

# WEMBROOK PRIMARY SCHOOL

## CURRICULUM INTENT

### Context of Wembrook Primary School

At Wembrook Primary we recognise the wide social and economic backgrounds of our community. The school catchment area covers a wide area comprising of council, housing association and privately owned houses.

The Index of Multiple Deprivation informs us that 25% of our pupils live in the highest 10% most deprived SOA's

nationally, with 55% of our pupils living in the top 30% most deprived SOA's nationally (May 2019).



We recognise that our children need both a sense of valuing themselves and developing aspirations for their future and for their community. We are passionate that all children realise and know about the **wonder** of the world and that they can play an active and positive part in. To do this, not only do we strive for children to 'Believe and Achieve' but ensure that our children are equipped with a wealth of skills to support them to do this.

### CURRICULUM INTENT: Statement

At Wembrook Primary School our curriculum is designed to inspire enthusiasm for learning, to ensure achievement and to support pupil well-being and happiness. We provide first hand learning experiences that allow children to develop interpersonal skills and build resilience. Our cross-curricular approach enables our children to make meaningful links with their learning. We celebrate our own special school identity through the unique experiences that our curriculum provides. We have developed a rich and varied menu of enhancement opportunities to engage learning and recognise individuality.

Our curriculum enables us to build strong relationships, celebrate diversity, encourage respect and build a sense of community. It provides and acknowledges success for all children, in all aspects of their development and it recognises, encourages and celebrates all types of talent.

Positive behaviour management, PSHE lessons and assemblies promote positive attitudes which reflect the values and skills needed for future learning and success. Teamwork and responsibility are an essential part of our curriculum and we enable children to take on key roles, becoming involved in the community, by learning new skills and enabling them to take an active part in events throughout the year.

We endeavour to ensure that all children leave Wembrook Primary School with a sense of belonging and are proud that they have developed the confidence and skills needed to be learners for life.

Wembrook engages learning using a variety of resources including the Early Years Outcomes, National Curriculum Statutory guidance, Jolly Phonics and Letters and Sounds and White Rose Maths.

### Cultural Capital



Cultural capital is the essential knowledge that children need to prepare them for their future success. The school positively promotes this by ensuring the curriculum is rich in activities, visits and experiences. Apart from the usual high quality learning experiences the school especially tries to provide unique experiences which become part of the Wembrook Way. In recent years this has included; Gifted and Talented visits to an Art Gallery, Kayaking qualification achieved over six Saturday mornings, Sunday morning woodcraft activities at a local country park for pupils and families and a Brazilian Carnival that was attended by over 2000 people in the centre of Nuneaton town.

## Early Years Outcomes and National Curriculum Values and Theme Based Learning-

We firmly believe that topics fire the imagination and are a great starting point to learn new things. Both Nursery and Reception plan topics that we feel will stimulate, excite and bring new learning opportunities for the children. For example Reception's topic on 'Bears' included all 90 children going to watch 'We're Going on a Bear Hunt at Birmingham Town Hall. Topic planning is always flexible to ensure we also follow the children's interests, school themes and local or national events e.g. World Book Day. Every half term (and occasionally termly) staff plan the next topic, and arrange visits and visitors that will enhance the learning. Staff plan in more detail on a weekly basis using their daily notes, observations and interactions with children to inform where the learning journey should move to next.

Both the Nursery and Reception follow the curriculum guidelines outlined in the Early Years Foundation Stage (EYFS) document, which is available from the school office or to download at

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/596629/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)



Learning through play is an essential part of our Early Years' classrooms. We believe that children learn best through a play based curriculum which interests and inspires them. Play gives our children the opportunity to pursue their own interests and provides opportunities for children to practise skills, build upon and revisit prior learning and experiences at their own level and pace. Through play children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Experiences are carefully planned through adult directed activities, supported play and following independent interest from the children. This ensures children are engaged and ready to progress in their learning.

