

The Curriculum at Fallings Park Primary

Intent

Our Curriculum fulfils our mission statement: *'To Learn Today for Tomorrow's Success'*. Our curriculum provides a purpose and relevance for learning, to build knowledge and skills for our children's future. We want children to thrive within and contribute to their community and wider society.

We believe that the wider range of opportunities we offer our children, the more intense will be their motivations and the richer their experiences. We must widen the range of topics and goals, the types of situations we offer and their degree of structure, the kinds and combinations of resources and materials, and the possible interactions with things, peers and adults in the school community and beyond.

We believe in removing barriers to learning to enable all children to participate in a wide-ranging curriculum where they can show engagement and achievement. We intend to develop knowledge of the wider world and its opportunities, increase cultural capital and raise aspiration in pupils.

Our curriculum is bespoke to the needs of the children within the Low Hill community. Our school is a beacon for the community and is a large part of our children's life. Our community is strong and close knit. Our children have natural curiosity, they come to school eager and wanting to learn.

We intend for our children to be:

- *Healthy* both physically and emotionally
- *Resilient* and able to take risks, accept challenge and overcome adversity
- *Articulate* and able to speak, listen, read and write fluently
- *Caring* with an awareness of the diversity, spirituality and needs of others.
- *Aspirational* with knowledge of available opportunities and goals in life

These intentions will be expressed through our curriculum, our School Values and our Learning Behaviours.

School Values

Be healthy and safe

Work hard and be proud

Respect and consider others

Behave well and be kind

Learning Behaviours

In it to win it

Positive, Attentive, Team and Curiosity

Be Prepared

Organisation, Planning, Resourceful and Imaginative

Stick At It

Resilience, Determination, Flexibility, Reliability

Go the Extra Mile

Challenge, Create, Aspire and Ambition

Implementation

Children should have equal access to a broad and balanced curriculum.

On their journey through Fallings Park, children will make connections and build on prior learning. We provide first hand learning experiences to allow children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Our curriculum provides pupils with memorable, diverse and rich experiences, from which they can acquire knowledge and develop a range of transferable skills.

We teach our children that all learning is linked and occurs everywhere at all times. This is why we aim to match our Learn Together topics with English, Maths, PSHE, PE and Science. The curriculum is further linked through assemblies, extra-curricular activities, a personal development programme, and parental engagement.

We plan cross-curricular Learn Together topics each half term with visits including residentials, visitors and extra-curricular activities to enable our children to make connections in their learning and acquire a deep understanding.

Curriculum Offer

When accessing our curriculum, every child in school will :

- Experience six different learning areas (one every half-term) in our Learn Together curriculum.
- Have the opportunity to experience a visit outside of school or a visitor to school, in each of these learning areas.
- Showcase their learning to an audience of peers in a variety of different year groups.
- Present their learning to their parents in our Learn Together session.
- Access cross-curricular lessons to enable them to build and master skills in different contexts.

Our cornerstones curriculum identifies four main areas of connectivity. These four strands articulate the design and rigour of our curriculum and understand what is being taught as well as when and how.

Early Years Foundation Stage

The Early Years Foundation Stage includes nursery and reception. Children experience a broad and balanced curriculum based around three prime areas of learning:

Personal, social and emotional development
Communication and language
Physical development

There are also four specific areas of learning:

Literacy
Mathematics
Understanding the world
Expressive arts and design

Learning at this stage is very active and 'hands on' involving carefully planned and structured play opportunities that allow the children to become independent and learn in a way that is effective and appropriate for them. During their time in the Reception class children are assessed against the Early Years Foundation Stage Profile. This aids teachers

in their assessment of each child's developmental stage and helps staff plan their work effectively and track children's individual progress.

Years 1 to 6

Teachers plan engaging learning opportunities, matched to the relative starting points of all pupils to provide them with challenge and progression. Curriculum Overviews show what each year group delivers. The four stages of implementation are:

