



Acorns Primary School

Curriculum statement

Intent

We take a broad and balanced approach to curriculum design and have a common understanding and shared ownership of the purpose and intent of the curriculum at Acorns Primary School. We have considered all elements of school life when choosing our curriculum and have not narrowed down our design to only reflect academic development; our principles reflect children's personal development, their needs and their capabilities, all of which drive our curriculum in the following areas: No Outsiders (teaching the Equality Act), RE, Protective Behaviours, RSE, Cornerstones (non core subjects), Online Safety, English and Maths as well as wraparound clubs and extra curricular activities. We believe that all of our carefully chosen principles revolve around each other like spokes in a wheel.

Reading: reading is at the heart of our curriculum, a crucial part of our daily experience and is essential for developing educational and social progress. It is our vision to ensure every child achieves their full potential to become confident, enthusiastic readers and diverse, understanding members of society. As inspiring role models of literature, it is our intention to nurture a love of reading, to immerse children in high quality texts, and to develop a thirst for discovery. We strive to cultivate a community with strong abilities in both the spoken and written word, therefore the acquisition of language and vocabulary is of the utmost importance and underpins our regular meaningful discussions and explicit teaching of reading skills.

Phonics: we are passionate about ensuring all children become confident readers and writers by learning key phonetic knowledge and applying these to the segmenting and blending of words. Through small incremental steps we build phonetic knowledge systematically using a validated synthetic phonics programme. All children in Reception and Year 1 have daily, dedicated phonics lessons which are delivered through a consistent, effective teaching structure. It is our aim to continue phonics support for those after Year 1 who still require this specific teaching. All resources used to support the phonics learning journey are decodable and closely matched to the children's needs, differentiated where required.

Writing: to enable all children to find their voice by equipping them with the knowledge and skills needed to express themselves clearly and accurately through spoken and written language. We expose our learners to a variety of stimuli and experiences so that they can build confidence and showcase their imaginations and abilities through a range of writing styles. Children always start writing through the exploration of high-quality texts. This is underpinned by explicit vocabulary teaching, grammar, punctuation and sentence level work. From initial mark-making to precise text shaping, our children become authors by writing with both audience and purpose in mind.

Maths: children acquire a secure and deep understanding of core fluency facts which can be applied to a wide range of calculations. They confidently make links through small steps which enables them to reason and solve problems, explaining their thinking using mathematical vocabulary. Children collaborate and are resilient learners leading them to build confidence and experience success in this interconnected discipline.

Science: to provide our children with a strong understanding of the world in which they live whilst acquiring specific skills and knowledge to help them to think scientifically, to gain an understanding of scientific processes and also an understanding of the uses and implications of Science, today and for the future.

Design & Technology: to design, make and evaluate creative, purposeful products through selecting appropriate materials and developing technical expertise to solve real problems.

Computing: through our computing curriculum, we aim to prepare pupils for their role in a digital world. Computational thinking and creativity will underpin pupil's use of technology, providing the experience and skills necessary to create digital projects. Interconnected with our PSHE curriculum, computing lessons will also promote resilience and critical thinking when accessing the online world and ensure pupils build healthy online relationships and engage positively with online technologies. As a result, it is our intention that our pupils will become confident and responsible digital citizens.

History: children are given the opportunity to act as historical enquirers, developing an understanding of chronology and a concept of time. Pupils will use a range of historical sources to understand local, national and global history. Opportunities are given to make comparisons and links across historical periods. Children will leave school with a rich understanding of our country's past, inspired by lessons that engage and enlighten.

Geography: our geography education will inspire in pupils a curiosity about the world around them and their place in it. Teaching will equip pupils with knowledge about diverse places, people, resources and natural and human environments. They will grow in understanding of the Earth's key physical and human features. As pupils progress through the school, their growing knowledge

about the world will provoke thought and questions, encouraging children to discover answers through exploration and research. Through immersive topics, we hope our children will be motivated to share an understanding of the current and contemporary issues in our society and environment.

Art: we aim to give our children the opportunity to enjoy and understand the visual arts by increasing their awareness of great artists, architects and designers in history. By following the arts process, all children will develop the skills and techniques necessary to independently create visual works. Children will be capable of expressing their personal, environmental, social or political messages through the visual arts.

Music: we provide all children with the opportunity to listen to and become familiar with a diverse range of music. Children will learn a tuned instrument in order to help them access a rich musical community beyond lessons. In music lessons, children will express themselves through performance and composition of their own and well known pieces. We will help children to develop a lifelong love for music.

Languages: through regular teaching of Spanish, we aim to develop children's ability to communicate confidently in another language. Children will be able to engage in conversation with improving accuracy of pronunciation and intonation. Language learning will focus on practical communication to develop spoken and written language. Through learning Spanish, children will be given an opportunity to deepen their understanding and curiosity of the world, inspiring them to become global citizens.

