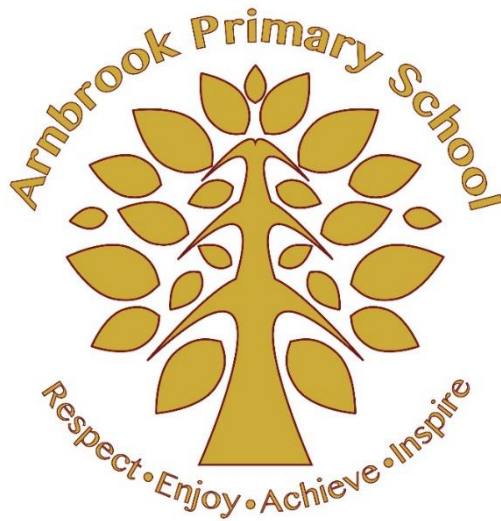


# **Arnbrook's Curriculum 2019 - 2020**



**Transforming the future of our children and igniting a  
lifelong thirst for learning.**

## Context

Our school population is predominantly White British and most pupils live in close proximity to the school. Therefore, our curriculum is clearly designed to provide children with a knowledge and understanding of different countries and cultures and provide them with a range of enriching experiences. Our curriculum is designed to ensure pupils have a growing understanding of global issues. We aim to foster a sense of social responsibility in all our pupils and help them develop into outstanding citizens and to ensure they are well prepared for life in modern Britain.

The PHSE curriculum is designed to cover issues affecting our local school community – prominence is given to SRE, lessons on healthy and positive relationships and consent. E-safety is taught throughout the year. A weekly 'Big Question', linked to the current news, provides a regular opportunity for pupils to engage with a topical issue and explore British Values. Learning about bullying and discrimination includes issues such as homophobia, race and religion and disability.

We have identified 5 key aspects of child poverty and disadvantage:

- Material poverty;
- Emotional poverty;
- Poverty of experience;
- Poverty of language; and
- Poverty of aspiration.

Our hope is that as a school we can strive to ameliorate, where we can, the causes and effects of emotional, experiential and material poverties. Each of these we believe is a specific barrier to pupils learning. Our provision mapping includes a target for each pupil linked to an area of poverty, alongside identified strategies in order to break down these barriers. In addition, we also ensure our curriculum planning addresses these key areas.

SEND pupils needs are identified swiftly and strategies put in place which support them in succeeding. Our approach is to ensure that SEND pupils have appropriate support and scaffolding to allow them to access the full curriculum – and acquire key knowledge, vocabulary and skills – rather than reducing their curriculum content.

The school prides itself on ensuring all pupils, regardless of SEND or disadvantage, have the opportunity to take part in a range of experiences and activities.

## Intent

**At the centre of our curriculum is a commitment to transforming the future of our children and igniting a lifelong thirst for learning.**

We believe in a **broad and balanced curriculum** where all subjects are valued that will equip our children with a breadth of knowledge and skills in all areas of the curriculum – providing them with **memorable and enriching experiences**.

Our curriculum focusses on **progression by carefully sequencing knowledge**, provides clarity about what **getting better in each subject means** and makes explicit connections and links between the different subjects & experiences.

We identify big ideas, concepts and the **most important knowledge and vocabulary within a subject**. Our **behaviours for learning** encourage our children to become; reflective, curious, determined, focussed, creative and collaborative learners.

Our curriculum is designed to work for all children through promoting **good mental health**, building resilience and improving attendance and attainment ensuring every child has **access to the education they deserve**.

## Our School Values

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is based on the teaching of knowledge, skills and concepts; underpinned by the following four values.

### **Respect**

At Arnbrook, we aim to foster a sense of social responsibility in all our pupils and help them develop into outstanding citizens and to ensure they are well prepared for life in modern Britain. We aim to promote an awareness of wider global issues through our curriculum and links made with local and global communities.

### **Enjoy**

We believe in instilling a sense of belief in all pupils that they can succeed; raising aspirations and developing a love of learning. We have a warm, tidy and positive environment in which children are eager to learn and children are proud of their school.

### **Achieve**

At Arnbrook, we strive to provide the best possible outcomes for all children in a climate of high expectation. We want to equip all children with the knowledge, skills and understanding to succeed now and in the future.