### Maths-

In our Maths curriculum, we ensure that pupils become fluent in the fundamentals of Mathematics. Within lessons, children are given lots of opportunities to reason mathematically to help develop their skills and understanding. They are taught to recognise patterns and make connections in order to solve a range of Mathematical problems. These skills are embedded within Maths lessons consistently over time. We are committed in ensuring that all children have a secure and confident grasp of mathematics to develop their knowledge and skills in preparation for their adult lives.

As a school, we use White Rose Maths as the basis for our curriculum however, other resources are used to enhance the teaching and learning of Maths. These include NRICH, Classroom Secrets, NCETM and Number Blocks in the Early Years. 'Times Table Rockstars' is used by Year 2 (Starting in the Spring Term) and Key Stage 2 to help children become more confident when recalling multiplication and division calculations.

Teacher's high expectations help the children to realise that they are capable of achieving high standards in Mathematics. The majority of the children progress through the curriculum at the same pace and those children that are struggling are well supported in lessons. Differentiation is achieved by deepening knowledge and understanding for the more able or through individual support and intervention for children that need extra help and time. Children are presented with a variety of models and images and are encouraged to use a variety of mathematical equipment and resources to help support and develop their learning.

### English

We have designed an innovative English curriculum which enables and empowers children's written and oral communication and creativity. Throughout the school, reading is prioritised to allow pupils the full access to the curriculum. Children are exposed to high quality texts across the curriculum.

This is supplemented through guided reading in class, time to read for pleasure, whole class shared texts, reading for pleasure library visits, daily discrete phonics lessons, linked writing objectives to foundation subjects to practise skills and ensure all pupils get fair access to their own year group National Curriculum objectives. Alongside being taught the skills of decoding and comprehension through 'Cracking Comprehension' we actively encourage children to think as a reader and discuss their preferences, likes and dislikes.



Spelling, vocabulary and grammar are taught daily throughout the school. We strive to equip children to develop a rich vocabulary which can help them bring their writing to life.

Writing taught is reinforced and rehearsed through a range of exciting stimuli which includes books, artefacts, visitors and real life experiences. Basic skills and non-negotiables underpin writing in all areas of the curriculum. Teachers model the writing process and demonstrate the ambitious high standards expected of all children. Every child is encouraged to be creative and use their imagination.

## **The Wider Curriculum**

### **Geography, History and Science.**

Pupils are taught a curriculum which carefully links knowledge and skills through a sequence of lessons which are planned to maximise learning. Pupils are encouraged to know and remember significant information which is built upon throughout the years. Knowledge organisers are used to support the recall and retention of information and develop vocabulary.

Our Geography curriculum engages children in the study of the wider world, people, places and the environment. Children need to have a knowledge of the world-over as, continents, major countries and cities, social and physical geography, the environment and sustainability

The History curriculum at Wembrook traces British history and the great civilisations of the world. We aim to provide pupils with the knowledge, skills and understanding to appreciate our local history and that of the wider world, including key events and people who contributed to our culture.

Science provides children with the ability to seek an understanding of the world around them through investigations, problem solving and enquiry. Science activities at Wembrook help children develop learning by encouraging their natural curiosity. Carefully planned activities also promote the development of communication skills and creativity where children are able to suggest ideas and put forward theories.

## **RE**

Wembrook is a county community school with a catchment area that provides a rich diversity of cultural and religious backgrounds, including Christians, Muslims, Sikhs and Hindus. Religious Education is planned and delivered in accordance with the Coventry and Warwickshire Agreed Syllabus (2017-2022).

At Wembrook, we aim to enable pupils to develop a knowledge and understanding around a range of religious and worldwide views so that they can: develop a sense of awe and wonder in response to the natural world, be able to express their feelings, reflect upon questions and issues related to life experiences, develop an understanding of what it might mean to be committed to a religious tradition and reflect on their own beliefs and values.

