



Sprowston Junior School



Our Curriculum

<u>Date policy was updated:</u> April 22	<u>Monitored by:</u> Caroline Wills	<u>Date of policy review:</u> June 23
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This policy can be summarised using the three categories: intent, implementation and impact. These areas are used to monitor the effectiveness of our curriculum across the school.

Intent:

- Our school curriculum follows the formal requirements of the National Curriculum, and also values other skills and activities that we feel are very important to our children in their learning journey, setting them up for secondary education and beyond.
- Our curriculum has been planned to be balanced, rigorous, coherent, vertically integrated, appropriate, focused and relevant
- Our curriculum offers an integrated and interesting range of activities in order to enrich the experience of all children, including a diverse programme of visits, visitors and after school provision.
- Our progressive and knowledge based curriculum offers a broad range of subjects. Whilst an emphasis is placed on children learning key skills of English and Maths, we place great value on developing the 'whole child' and provide an engaging programme of study in all curriculum areas.
- We believe in bringing learning to life, both indoors and out with an emphasis on engaging and purposeful learning.
- We aim to help our children become positive, motivated, successful and independent learners, who can work and cooperate with others, while developing knowledge and skills necessary to enable them to challenge themselves to achieve their full potential and a love of learning.
- A key value in our curriculum is the importance of shaping respectful citizens whom develop inquisitive and healthy minds, and understand how to lead a healthy lifestyle.
- Our school thrives on interaction with the local community and realises the importance of this
- To learn about the diversity of races, cultures and backgrounds
- Our curriculum puts cooperative learning at its centre, believing that it is important for all children to have a voice and to develop their understanding and skills by working closely with others
- To have a vocabulary rich curriculum and vocabulary rich classrooms, with 'golden words' which are referred to throughout subjects across the school
- To include high challenge, low threat activities to build resilience, knowledge and confidence through learning.

Implementation:

- The subjects are organised within year groups into micro themes in some areas, making links to support learning where appropriate. This is usually arranged around the humanities area of study.
- Follow the key skills set out in the National Curriculum
- To build skills and knowledge of adults and children using targeted 8 week plans

- In many subjects, children learn key knowledge about the local area
- We have lots of parent interaction: parent tours led by the Y3s, family lunches, family week, learning cafes, on stage productions, cream teas
- The local church has good links with our school, delivering assemblies at specific points over the year e.g. to retell the Easter Story over several assemblies.
- Integrate SJS skills across the curriculum
- A variety of resources are provided to ensure all learning styles are met
- Pre learning assessments include: KWLW, Knowledge organisers, High challenge, low stakes quizzes, quick questions in the back of books.
- Post learning assessments include: Knowledge organiser quiz, double page learning spread, display, video, presentation.
- Year groups are supported and monitored by Curriculum lead.

Impact:

- Children develop a more fluent approach to learning with clear progression taking them through a subject.
- Children recognise the importance of the community and understand why being part of it is important.
- Staff feel more empowered to deliver inspiring and engaging lessons.
- Children acquire new knowledge and skills
- Children are ready to progress onto their next stage of learning
- Children have a love of vocabulary
- Children are confident in their 'golden word' knowledge and use
- Children will have knowledge and respect for the diverse community
- Children are curious
- Children have a desire to know more over time

Statement:

Sprowston Junior provides their children with a progressive, knowledge based curriculum. Each year group organises their curriculum into micro themes which make links where appropriate to support learning e.g. Y3 Stone Age links to Rocks and Soils.
Y5 Mountains links to forces.

Children are exposed to and use a rich vocabulary which is progressive through each subject. This gives children an opportunity to develop their language and use technical terms correctly. Our curriculum is shaped for the children of Sprowston Junior and includes opportunities to learn all about local history and geography, such as Norman and Medieval Norwich and the Norfolk Coast. Every subject is planned with the children's needs at the centre and we aim to ensure children have the skills and knowledge in all curriculum areas to help them thrive.

Our curriculum gives children many opportunities to understand the value of our local community and the people within it. We aim to include as many activities as possible including: parent tours, family lunches, on stage performances, cream teas, event at the local church and luncheon club. We also teach the children the importance of charities; local and further afield. Recently our Y5s raised money for Save the Children and in the last few years we have visited and contributed to the local food bank.

Our curriculum shapes individuals by ensuring their mental and physical health is supported alongside all subjects. We have commitment to the arts subjects, and link in with the local community wherever possible e.g. local music concerts, The Deaf festival and working alongside the local foodbank. This whole child approach ensures children leave Sprowston Junior School with confidence, knowledge and enjoyment of the world around them.