Engage, Develop, Innovate, Express

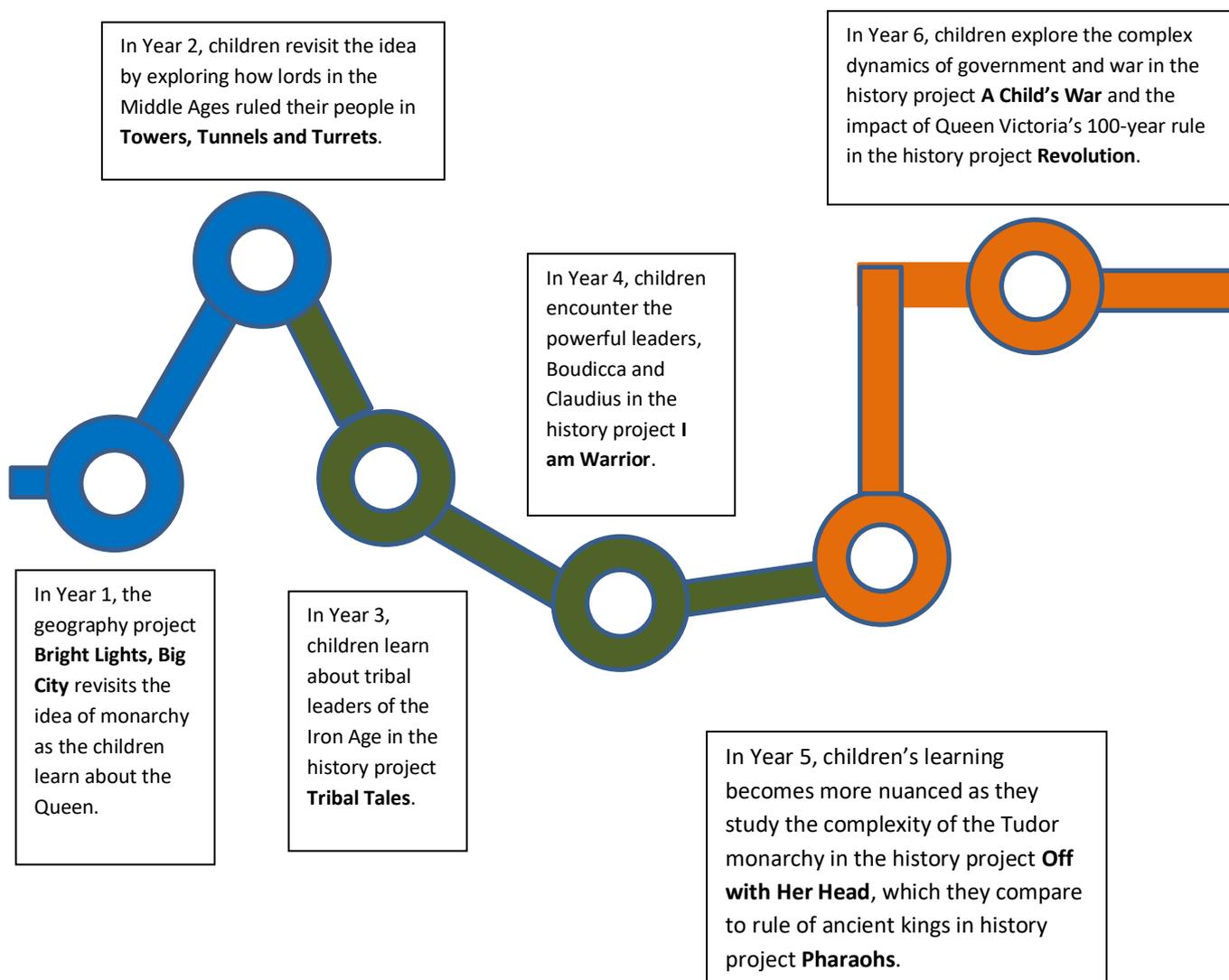
Our curriculum strives to develop reflective and independent learners. The use of success criteria in all lessons allows children to reflect on their learning and recognise what they need to do next to move on in their learning journey.

This is also supported by daily personalised marking and feedback from class teachers.

First Thread - Big Ideas

These are universal themes that help children make broader connections across all year groups and transcend all subjects. Over time, these big ideas work together to deepen children's understanding of broader themes across the curriculum, and are revisited time and time again in different contexts. As children repeatedly revisit these big ideas, associated knowledge is more likely to be remembered and, as children gain deeper understanding, they begin to discover subtle shades of meaning within each big idea.

