



## Our Curriculum Intent

At Birdsedge First School we aim to create a school that provides the 'Best' of everything, for every person. We want give our children **Brilliance** in their knowledge through a broad and balanced curriculum. We aim to provide **Excellence** in every child's education by making sure lessons are consistent and use strong and high quality teaching. Through both of these aspects we hope that children will enjoy 'learning to learn' through developing basic skills, knowledge, concepts and values through discreet subjects. We also hope children develop curiosity, enquiry, resilience and an openness to new ideas. We want all children to be **Successful** in their wider lives both now and in the future due to the knowledge, skills and experiences we give them. We want our children to be unique individuals who celebrate their own place in a diverse community and wider world. Community involvement and local knowledge and traditions will have an active role in this. Ultimately, we want all of this to happen in a safe, positive and inclusive school culture where every child feels safe and happy through the **Trust** we have in each other. Our children should leave Birdsedge First with a sense of belonging and a confidence for decision making that helps them to be lifelong learners and ready for their next stage in education.



## Implementation

Our curriculum is designed with Birdseye Pupils at the heart of it and tailored to suit the context of our school. We strongly believe pupils at Birdseye First should have:

- Opportunities for discussion in a language rich environment and models of conversation that will help them to be articulate and be well understood individuals in their wider life
- A depth to their curriculum that gives them secure knowledge of their learning and concepts
- Opportunities to retrieve and recall prior learning to make sure that progression of skills is built on and always strong
- An opportunity to make links and connect their knowledge to help them be lifelong learners
- A meaningful curriculum that encourages participation and engagement at every level
- Dedicated teaching of emotional literacy and wellbeing in a wraparound school culture that ensures children are healthy both physically and mentally.

Our curriculum is designed around key themes that support children's personal, social and emotional development. These are drivers for whole school assemblies, House Point Challenges and generally overarch everything we do in school that half term.

	Autumn Term		Spring Term		Summer Term	
PSHE	We are Respectful	We Belong	We are Safe	We are Happy	We are Responsible	We are Inclusive
Outdoor	Working Together	Being Adventurous – Orienteering	Problem Solving and Risk Taking	Our Place in the World	Our Environment –human and physical features	Our Wonderful World
Humanities	 Brilliant Birdseye (History/Geography)	 Explorers and Discoveries (History)	 A Journey to the Past (History)		 Our Wonderful World (Geography)	 Countries and Cultures (Geography)

- The six half termly titles are taken from our PSHE curriculum, so that real depth of learning happens and children can apply their PSHE knowledge and skills from their discreet lessons to their day to day experiences and interactions in school. The themes are also drivers for everything we do around behaviour, safety and wellbeing, so that we provide 'Birdseye BEST' for every pupil
- We aim to provide a rich outdoor curriculum for all our pupils and stay committed to outdoor learning every week for all classes. We have half termly themes, linked to the PSHE drivers to encourage inter class working together through our dedicated 'Forest Fridays'.
- The Humanities subjects of Geography and History also follow a whole school theme which is planned progressively for each year group to ensure good coverage and progress as a child moves through school.
- The other key subjects in the curriculum: RE, PE, ICT, Music and MfL are taught discreetly with links where appropriate to the themes described above, so that learning is outcome focused.
- Our Writing curriculum mirrors the whole school approach outlined above. Purposes for writing are linked to the wider curriculum themes with a bank of linked texts and stimuli for teachers to choose from. The same genres are studied at the same time by each year group. This ensures dedicated staff development time can be planned in advance of each genre and moderation following the teaching of it to closely monitor progress.

- Reading is at the heart of our curriculum with both explicit teaching of decoding, fluency and comprehension as well as creating a Reading Rich culture, so that a real love of reading is enabled, balanced with children who have the skills to be lifelong readers. We achieve this through the following three strands:

Skilled Word Reading	Good Comprehension	Love of Reading
Daily, grouped phonics teaching using Letters and Sounds	Daily Reading Lessons beginning with group reading sessions in Class 1 and Whole Class Reading Lessons from Year 2 onwards	Inviting and valued class reading areas in every classroom
Daily, grouped GPS teaching using No Nonsense Spelling		Carefully chosen Class Books and dedicated class story time every day
Weekly Spellings and vocabulary	A whole school weekly reading cycle followed in all classes (see below)	
Use of the PM Benchmarking Tool to assess and monitor individual reading fluency levels	Structure of the reading lessons made accessible through characters for all ages, so that foundations can be set right from Reception	Book of the month using the Pie Corbett Reading Spine to support choices
Banded Individual Reading Books for all children	Individual banded book marks for reading books to support comprehension skills when reading at home	Weekly Reading Assemblies
		Whole School Library accessible for all families
		Reading for pleasure book chosen alongside banded reading book by every child

- Quality first teaching, in every curriculum lesson, is focused on outcomes, so that children meet their expected outcomes in all subjects
- Consistent Teaching sequences, driven by 'Birdsedge Teaching Principles' are followed, so that teaching is clear, consistent and builds on prior learning in every class, every year group and for every child.
- Learning opportunities are planned that enable children to develop their understanding through experiences, so that connections between new and existing knowledge are made.
- All areas of our curriculum are delivered through a language rich environment, so that children are articulate and can become confident individuals
- Targeted support and intervention is planned at an individual level, so that all children are able to access a full and rich curriculum
- In Early Years there is a balance of child and adult led learning mirroring whole school teaching sequences at an age appropriate level, so that children are ready to access the Key Stage 1 curriculum
- Assessment both *for* and *of* learning is used effectively, so that we always identify appropriate next steps for all pupils in their learning journey

## Impact

AT Birdsedge First School we strive to ensure that all pupils know more and can do more each year but always remembering more of what they have learned. Our Birdsedge Teaching Principles strongly support and drive this. Ultimately we want our children, whatever their age, to always be ready and BEST prepared for the next stage in their education.