## **PE**

Sport is central to both our curriculum and extra curriculum provision. We believe the pedagogy of PE affects other areas of the curriculum and enhances children's learning, physiologically allowing better learning to happen as well as children learning skills, such as listening, problem solving, team work and resilience.

## Music

Our music curriculum uses 'Charnaga' to support the progressive development of children's skills in areas of musical appreciation (listening and discussing), performing using instruments and their voices, composition and recording and evaluating of musical performances. All children in Year 4 are taught a musical instrument and there are opportunities for children from Year Two onwards to learn a range of string and woodwind instruments. We also encourage children to focus on the work of great musicians for inspiration and exploration.

## Modern Foreign Languages

Our MFL curriculum, using the language scheme 'Rigalo' is designed to progressively develop children's skills in languages, through regular taught lessons. Children progressively acquire, use and apply a bank of vocabulary organised around topics. All of these approaches help to equip our children with the skills to be confident global citizens. The school positively encourages all pupils to attend the residential trip to Paris. To support this many pupils are able to access PPG funding which allows the costs to be greatly reduced.

## Computing

Our computing curriculum is designed to equip children with the skills and understanding to live in a technological world, this includes being able to use a variety of computer software and coding programmes. There is an importance of Online Safety for all year groups.

To positively support computing all pupils from Year Four up have an IPAD which they can use throughout the school day. In addition, pupils who contribute a donation on a monthly basis, are allowed to take their IPAD home where they continue to work or do their homework on them.



## Visits and Visitors

In the curriculum we recognise that children's learning is enhanced by different experiences. We offer children a wide range of educational visits which are used to motivate and engage learners. Focused curriculum weeks such as 'Multi Faith' and 'George Eliot' Week provide a breadth of experience within a subject area, drawing on outside visitors, involvement of parents and developing a sense of curiosity.

## The Future

Although Wembrook pupils are only young we try at every opportunity possible to inspire them to reflect on what they may wish to do when they are older. The school encourages different vocations to visit and talk to the children. Recent visitors have included: Police, Fire Brigade, Prison Officers, Security Management at a local airport and Vets. We also strongly promote further education and have developed close links with Warwick University where many of our children have visited in recent years.

## CURRICULUM IMPLEMENTATION

To ensure pupils acquire the skills and knowledge required we plan tasks and activities which are specifically designed to help pupils remember, record and retrieve knowledge skilfully. We define skills as being a conceptual element within a subject. In History, for example, you need to be skilful with chronology, evidence, critical thinking and connections across the world.

To ensure the taught content is built upon, we have thought very carefully about how pupils record and retrieve their learning. Our pupil's books show the breadth of our curriculum. Teachers assess pupils' progress in skills and knowledge. We use quizzing to assess retention of knowledge and vocabulary as well as being a tool to consolidate the process of remembering.

In summary, we assess formatively every session by:

- Quizzing the growing knowledge and vocabulary acquisition
- Identifying pupil strengths in lessons
- Identifying pupil support in lessons
- Practising subject skills

**Reading is an integral part of the curriculum. Pupils are expected to read, think and write in the wider curriculum.**

## **CURRICULUM IMPACT**

The impact of the curriculum is evident in the outcomes for all pupils.

The school measures impact in various ways:

- The school participates in statutory assessments at the end of Reception, Year Two and Year Six. These findings allow the school to compare results against local, county and national data.
- Formal teacher assessments in the core subjects take place throughout the year. As part of this process the teacher meets with Senior Management to look at progress and to identify what support and developments need to take place over the following term.
- Foundation subjects are measured through pre and post quizzes. This is a new initiative which is being introduced over an 18 month period. The quizzes link to the Knowledge Organisers @ Wembrook.
- Evidence of learning in books.
- Subject Leaders meet with pupils to have a dialogue about their knowledge that they have acquired and retained.
- SMT evaluate the impact of the curriculum by observing lessons, looking at books and talking with pupils. Strengths are shared and areas for development identified and acted upon.

