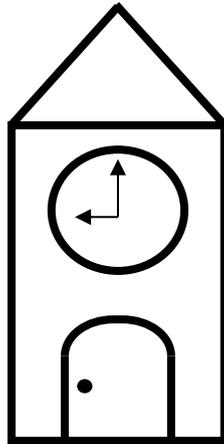


**FRIDAY BRIDGE  
PRIMARY SCHOOL**



**CURRICULUM INTENT**

**APRIL 2019**

## **Learning Together: Working as one** *Aspire; Believe; Succeed; Excel*

At Friday Bridge Primary School, our curriculum is designed to provide a wealth of purposeful and relevant experiences which allow all pupils to achieve their potential, developing independent skills and fostering a love of learning.

Through focusing upon developing a Growth Mindset - all children are encouraged to aspire to be the very best versions of themselves, developing self-belief and a positive and resilient approach which enables them to succeed and to excel.

A primary focus of our curriculum is to raise aspirations and encourage pupils to be proud of their achievements. We pride ourselves upon providing a wholly inclusive environment which respects the cultures and backgrounds of all children, celebrates uniqueness and provides every child with opportunities to thrive within a rich, stimulating learning environment. We work in partnership with pupils, parents, governors, the local and wider community to encourage children to strive for excellence and aim high, laying the foundations for life-long learning.

Following the National Curriculum, we provide a cross-curricular, thematic approach which makes meaningful connections across subjects and develops knowledge and skills for life. Extended sequences of learning secure depth of understanding and provide purposeful and relevant learning opportunities. In addition, discrete lessons related to individual subjects are taught as appropriate. Subject leaders have an important role in ensuring that the curriculum provided is effective and successful by leading a regular programme of monitoring, evaluation and review.

We provide a rich variety of PE, drama, music, art and practical experiences, enabling children to develop individual talents and enhancing creativity. We take an innovative approach to curriculum enrichment; 'Fantastic Fridays' provide opportunity to learn about a range of subjects, for example 'Marvellous Musicians', 'Amazing Artists' and 'Inspirational Inventors', widening children's knowledge and experiences and encouraging collaborative learning across the whole school from Reception to Year 6.

Quality first teaching and focused differentiation, from our team of inspirational practitioners, overcomes the small school challenge of mixed aged planning to ensure that individualised learning needs are addressed and that all learners maximise their potential. Focused assessment enables all teaching staff to be highly reflective and adaptive, to ensure that gaps in knowledge and skills are quickly identified and personalised interventions used to ensure that all children actualise their full potential.

Our core values of respect, independence, humility, faith, perseverance and courage underpin the ethos of our school and permeate through all aspects of school life. The development of the whole child lays at the heart of Friday Bridge Primary School. We aim to ignite a passion for learning and develop personal, social and emotional aspects of each child, empowering them to become life-long learners.

## English

Language and communication provide the foundations for learning and therefore it is essential for our children to develop high standards of literacy. At Friday Bridge Primary School we follow the National Curriculum in English, focusing upon different aspects of literacy: Spoken Language, Reading and Writing. Secure understanding and application of the English language underpins success across all subjects, therefore it is essential that children have access to a rich curriculum which develops literary skills whilst fostering a love of literature which will enable them to become life-long, thoughtful, independent learners.

Acquisition of vocabulary is essential in securing progress. Children's command and application of the spoken word will enable them to access learning across all subjects, developing comprehension and widening understanding. Throughout their time at Friday Bridge Primary School, all children are exposed to a wide and rich vocabulary. From the outset, there is a strong focus upon developing our children's spoken vocabulary, securing understanding and laying the foundations for early reading and writing. This is further promoted through Talk and Write home learning tasks, aimed at encouraging talk and family engagement in pupil's learning.

Our English curriculum links objectives from all elements of the National Curriculum for Spoken Language, Reading and Writing. National Curriculum objectives for each year group are structured across a rolling programme for each class and are focused around a varied range of literary genres to ensure that all pupils are exposed to and develop reading and writing skills across a broad range of literature. English units are linked with our thematic curriculum in order to encourage children to make meaningful links, applying their knowledge and understanding across the curriculum.