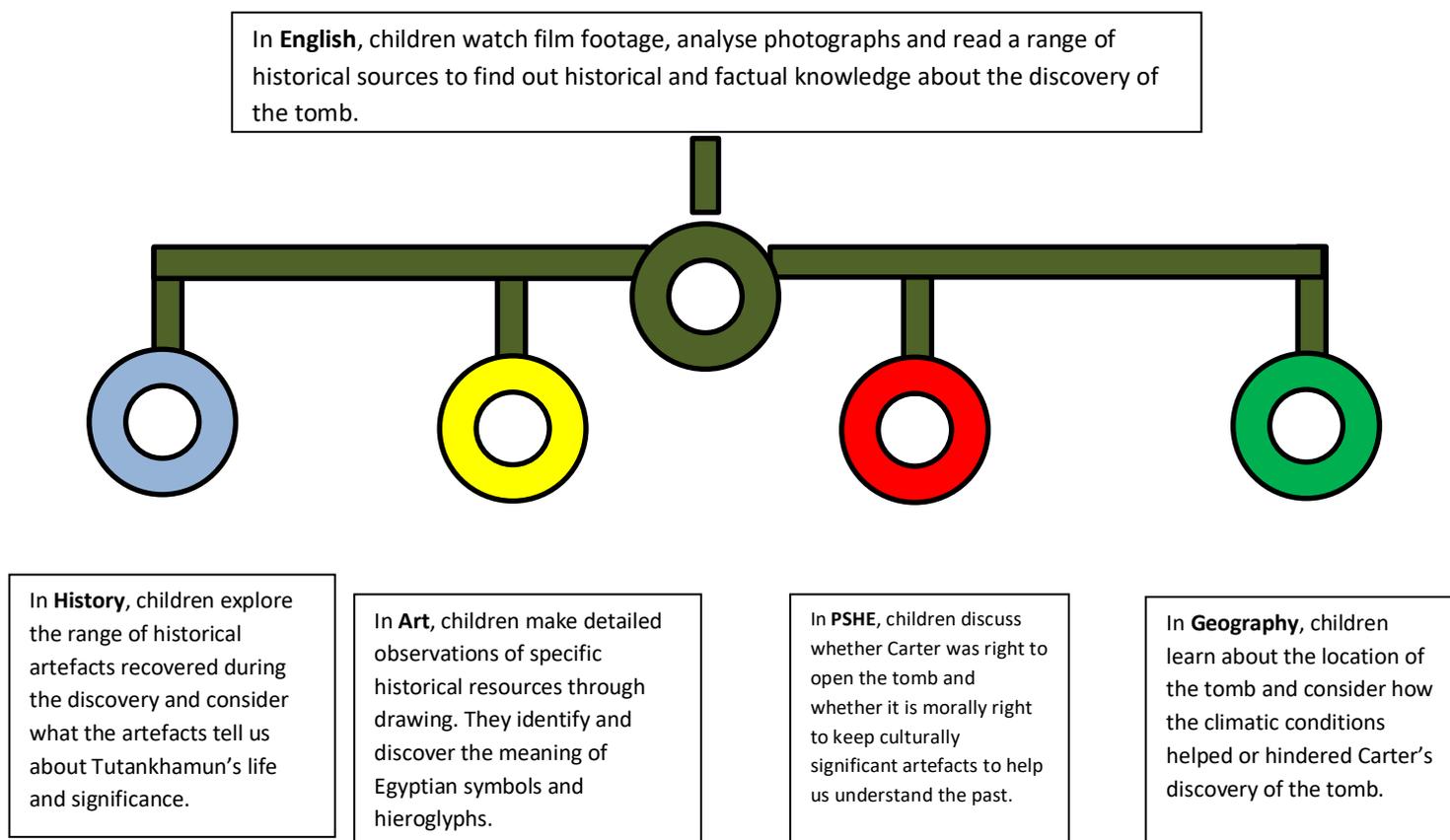
Example: Big Idea of 'humanity'



Second Thread – Subject to Subject Links

These links are the most visible links in the Cornerstones curriculum and frequently occur between foundation subjects and between foundation and core subjects. They allow our children to learn about something through a variety of different subject lenses.

Example: Year 5 – The discovery of Tutankhamun’s tomb by Howard Carter



Third Thread – Pedagogical Links

These are the connections between what we teach and how we teach it. Our curriculum fosters a creative pedagogy which enables us to make connections, reinterpret knowledge and apply learning in a range of contexts. Pedagogical links ensure that skills and knowledge are taught in consistent ways across the curriculum and between year groups. Therefore, skills and knowledge can be introduced, explored more deeply, used in problem-solving and innovative scenarios and reflected upon and evaluated.

Fourth Thread – Concept Links

These are the dominant concepts within a subject that are frequently encountered vertically within each year group and horizontally across year groups.

