

Brindle Gregson Lane Primary School Curriculum Intent



Our Vision

Love learning and inspire each other to thrive in the world

Our Values

Be Big Hearted Learn Without Limits Inspire Pride Discover the Possible Play Your Part

Our Curriculum Drivers

Language and Literacy First-Hand Learning Experiences My World and Me

Our Curriculum Intent

<u>Aim 1</u>	<u>Why?</u>	<u>Implementation</u>
<p>To ensure that our children receive the very best education that we can provide by equipping ALL children with the necessary skills in reading, writing and mathematics to succeed.</p> <p>Language and Literacy</p>	<p>If we are to ensure that our children are given the means to pursue and thrive in their passions for their futures, the staff and governors of BGL firmly believe that excellence and competence in the core areas is a must. Wherever future vocations lie; whether these be in the fields of creative arts, STEM or Sport, we believe that our mission as educators first and foremost is to equip our pupils with the knowledge, skills and tools needed to play their part in society. We want our pupils to discover their potential and reach aspirations. Skills derived from literacy and mathematics are transferrable, vital life-skills which provide the foundation for growth in other areas of the curriculum. Indeed, before we consider our pupils and their future vocations, our first step is to ensure our children are secondary ready. When we asked our staff what they saw as their key purpose in school, responses were themed around the concept of “sense of fulfilment”. What do we want to feel/know when pupils reach their last day of year 6? We want to be content in the knowledge that we did our utmost, that we applied ourselves with vigour, enthusiasm and creativity to enable our pupils to grow, flourish and succeed. The issue of attainment, progress, standardised scores and league tables whilst all credible and important, were not at the heart of the discussion. Instead there was a feeling of personal pride, of having made an impact, made a difference to the life of a young person. Aim 1 “to ensure that our children receive the very best education” is exactly that. Staff efforts, staff emotion and staff purpose lie in this. It is at the heart of everything we do at BGL.</p>	<ul style="list-style-type: none"> • Language and Literacy is one of three core curriculum drivers at the forefront of planning. • A carefully sequenced and ambitious English curriculum in which children are exposed to high quality texts. • Daily reading, English and Maths lessons in which children work in mixed ability pairings so as to enable ALL children to reach their full potential and not be pigeon holed into ability groups. • Spelling, handwriting, Grammar lessons. • Daily Phonics lessons in Reception, Year 1 and 2. • A love of reading is developed through for example class novels, use of the school library, books to enhance learning in all areas of the curriculum. • Use of Now Press Play Virtual headsets to enhance learning experiences in English. • Problem solving is used as the main vehicle in all Maths lessons, with sequential learning following a concrete, pictorial, abstract model. • Regular provision for arithmetic including learning times tables • Daily mathematical challenges are built into lessons as well as support and intervention strategies to enable all learners to progress well. • A focus on encouraging visitors and visits for all classes. • Feedback policy which promotes ‘in the moment’ feedback and places a high value on the skills of editing and redrafting.

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Aim 2	Why?	Implementation
<p>That our children grow in knowledge and understanding of the world in which they live.</p> <p>My World and Me</p>	<p>Our children come from predominantly white British background and many are affiliated with the local church. We want a curriculum that allows pupils to become knowledgeable on the world around them both local and global. For children to be exposed to cultures, religions, and traditions. We want a curriculum that fosters an appreciation of people and places and an understanding of different walks of life. Through our curriculum, we want children to gain and embrace an understanding of “self”; to develop and be proud of who they are and what they represent. We want children to leave Year 6 with a sound understanding of personal identity, their life story, their values, their ambitions. We want our pupils to develop a deeper connection with curriculum knowledge so they question: Why are we learning about this? How does this link with what I have learned about before? What do I think about this? How does this relate to me and my interests? How does this help me to understand my place in the world?</p>	<ul style="list-style-type: none"> • “My World and Me” to be one of three core curriculum drivers at the forefront of planning. Teacher planning to demonstrate consideration for pupils to make links with previous learning, their own life experience, to reflect and engage on a personal level. Planning to show development of metacognition within pupils. How do you feel about...? What do you think about...? How does that link to...? Did you enjoy...? Are you interested to learn more about...? • Carefully sequenced scheme of work in history which develops the children’s understanding of chronology. Lessons which enable children to be knowledgeable on ancient and global civilisations as well as providing secure understanding of the History of our lands. What led to get us to where we are now? • Carefully sequenced scheme of work in Geography which enables the children to gain locational knowledge both local and global. Lessons which lead to understanding of climate and sustainability. • Carefully sequenced units of work within RE which develop children’s knowledge of beliefs and traditions across a range of world religions. An RE curriculum which encourages pupils to raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments. • Weekly discussion on current issues through Picture News resource. Children to engage with, debate and question current affairs that affect our world. • Thorough and rigorous monitoring of planning, teaching, pupil books, pupil voice, environment.

