

# Forest Glade Primary School



## Curriculum Policy 2022-2024

To Be reviewed September 2024



## Introduction

Our curriculum at Forest Glade has been specifically developed to address the needs of our children and community. It is underpinned by current research, which ensures our children will be well-rounded individuals who are prepared for the next stage of their journey. Our enquiry-based approach takes children on a journey of memorable learning through rich and purposeful experiences, culminating in authentic outcomes.

We provide a broad and balanced enquiry curriculum underpinned by key knowledge of English and Mathematics to give all our children a doorway to a wider world and to fulfil their potential. Fluency in the core subjects enables access to the full curriculum and is therefore integral to our approach.

We define curriculum as the totality of a child's experience, including not only what but how each child learns. Our broad and balanced curriculum has been developed to inspire our children through an enquiry approach. It also encompasses our school values of kindness, aspiration, confidence, creativity, enjoyment, perseverance, pride and responsibility.

## Curriculum Principles

At Forest Glade Primary School, we VALUE our curriculum. Our curriculum is **vocabulary rich**, creating **ambitious lifelong learners** through **unforgettable** learning which allows children to show **empathy** for the world around them.

Our staff supported the development of our curriculum vision which is based on the context and needs of our local community. We communicate our vision through the acronym, 'VALUE'.

- **Vocabulary rich**

Vocabulary and reading are at the heart of the curriculum. Our curriculum is carefully planned so that children develop their vocabulary. Early Reading is built upon and embedded over time. This develops a wide range of vocabulary and a love of reading. To access the wider curriculum and acquire the important knowledge, our children are taught a wealth of vocabulary throughout all subjects. We aim to develop confident and articulate communicators who can successfully communicate their knowledge, learning and understanding both verbally and written.

- **Ambitious**

At Forest Glade, we are ambitious for all our children. Our curriculum is ambitious and allows children achieve the best possible outcomes, regardless of factors such as SEND, PP and other protected characteristics. Through learning about significant people who have made a difference, our children know that there is a wealth of opportunities beyond their local community. Ensuring learning is purposeful develops an internal drive that leads them to dreaming big and aiming high. We encourage children to become confident, independent and

resilient learners who persevere in the face of challenge in order to achieve. This helps shape their life chances and choices in the future.

- **Lifelong learners**

Engaging children within lessons remains one of the biggest challenges facing teachers today. At Forest Glade, we pride ourselves on promoting curiosity and inspiring children to learn. As humans, we have a natural drive to explore, learn and grow and we help our children to connect to this natural curiosity to discover the world around them. We develop learning behaviours through our values to ensure children are prepared for their next steps in education and beyond.

- **Unforgettable**

We want our children to have unforgettable experiences during their time at Forest Glade. Experiences that inspire them across the curriculum as well as giving them opportunities that they may not have access to in their daily lives. We create unforgettable experiences within the classroom and through trips beyond school. This enables our children to understand the world around them

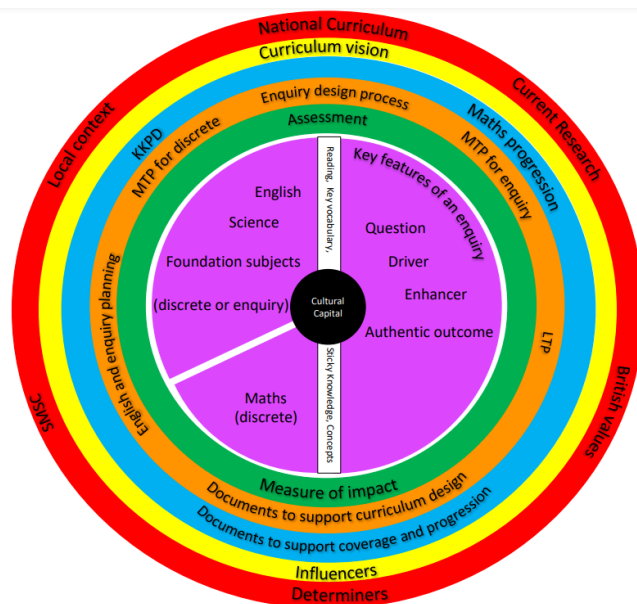
Through planning, teachers ensure that children revisit knowledge frequently to ensure knowledge progresses through school and to develop memory retention. By reactivating previous learning and staff with strong subject knowledge, the knowledge children attain is unforgettable.