PE: our aim is to make a positive impact on children's physical health and fitness and to inspire children to lead a healthy lifestyle both physically and mentally. Through a supportive environment, children will gain enjoyment and experience participating in a range of sports and games (both curricular and extra-curricular). We strive to instill a love of sport and games and teach the children the values of respect, fairness and sportsmanship in competitive situations.

PSHE: through our cohesive whole-school approach, we aim to provide an inclusive, relevant and purposeful curriculum that will enable our children to become confident, independent and responsible members of society and the global community. We immerse children in emotional language equipping them with the skills to deal with a range of situations. We will aid children to build resilience and nurture personal well-being through creative and collaborative lessons.

RE: it is our intent that all children leave with a deep knowledge of the six principle religions whilst appreciating that many people hold secular views also. We intend to enable pupils, through RE, to develop their knowledge and skills to prepare them for life in a modern, diverse Britain.

Big ideas

Humankind

Understanding what it means to be human and how human behaviour has shaped the world.

Processes

Understanding the many dynamic and physical processes that shape the world.

Creativity

Understanding the creative process and how everyday and exceptional creativity can shape the world.

Investigation

Understanding the importance of investigation and how this has led to significant change in the world.

Materials

Understanding the properties of all matter, living and non-living.

Nature

Understanding the complexities of the plant and animal species that inhabit the world.

Place and space

Understanding the visual, cultural, social, and environmental aspects of places around the world.

Comparison

Understanding how and why things are the same or different.

Significance

Understanding why significant people, places, events and inventions matter and how they have shaped the world.

Change

Understanding why and how things have changed over time.

Mission statement

From Little Acorns, mighty oaks grow.

General principles

Our curriculum will give children the opportunity to:

- recognise and value that all families are different and promote inclusive partnerships
- develop a rich and deep subject knowledge
- develop new skills through a variety of interesting contexts
- see clear links between different aspects of their learning
- understand the purpose and value of their learning and see its relevance to their past, present and future
- experience the challenge and enjoyment of learning
- develop and demonstrate their creativity
- learn within a coherent and progressive framework
- explore the breadth (range of subjects) and depth (focus subject of each ILP) of the national curriculum
- experience quality first teaching in phonics, reading and mathematics to enhance learning in all curriculum areas.

Purpose

The school community is of paramount importance and significance; the curriculum content has been carefully selected to support and enhance what we know about our pupils and their lifestyles. The staff at Acorns believe in educating the whole child as well as giving opportunities to create experts in specific areas. Through our teaching and learning sequences, we aim to significantly increase children's ability to recall knowledge and make links between their learning, ensuring overlaps between different topics or different aspects within a topic are explicit. The 4 cornerstones of our non-core curriculum: Engage, Develop, Innovate and Express provide an excellent structure for: hooking children into their learning; acquiring new knowledge; using and applying knowledge in a skilful way; and finally showcasing and celebrating pupils' hard work.

SMSC/FBV

Our curriculum will give children the opportunity to:

- Spiritual - Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences
- Moral - Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views

SMSC/FBV

Our curriculum will give children the opportunity to:

- Social - Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict
- Cultural - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity
- Democracy - Be part of a system where everyone plays an equal part
- Rule of law - Learn that all people and institutions are subject to and accountable for their actions and behaviour
- Individual liberty - Be free to express views or ideas
- Tolerance and respect - To respect and tolerate the opinions or behaviour of others

Purpose

Through developing relationships with our families, we have a deep understanding of the children who attend Acorns and we appreciate that our children need to know more about the wider world and how to interact with it. We believe that through the different aspects of our curriculum, we are preparing children not only for the next stage in their learning but also for their role in society both now and as they grow older. The whole ethos of our school reflects the importance of positive relationships and how to respect differences within our communities and we place a heavy emphasis on values to help develop the children into responsible, respectful citizens. Through our topics, book choices, assembly themes, whole school displays, RE curriculum and No Outsiders, language lessons, and art and music of the month staff expand pupils' knowledge, understanding and experiences of different cultures and beliefs.

Well-being

Our curriculum will give children the opportunity to:

- learn in an open, confrontation free, supportive environment
- recognise that people are good at different things
- develop self-esteem and confidence in their abilities
- reflect and think mindfully about their learning, learning from mistakes and listening to feedback
- follow their own interests and be themselves
- work in a range of groups and settings
- learn how to respect themselves and others
- build respectful friendships

Purpose

These principles are of great importance to our school and are modelled by all staff to encourage children to prepare themselves for a successful future, wherever and whatever that future may hold. We aim to foster happy, enthusiastic learners who enjoy their learning whilst developing their disciplinary and substantive knowledge. The well-being of the adults in our school is of equal importance: we strive to reduce workload through using a well-planned, sequenced curriculum which enables excellent, high quality teaching.

