



## Curriculum Vision Statement



**Vision Statement** ...always striving to be outstanding, transforming the aspirations of a community.

Curriculum Aims	General Ethos	Relating to Self	Relating to others	Managing Learning	Managing Situations
	1. Happy memories 2. Enjoyment and fun 3. Love of learning Friendship and community	1. Self-esteem and confidence 2. Reaching potential Developing a sense of spirituality 3. Being healthy	1. Friendship 2. Understanding relationships 3. Developing relationships 4. Teamwork 5. Global awareness and responsibility 6. Cultural appreciation	1. Improving your own learning and performance 2. Communication 3. Application of number 4. ICT 5. The Arts and sport 6. Thinking skills 7. Creativity and problem solving	1. Managing conflict 2. Managing disappointment 3. Managing time and resources 4. Managing risk and uncertainty
<b>Intent</b>	<b>Aim</b> To help our children achieve the highest possible standard and provide a rich and broad, balanced curriculum. We have developed our spiral curriculum around the enrichment of purposeful visits and activities, designed to enhance vocabulary, build curiosity and engage children with delight and enthusiasm to learn. We seek to help our children develop lively, creative, enquiring minds and provide them with the skills and knowledge which will prepare them for successful, healthy lives in the everchanging world in which they live.			<b>Values we promote</b> British Values Perseverance Making Links Collaboration Managing Distractions Questioning Reflection Resilience Equality Empathy Independence Responsibility Happiness Manners Respect Kindness	
	<b>Approaches to Learning</b> Life Skills Spirituality Leadership Skills Mental Health Health and Wellbeing Emotional Skills Morality Culture Social Skills British Values Community Personal Skills Independent Skills Knowledge				

Implementation	<b>Approaches to learning</b> Highest Learning Expectations Consistent Approach to Teaching and Behaviour Teaching Styles and Resources Meet Pupil's Needs Differentiation Personalised Learning Build on Previous Knowledge Promote a Love for Learning Build on Learning Beyond School Specialist Roles Speech and Language Therapist Inclusion for All								
	Reading	Writing	Maths	Science	PSHEE	Music	Design and Technology	Phonics	SPaG
	Computing	Art and Design	Religious Education	Geography	PE	History	MFL	ICT	SMSC
	<b>Enrichment Days (SMSC) – For enrichment trips and visits please see curriculum maps</b> Aspirations Day Outdoor Classroom Days E-Safety Day Science Days RSPCA and Donkey Sanctuary Visit Sports Tournaments British Royal Marines Band			<b>Sports</b> Swimming Athletics Football Dodgeball Netball Yoga Hockey Gymnastics Meditation Tennis Field Gun Club Specialist PE Coach			<b>Specialist Roles</b> Family Support Advisor Speech and Language Art Teaching School Link Educational Psychologist Learning Mentor Inclusion Teacher/ Therapy Dog MAST School Link CIT School Speech and Language Therapists		
	<b>Needs of Pupils</b> Cognition and Learning Communication and Interaction Social, Emotional and Mental Health Physical disability								
	<b>Interventions</b> Post teaching Lego Therapy Communication, Speech and Language Development Sensory Circuits Emotional Regulation TEACCH Style Approach PECs Colourful Semantics Attachment Support Fine Motor Development Art Therapy Social, including turn taking/Life skills Outdoor Learning Emotional Literacy/ELSA Memory development Nurture groups Problem Solving Handwriting/ Letter Formation Gross Motor Development Comprehension Thinking Skills Reading Comprehension Phonics Maths Keyboard Skills Bereavement Support Transitions Pre-Teaching Phonological Awareness Reading/Decoding Precision Teaching								
	<b>Extra-Curricular Clubs</b> Year 4 and 5 Booster club Football club Multi-Sports club Science/Stem club Netball club Arts Award Ten Torrs Robotics club Hockey club French club History club Nature club Half Marathon club Times Tables Rockstars Change 4 Life club Story-Telling club Book club Ukulele club Singing club Lego club Design and Technology (including Cooking) club Yoga club Field Gun club Just Dance club Paper Crafting club Digital Leaders Mediation club					<b>Community Links</b> Mother's Day Lunch Father's Day Lunch OAP Easter Event OAP Christmas Event Carol Service Walk A Mile FSA Events School Council Events Dementia Friends and Waypoint Visits			

<b>Impact</b>	<b>Standards</b> Children make expected or greater than expected progress, which are set according to their baselines on entry.			<b>Wellbeing</b> Children enjoy learning and coming to school. Their mental health and well-being is supported. They are developing a sense of spirituality, self-esteem and confidence. They know the importance of being healthy. They aspire to reach their potential.			<b>Personal Development</b> Children demonstrate 'Go out into the world and do well and more importantly go out into the world and do good' in and around school. They learn to make the right choices for their safety.		
	Reading, Writing and Maths Data	Culture Capital	Book Scrutinies show Content, Sequence and Progression	Speech and Language Progress	Social Skills	Learning Walks	Prepares Pupils for their Next Steps	<b>Pupil and School Awards</b> SEN Inclusion Award 2018 Outstanding Progress in a Primary School 2018 School of the Year Award The Telegraph Top 1000 Schools 2016- 2017 The Telegraph Top 1000 Schools 2017- 2018 Dementia Friendly Award Artsmark Gold 2019 Educational Visits Award 2019 International School Awards 2018, 2019	
	More Able and Talented Register for Core and Foundation Subjects	Challenging Curriculum	Problem Solving and Extended Writing Across the Curriculum	Closing of Vocabulary Gap	Pupil and Parent Survey	Love for Reading, Writing and Maths	Lesson Observations		