- **Empathy**

Our curriculum is designed to develop a deep understanding of the wider world so that children are respectful, knowledgeable and understand the importance of treating each other equally. Children who learn about diversity and cultural awareness have better social skills, increased understanding and are more accepting of people who are different from themselves. Empathy is the ability to understand and share the feelings of another. Through knowledge of the world, we empower our children to change it and through our authentic outcomes our children show empathy towards others. For example, after learning about climate change and the impacts on animals in the rainforest, our Year 5 children have empathised and fundraised to make a difference.

## **Curriculum Design Process**

Our curriculum areas are carefully designed through a thematic enquiry. This is a thematic approach, initiated by an enquiry question, e.g. What does it mean to belong? Each enquiry follows a journey over the term, with three enquiries planned per year. Each term is driven by a particular subject with other subjects enhancing the enquiry. These drivers are: **Explore** (Geography), **Uncover** (History) and **Imagine** (Art). Not all of our subjects drive or enhance our enquiries and therefore Maths, Modern Foreign Languages, Religious Education, Physical Education and some of our Computing objectives are taught separately (discretely). Each enquiry builds towards an authentic outcome to provide the children with an opportunity to showcase their learning and answer their question.



Our curriculum is based on the September 2014 National Curriculum for Key Stages One and Two and the 2021 Early Years Framework. Teachers follow a clear planning structure for our enquiry curriculum.

Strand	Nursery	Reception	Year 1	Year 2	Strand	Year 3	Year 4	Year 5	Year 6	Strand	Year 7
Use colour, pattern, texture, line, form, space and shape	AD2 1 know how to hold a pencil development of writing a development of appropriate	AD2 1 know how to use glue, cut, stick, draw and use lines and geometric shapes to create individual artwork	AD2 1 know how to use line and shape to create individual artwork	AD2 1 know how to use line and shape to create individual artwork	Use colour, pattern, texture, line, form, space and shape	AD2 1 know how to use line, shape, form and colour to create a sense of intention	AD2 1 know how to use line, shape, form and colour to create a sense of movement	AD2 1 know how to use line, shape, form and colour to create a sense of movement	AD2 1 know how to use line, shape, form and colour to create a sense of movement	Range of materials, techniques, media and evaluation	AD2 1 know how to use line, shape, form and colour to create a sense of movement
	AD2 2 know how to use a pencil to make marks on paper	AD2 2 know how to use a pencil to make marks on paper	AD2 2 know how to use a pencil to make marks on paper	AD2 2 know how to use a pencil to make marks on paper		AD2 2 know how to use line, shape, form and colour to create a sense of intention	AD2 2 know how to use line, shape, form and colour to create a sense of movement	AD2 2 know how to use line, shape, form and colour to create a sense of movement	AD2 2 know how to use line, shape, form and colour to create a sense of movement		AD2 2 know how to use line, shape, form and colour to create a sense of movement
	AD2 3 know how to use a pencil to make marks on paper	AD2 3 know how to use a pencil to make marks on paper	AD2 3 know how to use a pencil to make marks on paper	AD2 3 know how to use a pencil to make marks on paper		AD2 3 know how to use line, shape, form and colour to create a sense of intention	AD2 3 know how to use line, shape, form and colour to create a sense of movement	AD2 3 know how to use line, shape, form and colour to create a sense of movement	AD2 3 know how to use line, shape, form and colour to create a sense of movement		AD2 3 know how to use line, shape, form and colour to create a sense of movement
	AD2 4 know how to use a pencil to make marks on paper	AD2 4 know how to use a pencil to make marks on paper	AD2 4 know how to use a pencil to make marks on paper	AD2 4 know how to use a pencil to make marks on paper		AD2 4 know how to use line, shape, form and colour to create a sense of intention	AD2 4 know how to use line, shape, form and colour to create a sense of movement	AD2 4 know how to use line, shape, form and colour to create a sense of movement	AD2 4 know how to use line, shape, form and colour to create a sense of movement		AD2 4 know how to use line, shape, form and colour to create a sense of movement
	AD2 5 know how to use a pencil to make marks on paper	AD2 5 know how to use a pencil to make marks on paper	AD2 5 know how to use a pencil to make marks on paper	AD2 5 know how to use a pencil to make marks on paper		AD2 5 know how to use line, shape, form and colour to create a sense of intention	AD2 5 know how to use line, shape, form and colour to create a sense of movement	AD2 5 know how to use line, shape, form and colour to create a sense of movement	AD2 5 know how to use line, shape, form and colour to create a sense of movement		AD2 5 know how to use line, shape, form and colour to create a sense of movement

The Key Knowledge Progression Documents (KPPDs) have been created using the National Curriculum and has been broken down into the composite knowledge our children will be taught. Each subject has a KPPD which teachers have carefully planned to cover across the year either as part of an enquiry or discretely.