Children across all year groups, access a broad range of high-quality texts, both fictional and non-fictional. Story-telling is given prominence within all classes and all children are encouraged to read widely for pleasure and enjoyment. Within our curriculum, all year groups have the opportunity to complete study units related to focusing upon the works of individual authors.

Teachers plan using varied strategies within lessons to engage and support all learners, with opportunities for drama, discussion, collaborative and independent work incorporated into all units of planning. Children will be supported in developing skills to review and edit their own work, developing evaluative skills and ensuring that all children take pride in what they have produced.

From the very beginning handwriting is taught and modelled using a continuously cursive font. Focused teaching of handwriting and practise supports progression with the aim that by the end of Key Stage 2 children will apply a neat, consistent, joined style of handwriting within all of their work.

In Early Years Foundation Stage and Key Stage 1, we use RWInc phonics programme, a systematic approach to early reading. Through repetition and varied phonetic activities this daily programme builds children's decoding skills enabling them to access text. Once pupils have completed the RWInc phonics programme they progress on to RWInc Spelling. Spelling is taught daily in Years 2-6, focusing upon development of children's spelling strategies and ability to encode in line with the expectations of the National Curriculum.

It is our aim that children will leave Friday Bridge Primary School with the literary skills, appreciation of and passion for literature which will provide the foundations for future learning and enjoyment.

## Maths

Mathematical understanding is an essential in everyday life and therefore it is fundamental that we provide our children with high-quality mathematics education. We believe that all our children can become competent and effective Mathematicians and develop a love for Maths.

At Friday Bridge Primary School we follow the National Curriculum which ensures all pupils: become fluent in the fundamentals of mathematics; reason mathematically; and can solve problems by applying their knowledge and understanding. Throughout the year, each strand of mathematics, as set out in the curriculum, is covered: Number, Measurement, Geometry, Statistics and Algebra. Across all of these strands it is essential that, at the core of our teaching, children see the relevance and are able to establish meaningful links to real-life situations.

Maths is taught daily as a discrete subject and, where appropriate, across the curriculum. Thorough planning and assessment guarantees progression and complete coverage of objectives. Further to this, our school calculation policy ensures a consistent and cohesive approach across the key stages. Models, images and manipulatives (for example Numicon, Base Ten, place value counters) are used from Early Years Foundation Stage through to the end of Year 6 and allow all children to access the curriculum and supports understanding of abstract concepts associated with Mathematics.

Through these strategies children develop an enjoyment of Maths and develop a "can do" attitude. Growth Mindset fosters an understanding that we all learn from our mistakes; that there could be more than one solution and develops mathematical reasoning. Our high quality and effective teaching of Mathematics also develops children's mental strategies. Additionally, we explicitly teach number facts and children are supported to learn their times tables this aids children to become efficient mathematicians.

Effective monitoring and assessments from all teaching staff enables us to address any misconceptions early and, where appropriate, high-quality, structured focused provisions are provided such as the 'Every Child Counts' by Edge Hill University.

As well as working to develop the children's confidence and enjoyment of Maths, we also actively encourage parents and carers to engage with their children's learning through the use of parent workshops and maths days. Consolidating these working partnerships enables us to reach our ultimate goal - that all of our children will become competent and effective Mathematicians and develop a lifelong love of Maths.

## **Science**

"High quality science education provides understanding of the world."

(National Curriculum 2014 DfE).

At Friday Bridge Primary School the National Curriculum objectives underpin all planning and teaching. Science teaching supports and enhances the inquisitive nature of the child, encouraging them to ask why and developing the skills required to pursue lines of enquiry. In keeping with our Growth Mindset culture, children develop resilience and perseverance with the confidence to trial and test their ideas within an environment where mistakes are used as a platform for further learning.

Whenever possible, Science is taught practically, developing scientific enquiry at an appropriate level. Children are encouraged to relate learning to their own experiences and understanding of the world in which they live. They are also taught to recognise and understand the significance of scientific discoveries and contributions of famous scientists to our everyday lives.