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<u>Aim 3</u>	<u>Why?</u>	<u>Implementation</u>
<p>For our children to be healthy in body and in mind. We want our children to be strong, fit and active. To participate in sport and enjoy all it has to offer. To learn, through sport, how to win graciously, lose with courage and never give up. We want our children to have a healthy image of themselves as individuals, For our children to grow up to be resilient, responsible, confident and independent.</p> <p>My World and Me</p>	<p>Many of our children are active and involved in sports and other fitness clubs outside of school. In school, we want to nurture and enhance these talents so that children are challenged and provided with the opportunity to reach their potential across all areas of the curriculum.</p> <p>Staff voice during data collection for intent for our curriculum indicated that staff had concerns around emotional resilience for pupils. Staff wanted a curriculum that would allow pupils to demonstrate school values of “Learn without Limits” and “Play your Part”. A curriculum that encourages shared accountability towards learning and outcomes. For pupils to be invested in their own learning journey as active and motivated learners who have a sense of where their journey is going.</p> <p>We know that in order to stay healthy we should ensure that children’s mental health is looked after. We know that our children are increasingly exposed to social media with near perfect images of people online hinting at a perfect but ultimately unrealistic and unattainable life style. We know that many children are increasingly becoming addicted to their mobile devices. We know that children are today more exposed to negative behaviour through social media than in times past. We want our children to understand how to deal with their emotions, to understand how to stay safe online – this includes looking after their mental health. We want our children to grow up with a healthy body image and an understanding of the dignity of the human person.</p>	<ul style="list-style-type: none"> • P.E. premium budget to be used to implement rigour and quality within physical education across school • A P.E. scheme of work which shows progression in knowledge and skills across the school • A carefully planned scheme of work for PSHE which meets the needs of our pupils. Focussed time within the weekly timetable for dedicated PSHE sessions. • Specialist coaches from Preston North End to drive PE curriculum teaching and learning. • A carefully planned Computing curriculum that allows pupils to have the skills and knowledge to meet the demands of the world in which they live. • Internet safety sessions built into Computing and PSHE and across the wider curriculum. • Clear school vision and values which are embedded within all parts of the school day. • A behaviour policy which encourages intrinsic motivation and meaningful praise. • Additional themed days including anti-bullying week, internet safety week, mental health awareness week and other awareness days which are pertinent to children and staff at our school. • Early intervention to support children and families with various mental health challenges. • Two hours weekly for dedicated PE lesson. • Daily Mile