(Click [here](#) to read our KPPDs!)

To read our subject specific policies and find out how our curriculum principles inform the pedagogy, content choices and culture in each subject follow [this link](#).

A yearly overview (Long-Term Plan) is produced to ensure the correct coverage, identify links across our curriculum and to outline the enquiries for each term. Subject Maps accompany this LTP and clearly show a child’s learning journey from EYFS-Y6. These clearly show progression and the ‘building up’ of knowledge.

Our teachers use the statements from the KPPDs to create the granular learning sequences that build knowledge to answer the enquiry question. These are evidenced in our Medium-Term Plans alongside the development of vocabulary in each subject. From the MTPs, teachers identify the sticky knowledge that children need to learn. This is captured on knowledge organisers which children use throughout their enquiry or discrete learning.

Teachers also use sticky knowledge flashcards which use a visual prompt to retain knowledge through regular revisiting. Vocabulary is also attached to each piece of sticky knowledge.

## Assessment

Assessment and record keeping is how our pupil's attainment and achievements are monitored and an appropriate progression through the curriculum is ensured. By monitoring and recording pupil's progress, teachers can build up a profile of individual strengths and areas for development.

In Reading, Writing and Maths, we use standardised termly tests to form an assessment of a child's progress alongside work in the books and knowledge of the child. Our children have the opportunity to demonstrate that they 'know more and remember more' in other subjects through the use of our 'sticky knowledge' flashcards and the demonstration of knowledge at the end of an enquiry through recreating their own knowledge organiser. Subject maps ensure that our sticky knowledge is revisited throughout a child's journey from EYFS-Year 6.

## Learning Environment

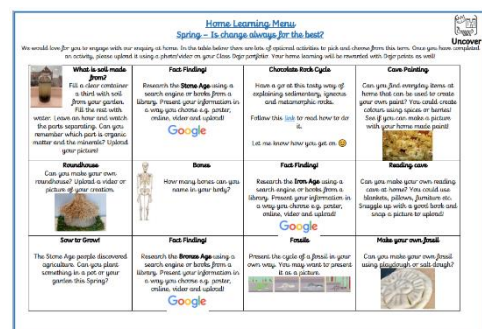
Our learning environments are used as teaching tools. As a school, we keep them organised with key knowledge and vocabulary accessible so that children can locate and use this key information easily and efficiently. Each classroom captures the sequence of learning in our Enquiry, Science, Maths, Writing and Reading. Key vocabulary is captured on yellow paper with black writing to stand out and there is a consistent layout across the school to ensure clarity for children.

Alongside our flashcard approach, we focus on interrupting the forgetting curve and ensure that our 'sticky knowledge' goes into long term memory by displaying it throughout the year.

Displays around school are also used to showcase, value and celebrate children's achievements and great work. Children have input into these displays and the aim of them is to promote children's self-esteem and recognise authentic outcomes.

## Home Learning

We use Class Dojo at Forest Glade as a 'window into the classroom' so that parents are aware of what is being learnt. We send termly enquiry Home Learning Menus alongside knowledge organisers for our enquiries and Science. Our Home Learning Menus provide practical, fun ways to get involved in our enquiry learning at home and the knowledge organisers help parents to reinforce the knowledge at home.



## Special Educational Needs and Disabilities (SEND)

The curriculum is designed to provide access and opportunity for all children who attend Forest Glade through quality first teaching. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with parents.

Through our teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable work and scaffolding opportunities to support a child's different needs.

### **Equal Opportunities**

It is important that teachers plan work that offers equal opportunity in respect of gender, race and ability. For example:

- by ensuring that activities are carefully thought out to meet the needs of all children and ensure scaffolds are available to the children who need more support.
- by ensuring that subjects are promoted to both sexes and that the materials used are attractive to all children
- by ensuring that multi-cultural themes are explored so that children are encouraged to develop awareness, interest and tolerance towards people and places beyond their immediate experience.