Using a combination of knowledge and skills, children are given opportunities to develop their scientific understanding of Biology, Chemistry and Physics through practical investigations, observations and enquiry. Investigative skills which include; hypothesis, prediction, methodology, results and evaluation are developed throughout the key stages. Appropriate scientific vocabulary is modelled from EYFS to Year 6 in line with the acquisition of skills.

## Early Years Foundation Stage

From the very beginning at Friday Bridge Primary School, we aim to instil a day-to-day routine so that children feel safe, secure and confident. Within a caring and nurturing environment all children are provided with opportunities to follow their natural curiosities allowing their knowledge and understanding to grow. The development of the whole child lies at the heart of our teaching and provides the early foundations for future learning and independence.

In Reception, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, published in March 2014 by the DfES. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum. These areas are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing certain skills throughout the year on a daily/weekly basis both indoors and outdoors. Continuous Provision practice and principles begin in Early Years Foundation Stage and support children to develop key life skills such as independence; innovation; creativity, enquiry; analysis and problem solving. This is planned to support children in becoming independent learners with a Growth Mindset attitude to their learning.

Effective planning, teaching and assessment are integral to our practice in ensuring that children's next steps and individual learning needs are identified to enable them to fulfil their potential.

Learning through play is encouraged both indoors and outdoors. Self-chosen activities lead to high quality learning opportunities and personal development. Alongside this, adult-led teaching and learning develops early reading, writing and maths skills and knowledge to build solid foundations for future learning and prepare them for the next step in their education as they transition to Key Stage 1.

## Key Stage 1

In Key Stage 1 we aim to provide an inspiring curriculum nurturing the development of the whole child and in which every child can achieve. Our thematic approach aims to capture the children's interest and enthusiasm for learning.

Our creative curriculum combines Art and Design, History, Geography and Design and Technology objectives. We follow the Cambridgeshire syllabus for RE. Thorough teaching of discreet subject specific skills and knowledge is delivered alongside opportunities to apply those skills in a cross-curricular context. This approach broadens the children's understanding of the wider world both within and beyond their local area.

Our exciting topics which include, Time Travellers, Life on the Seas, Castles and Kingdoms, grab the children's imagination and ensure they are immersed in their learning.

Theme days enhance and motivate our children, providing dynamic, memorable experiences. These can include trips, visitors, role-play and many more imaginative activities which help to deepen understanding and strengthen knowledge to further embed learning.

Parental engagement is integral to the development of the whole child, we strongly value the contributions of parents and pride ourselves on the family learning opportunities which we provide. Each term a family learning task linked to topic is set with the intention of encouraging interaction between parent and child and engage families in practical learning experiences. Topic linked workshops and presentations are held throughout the year to further encourage parental engagement. Examples include - Pirate Day, Teddy Bears Picnic, British Bird Exhibition.

## Key Stage 2

During their time in Key Stage 2, children are encouraged to be active learners, taking responsibility for themselves both at Friday Bridge Primary School and following secondary transition. Through providing a broad and balanced curriculum, focused upon the development of the whole child, we aim to equip them with the confidence and skills to thrive on their continued learning journey. In Key Stage 2 we continue to support pupils in developing a 'growth mind-set' and a confident, positive attitude to learning.

The National Curriculum learning objectives are taught through a two-year rolling programme. Thorough and cohesive planning effectively allows coverage of History, Geography, Outdoor Learning, Art and Design Technology actively linking discrete teaching of Computing, Music, MFL and PE wherever possible. Some examples of our topics include 'Invaders and Settlers', 'Treasure Island' and 'Out of this World'. Each topic starts with a 'home learning' task to promote the key partnership shared between home and school. This is continued with theme days, whole school productions and open-afternoons to share the children's pride in their achievements and work.

RE is planned following the agreed Cambridgeshire syllabus and aims to ensure that pupils learn about World Religions as well as empowering pupils with the knowledge to begin to consider their own beliefs and principles.

Throughout the year, where appropriate, trips, visits and visitors are planned to enhance children's learning and understanding of their current topic. Children are encouraged and given opportunities to interact with the wider community helping them to understand and contribute to their role as good citizens in society.