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Aim 4	Why?	Implementation
<p>For our children to enjoy a strong practical curriculum. A curriculum where the children learn about how things work. A curriculum where they make, measure, cut, sew, fix, build, repair grow and evaluate. A curriculum where children are active, engaged and fully immersed in learning experiences. Lessons which are purposefully planned to encourage children to “do”.</p> <p>First-Hand Learning Experiences</p>	<p>When beginning the journey of designing a bespoke BGL curriculum, we spoke to all stake holders. Our children told us they wanted to “do” more in lessons. More experiments, more making, more acting, more “doing”. Staff said they wanted to engage pupils in more “wow” moments. To make the learning come alive so as to provide those memorable moments that could be stored in a child’s long-term memory. A curriculum that inspires learners to learn more. To light the spark of curiosity and wonder. A curriculum that allows us to live our school values of “Discover the Possible”, “Play Your Part”, “Learn without Limits” through our lessons. We want to provide lessons that encourage independence and autonomy. Where children develop metacognition. They think about their own learning as active, invested participants. We want children’s learning experiences to be so absorbing that children run home to tell parents all about the amazing, exciting things they have done at school. Lessons that stick with the learner leading to sticky knowledge. Learning experiences that provide the foundation for us to achieve our goal of a curriculum that allows pupils to know more and remember more.</p>	<ul style="list-style-type: none"> • First-hand learning experiences to be one of three core curriculum drivers at the forefront of planning. • A carefully sequenced and ambitious art scheme which teaches children specific art skills across a range of mediums. • An Art curriculum that introduces children to works of famous artists, sculptors and designers. • A scheme of work which develops the children’s practical skills and knowledge in music. A scheme which incorporates routine performance after each unit of work. • Numerous opportunities for children to take part in musical performance and opportunities for children to learn an instrument. • A Design and Technology curriculum that provides opportunity for cooking, building, sewing and which focuses on the design, make, evaluate model. • “First-Hand Learning Experiences” floor books to capture the magical moments of learning. • Carefully constructed lesson planning to include opportunities for drama, tasting, making, building, experimenting across all subjects including History, Geography, Science, RE, PSHE. • Use of Now Press Play Virtual headsets to enhance learning experiences across History, Geography, Science, PSHE, RE. • A focus on encouraging visitors and visits for all classes.

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<u>Aim 5</u>	<u>Why?</u>	<u>Implementation</u>
<p>A curriculum that is language rich whereby children learn new specific and technical vocabulary linked to topics and units. A curriculum that nurtures real readers and real writers. Writing for a purpose and audience.</p> <p style="background-color: #0000FF; color: white; padding: 2px;">Language and Literacy</p>	<p>We want a curriculum through which children can write with real purpose. Whether that be a conclusion for a science experiment to tell their friend the outcome of their observations or an argument text detailing their thoughts on the lost bronzes of Benin. We want vocabulary to be a key focus so that children can speak knowledgeably and articulately about the things they have learnt.</p> <p>We want to establish a culture of reading as we believe that “Readers make Writers”. The more exposure children have to texts, both fiction and non-fiction the greater their chance of producing writing of a higher standard. We want layout and text features of non-fiction texts to become second nature for pupils, so that for example, instead of simply learning the job of a glossary or index, children actively use these skills to research knowledge that is integral to their learning outcomes within a particular session. Reading stories in PSHE to explore perception and emotions, oral story-telling in RE to make beliefs and tradition come alive, biography writing in Science/Art/Computing to detail key achievements of significant individuals within different fields. A curriculum that cultivates real readers and real writers who are ready for the real world.</p>	<ul style="list-style-type: none"> “Language and Literacy” to be one of three core curriculum drivers at the forefront of planning. Teacher planning to demonstrate consideration for pupils to actively used literacy skills both in Reading and Writing. Purchase of reading material to link with BGL curriculum topics and units across different subjects. Half-termly class assembly linked to curriculum areas for pupils to showcase learning and demonstrate oracy and presentation skills. Vocabulary to be part of “key learning” for a planned unit of work. Specific and technical vocabulary to be detailed on subject Knowledge and Skills Progression Maps and on Teacher planning. Class working walls to display key vocabulary and definitions. Vocabulary lists to be added to and built on through a unit. Monitoring processes to include focus on vocabulary – through environment checklist, teaching and learning walks, planning scrutiny, book looks and pupil interviews. Half-termly selection of books for display in the class library linked to topics that pupils will cover during that half term. Feedback and marking policy implemented across all subjects. “Exit point” at the end of each half term. Parents to be invited into school to share in the learning that has gone on during the half term. Children to present/share with parents using language and literacy skills.