Theme weeks, whole school activities and opportunities within and outside school all enrich and develop the children's learning. After school clubs and events extend these opportunities further. Additional whole school programmes and approaches support quality teaching and learning and the school is well resourced in terms of learning materials, books and technology.

The outdoor environment and the local community are considered an opportunity for essential holistic development and active learning for all our pupils. The school grounds have been developed so they can enrich different curriculum areas, and we enjoy the benefits of trim trails, an on-site Forest School, pond area and mud kitchen. At play time the children have opportunities to experience a range of outdoor play and learning experiences including creative play, dressing-up, fantasy play, wheeled areas, den-building, drama and a range of sports. This provision encourages the development and strengthening of vital life skills including resilience, communication, problem solving and emotional regulation as well as improving pupil well-being and mental health. We fully embrace the surrounding resources and utilise our vast outdoor space fully.

Pupils have opportunities to share their learning with each other, their parents and carers and other learners. This is achieved through school-based and external exhibitions, open classroom opportunities, workshops, performances, competitions and events involving other schools. Developing their independence and motivation as learners, our school prepares our pupils for moving on to secondary school and for leading their lives as citizens in modern Britain.