Example: The concept of ‘Significance’

Taking the concept of ‘Significance’ in Year 1, we can see how this is revisited over the course of the year in a range of contexts. These links are purposely constructed within a subject so that, over the years, they are encountered again and again. The concepts are not only practiced for the duration of a particular project, as our curriculum also provides planned opportunities to revisit each concept in subsequent projects and year groups. We also see this in Year 6.

Year Group: 1 **Subject: History Aspect: Significance**

Project	Context
Memory Box	Significant people in their own family
Moon Zoom!	Significant historical figure – Neil Armstrong
Bright Lights, Big City	Significant people – Royal Family
Dinosaur Planet	Significant events – extinction of the dinosaurs
Splendid Skies	Significant people and inventions - Sir Francis Beaufort, the Beaufort Scale

Year Group: 6 **Subject: History Aspect: Significance**

Project	Context
Revolution	Significant people – Queen Victoria, William Morris Significant events – Industrial Revolution
Hola Mexico!	Significant culture – Maya civilisation
A Child's War	Significant events and people – Second World War, Adolf Hitler, Winston Churchill

Impact

Our curriculum has an ambition for high achievement of all learners irrespective of their starting points. Each curriculum subject provides pupils with the opportunity to develop their learning to a greater depth. When assessing children we consider:

- Knowledge and understanding of each curriculum area
- Capabilities and the application of skills
- Specific attitudes, motivations and dispositions in a learner

Milestones

We identify progress milestones across the key stages for our foundation subjects. Teachers use these as a working document to support their planning through the year. This enables them to make teacher attainment judgements about children who have met, not met or exceeded the expected standard for each year group. This happens on a termly basis. Where appropriate, children may be made aware of a specific milestone they are working towards.

Progress milestones are identified at the planning stage. Teachers note progress towards these milestones. Leaders use the progress milestones when looking at books, talking to children or observing lessons. Teachers regularly feedback to children through the use of our marking policy. This information builds up a detailed picture for each child which enables effective planning, differentiation and informs interventions throughout the year. This process ensures that pupils' learning is moving forwards and teaching is tailored to the needs of the pupil.

Foundation subjects are an opportunity for children to show learning at a greater depth. For example, children who are taught the features of a diary entry in English may be tasked to write another diary entry with a curricular context at a later time (e.g. an extract by Pliny the Younger as he views Mount Vesuvius erupting in the Bay of Naples). It is the development and application of these skills across a range of different contexts that promote mastery.

We use visits and visitors to provide experiential learning to develop knowledge and apply new skills. Children's work is of a higher standard when the child is able to talk about these experiences and apply them in writing. Workbooks contain recounts of visits and writing is more detailed and content-rich where new knowledge has been gained. Displays around school document learning in a variety of environments.

Sex and Relationship Education

Sex and Relationship Education (SRE) at Fallings Park Primary School takes account of the following: A concern for relationships with other people, including parents, friends and family. Knowledge of how the human body works, changes and develops. Values, safety and self-esteem.

All staff take responsibility for teaching SRE and they address issues and answer questions as and when necessary with sensitivity and care. Aspects of sex education will be taught through our science and PSHE/C programmes and it will not be approached as an isolated subject. Correct and appropriate vocabulary will always be used. At Key Stage 1 children will explore feelings, friendships, families, caring, keeping safe, the body at the beginning of life, ageing and changes, loss and mourning. At Key Stage 2 in addition to the above, children will learn about parts of the body and how these work. In year 5 we explain to them what happens to their bodies during puberty and in year 6 this theme is continued alongside study on relationships and responsibility. The school uses materials written by education and health professionals in Wolverhampton and is based on government good practice guidance.

If a parent wishes their child to be withdrawn from the programme they should discuss this with the Headteacher.

Drug Education

During their time at Fallings Park Primary School, a child will learn how to keep safe in the home, where substances – e.g., medicines, cleaning agents – may be kept. As children get older, children learn about the dangers of cigarettes, alcohol and illegal drug abuse. They will also learn about people who keep us safe, safety in the environment and how to make decisions in a range of social situations and settings and the consequences of their actions.

All instances of the use of tobacco and alcohol, misuse of gases and solvents and the use of other drugs by pupils will be treated as drug related incidents by this school and we would wish to inform the parents immediately. The school co-operates with the police as much as possible and will work with our police liaison officer in an appropriate manner.