



Halesowen C of E Curriculum

Curriculum Intent

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| <p>STATUTORY REQUIREMENTS AND NON- STATUTORY GUIDANCE</p> | <ul style="list-style-type: none"> • EYFS: - Statutory EYFS framework and Early learning goals. Use of development matters • Key stage 1 and 2: - National Curriculum. • Use of other resources to support teaching and learning- no one single scheme used. Instead use a variety to make curriculum personalised and bespoke to our school. |
| <p>PROVISION</p> | <ul style="list-style-type: none"> • Thematic approach to create Awe, wonder and interest as many children lack real life experiences- make it immersive. • In EYFS- half termly topics planned. Children learn through play and exploration- facilitated by the adult and learning environment. • In key stage 1 and 2 termly units – planned across bubbles of 2 year groups (2 year cycle of learning) Creates a buzz within the bubble of learning- with staff and children able to support each other. • Subjects blocked where appropriate. (time given equivalent to that of the subject being taught weekly) • Cross curricular links seamlessly included to create depth of learning. • Focus on quality first teaching |
| <p>KNOWLEDGE</p> | <ul style="list-style-type: none"> • Knowledge rich curriculum • Focus on depth- dive deeper into key aspects rather than teach lots of things with no knowledge depth • Secure knowledge will allow children to make links to prior learning. • Opportunities to revisit knowledge and focus on retention. |
| <p>SKILLS</p> | <ul style="list-style-type: none"> • Clear skills progression through identified key aspects of the subject. • Opportunities to practise skills in pure “skills” sessions before applying. • Transfer of skills encouraged across different subjects |
| <p>MEANINGFUL START POINTS</p> | <ul style="list-style-type: none"> • Children need to know where subjects exist in “real life” e.g. in careers, interests. • Initial learning should link to the child and their part in the subject in real life. |
| <p>VOCABULARY AND LANGUAGE</p> | <ul style="list-style-type: none"> • High expectations for speech and language development. • Building a bank of subject and topic specific vocabulary – understanding meanings and define words then use in the correct context. • Being able to communicate effectively in the following ways- listening, questioning, inquiry, explaining, comparing, contrasting, justifying, debating and leading. |
| <p>ENRICHMENT OPPORTUNITIES</p> | <ul style="list-style-type: none"> • Opportunities to bring the subject alive through trips, visits, visitors, use of artefacts, and use of technology • Relevant and meaningful opportunities linked to their local area, individual interests, current affairs or events, culture, community, • Making the most of resources available. |
| <p>INDIVIDUAL DEVELOPMENT</p> | <ul style="list-style-type: none"> • Ensure equality so all children can access learning (SEND) • Promote resilience and perseverance even in subjects they may find more challenging • Allow opportunities for curiosity and fascination in all subjects and topics. • Make time for children to be inquisitive and develop learning in their own way- let them own their learning journey. • Encourage children to form their own opinions and interests • Nurture ambitions and aspirations. |