### **Inspire**

We want all children to be inspired by their experiences at Arnbrook; inspired to learn and grow, inspired to make a positive contribution to the local and wider community now and in their adult lives.

# **Implementation**

## **Structure & Organisation**

All children from Year 1 to Year 6 follow the 2014 National Curriculum. In addition to this, we teach Personal, Social, Health Education, Religious Education (PHSE), Sex and Relationships Education (SRE) and a Modern Foreign Language (MFL – Spanish) at Ambrook Primary School.

In Key Stage 1 the morning follows the structure of Handwriting, Maths, English and Phonics/Guided Reading. Phonics is taught through the Ruth Miskin 'Read, Write Inc' Scheme. Handwriting is taught using the PenPals Scheme. Pupils move from phonics to guided reading when they have made sufficient progress within the 'Read, Write, Inc' scheme.

In Key Stage 2 the morning begins with Handwriting or times tables practise, followed by English, Maths and Guided Reading.

Across the curriculum, learning is designed to address particular barriers to learning. We address these by focussing on five areas of poverty; emotional, material, experience, aspiration and language. Areas of particular need are identified at child, class and year group level and addressed accordingly.

All children take part in an educational experience or visit once every term. Children have the opportunity to go on a residential visit in both Lower and Upper Key Stage 2.

## **Maths**

Maths is taught following an adapted White Rose scheme with a daily maths lesson. Number facts and times tables are practised on a daily basis using 'Maths Keys'.

## **Writing**

A 'Talk for Writing' approach is used across the school to teach writing, with a daily English lesson.

## **Science**

Science is taught on a weekly basis, with one lesson per week.

## **Art & Design**

Art is taught for one themed week, each term, across the entire school through 'Take One Picture'.

## **Computing**

Computing is taught for one week every half term across the entire school. Every half term has an e-safety focus, with an accompanying assembly and lesson for each year group.

## **Humanities**

The history and geography curriculum is given relevance and a wider context through an overarching theme of 'Human Impact on the World' and is further broken down each term into:

**'Awe & Wonder' 'War & Peace' 'Best of British'**

Key concepts and areas of understanding are explored vertically across all year groups and re-visited as children progress further up the school. For example, the role of women in society is explored by all year groups; in Year 1 children learn about Florence Nightingale the impact of women on modern nursing and this concept is revisited in

Year 5 when looking at the impact of war on women's rights in the context of World War Two. Horizontal and diagonal links are also made across the curriculum and age ranges to aide learning being transferred to long term memory.

### **Modern Foreign Language**

Spanish is taught weekly in Y5 & Y6 using the Early Start Languages Scheme of Work. In Y1-4, modern foreign languages are taught informally throughout the school day and the culture and language of Spain and other countries across the world are explored during themed weeks and woven into other areas of the curriculum throughout the year.

### **Music**

Music is taught weekly in Y1-4 using the Charanga Scheme of Work. Year 4 having weekly instrument tuition. In Y5/6 music is taught in a themed week during the school year.

### **Physical Education**

Each year group has two PE lessons a week. Year 3 pupils go swimming on a weekly basis during the Autumn term.

### **Personal, Social & Health Education and Relationship & Sex Education**

PHSE and British values are taught through a weekly 'Big Question' – pupils take part in a whole school assembly and then a follow up session every week with their class considering a topical issue, with evidence collated in a class scrapbook. SRE is taught across the school during the Summer Term.

### **Religious Education**

Religious Education is taught on a weekly basis, with one lesson per week, following the Nottinghamshire County Council RE Syllabus.

### **Design & Technology**

Design & Technology is taught for one themed week, in the Autumn and Summer Terms, across the entire school.

## **Impact**

We strive to ensure all our pupils learn and remember key knowledge across all subjects and that they can articulate how learning 'fits' into a bigger picture. Across subjects, pupils complete mini-quizzes to accompany each unit of work to be completed prior to and after unit to inform next steps in teaching and learning and review knowledge acquired and progression. Over time, we hope that information from regular 'quizzes' shows pupils 'know more and remember more' and vocabulary taught is used by pupils in their independent learning.

The impact of our curriculum is measured through triangulating evidence from a range of quantitative and qualitative sources, including but not limited to; pupil outcome data, pupil discussion, work analysis and lesson observation.