Pupil voice

Our curriculum will give children the opportunity to:

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Our curriculum will give children the opportunity to:

- make a positive contribution to the school and local community
- say what they like and dislike about their learning
- take part in age-appropriate discussions
- take part in democratic activities across the curriculum
- express their opinions on a range of different topics and issues
- explore ways of becoming an active citizen
- ensure feedback from Pupil Book Studies, Governor visits and Walk Thrus is always shared with pupils.
- children's strengths are always celebrated and shared, with areas for development made explicit
- contribute to planning their own learning, particularly in the innovate phase and throughout the early years setting

Purpose

It is of great importance to the staff at Acorns that we teach children that actions can make a difference; we believe strongly that we must give children the confidence and opportunities to make change. We pride ourselves on preparing and encouraging pupils to take an active part in their own community and place an emphasis on developing citizens who can work within a team, discuss issues coherently, make positive contributions and have the option to become future committee members/politicians/council members, for example. Our wider curriculum aims to motivate and inspire children in a wide variety of ways: pupils need to know when and how to express their opinions and how to be included in decisions that involve and affect them. Pupil leaders such as school councillors, the digital council, house captains, sports captains, and prefects help plan and support decisions made and gather the views of their peers to inform events, actions, and changes in school.

Pedagogy

Our curriculum will be taught through a pedagogy that:

- enables children to reflect on and evaluate their learning
- excites, promotes and sustains children's interests (not always all at the same time all of the time)
- enables and fosters children's natural curiosity
- teaches strategies for problem solving and promotes creativity and communication
- promotes problem solving, creativity and communication
- promotes innovation
- places an emphasis on research and proactive approaches to finding out how children learn best
- focuses on adaptability and flexibility with adults and pupils alike
- values intelligent repetition and regular retrieval

Purpose

Our curriculum prepares children to live in an unknown world whilst also being contributors to building that future world. In all teaching, we focus on six principles to lead children to independence: Challenge, Explanation, Modelling, Deliberate Practice, Questioning and Feedback. Staff have high expectations and teach children to have high expectations of what they

can achieve; well modelled, clear explanations enable children to acquire new knowledge and skills with various stages of practice built into each learning cycle to ensure learning is secure, permanent and in a child's long term memory. Breadth, depth and accuracy are all important features of our questioning and children are regularly reviewing their learning and developing their thinking further upon receiving detailed feedback. Through authentic engagement in real world challenges we develop learners who are conscious and connected global citizens; building character, resilience and a learning ethos are all central to this approach.

Enrichment

We will enrich our curriculum by:

- providing on and off-site subject or topic related activities
- offering opportunities for children to learn outdoors when appropriate
- developing partnerships with external providers that extend children's opportunities for learning
- holding specialist curriculum days or weeks
- welcoming parents and carers to take part in children's learning and experiences
- using quality resources in and out of the classroom

Purpose

Community engagement is so important to us that we make sure, whenever possible and appropriate, to share our curriculum in a wide variety of ways. Memorable experiences, school trips, visitors, curriculum show case events and village occasions are all key drivers in our curriculum design. We have chosen key texts to fit with each of the topics and also a bucket list of things we would like every child to have done or experienced throughout their time with us, which are assigned to each of the topics. Through carefully adapting and designating activities for the bucket list, each and every thing has a direct link and a purpose behind it. The topics we study through using the Cornerstones model curriculum enable us to provide children with a broad range of opportunities and focuses on equality for all. There is clear progression within the model and children build upon their previous learning throughout their primary journey, with the Big Ideas threaded through each topic from Nursery to Year 6. Making use of our outdoor spaces and immediate locality enables children to carry out fieldwork activities and learn more about the world in which they are growing up.

Entitlement

Pupil Group	Educational visits (off-site)	Educational visitors (on-site)	Residential visits	Outdoor learning (e.g. Forest Schools)	Arts and culture	Community and partnership learning	Specialist curriculum days	Allocated total budget
Year R	1 days	1 sessions			98 sessions		20 days	300.00 budget
Year 1&2	4 days	6 sessions		24 sessions	100 sessions	42 sessions	20 days	300.00 budget
Year 3&4	5 days	3 sessions		22 sessions	44 sessions	42 sessions	20 days	300.00 budget
Year 5&6	4 days	6 sessions	5 days	20 sessions	44 sessions	44 sessions	20 days	300.00 budget
Totals	2 weeks, 4 days (14 days)	16 sessions	1 weeks (5 days)	66 sessions	286 sessions	128 sessions	16 weeks (80 days)	£1,200.00