



## Curriculum Intent: The Big Picture

### What are we trying to achieve?

<b>Vision</b>	<p><b>“The mind is not a vessel to be filled but a fire to be kindled.” (Plutarch)</b></p> <p>Our vision is for Farndon Fields to be a high achieving, vibrant learning community in which children are nurtured, motivated and have outstanding expectations for themselves and others.</p>		
<b>Mission</b>	<p>At Farndon Fields we strive to ensure that all children have high aspirations and achieve success, success through a creative and inspiring curriculum. We foster mutual respect for all and develop confident, independent and resilient learners who are effective citizens in an ever-changing global society.</p>		
<b>Aims</b>	<p><b>Be a Life-Long Learner</b></p> <p>To inspire and motivate children to develop curiosity, academic success and develop high aspirations for the future and life-long learners.</p>	<p><b>Be a Good Human Being</b></p> <p>To develop kind, considerate young people who show integrity and have respect and tolerance for others.</p>	<p><b>Be a Confident Communicator</b></p> <p>To develop pupils who are able to communicate their needs, emotions and thoughts effectively</p>
	<p><b>Be Resilient</b></p> <p>To develop pupils who are independent, resilient and have the ability to persevere when challenged.</p>	<p><b>Be Safe</b></p> <p>To keep our children safe and teach them the skills to keep themselves safe, identify their trusted network and make decisions which allow themselves to be safe through controlled risk taking.</p>	<p><b>Be Healthy</b></p> <p>To encourage children to make choices which promote a healthy body and mind. Our children will have respect and tolerance for themselves and others</p>
<b>Intrinsic Values</b>	<p align="center"><b>Nurture, Inspire, Learn, Succeed</b></p> <p>Farndon Fields recognises that each and every child in our school is unique and has their own interests, strengths and areas for development. For this reason, we ensure that we provide a broad and balanced curriculum so that all pupils have the opportunity to shine. We believe that every child should:</p> <ul style="list-style-type: none"> <li>• have access to high quality teachers, resources and first-hand experiences that provide stimulating and exciting lessons</li> <li>• receive a curriculum that is grounded in current educational research into what works best for our pupils based on our school context</li> <li>• receive regular feedback to help children know and understand what they do well and what will help them to improve further</li> <li>• have regular opportunity to develop their oracy skills and be confident speakers</li> <li>• be involved in the learning journey and have the opportunity to co-construct learning with their teachers</li> <li>• visit places to set our learning in ‘real life contexts’ and spark interest or help to consolidate their understanding of a concept</li> <li>• develop their understanding of local, national and global issues and how they can help to improve those issues both now and as adults</li> <li>• know that learning never stops and have a desire to continue their learning independently of school and in their future</li> <li>• have regular opportunity throughout the curriculum to develop character muscles so that pupils have hopes, zest, curiosity, self-control, gratitude, empathy, respect, honesty, teamwork, perseverance and independence.</li> </ul>		

### What does our Curriculum contain?

<b>21CLD Global Competencies</b>	<b>Collaboration</b>	<b>Self-Regulation</b>	<b>Skilled Communication</b>	<b>IT for Learning</b>	<b>Real World Problem Solving</b>	<b>Knowledge</b>									
<b>Mastery of core skills and knowledge</b>	<p><b>Fluency in basics</b></p> <p>Social Skills Critical Thinking Decoding for reading – phonics Maths: number facts/ operations Cursive handwriting Phonics for spelling Grammar, technical accuracy</p>	<p><b>Vocabulary</b></p> <p>Tier 1 Tier 2 Tier 3 Vocabulary for reading and listening comprehension, written communication and oracy</p>	<p><b>Reading</b></p> <p>Volume Comprehension Curriculum: variation of text Reading is an essential skill that also supports the acquisition of vocabulary and knowledge</p>	<p><b>Oracy</b></p> <p>Performance Presenting Persuading Debating</p>	<p><b>Specific skills</b></p> <p>Eg: Music Art Computing Design PE and Sports</p>	<p><b>Knowledge</b></p> <p>Cultural understanding Subject-specific Knowledge General Knowledge (hinterland)</p>									
<b>Domains of Learning EYFS / KS1 / KS2</b>	<b>Communication, Language &amp; Literacy</b>			<b>Humanities, Society and Citizenship</b>			<b>STEM</b>			<b>Creative Arts &amp; Design</b>					
	Oracy	Phonics	English	Latin	PHSE	RE	History	Geography	PE	Maths	Science	Computing	Music	Design Technology	Art
	<p>← <b>Disciplinary literacy</b> →</p>														
<b>Attributes and Dispositions</b>	<p><b>Nurture</b></p> <p>Respect Empathy Self-Awareness Gratitude</p>			<p><b>Inspire</b></p> <p>Zest Creativity Engagement Optimism</p>			<p><b>Learn</b></p> <p>Courage Inquisitive Cooperation Independence</p>			<p><b>Succeed</b></p> <p>Confidence Resourcefulness Perseverance Reflection</p>					



## How do we organise learning?

Components	Lessons within the classroom	Outdoor learning	Curriculum events, theme days / weeks	Curriculum enhancement: conferences, workshops, guests	Opportunities for pupil leadership	School trips & Residential experiences	Behaviour and routines for learning and life
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### How is the curriculum delivered?

Our curriculum is planned around a thematic approach. This allows pupils to see the purpose of learning across all subjects and ensure they fully understand the learning intentions and outcomes. Where possible, our outcomes have a relevant real-life context and will involve the local community or national organisations. We believe that we need to build a curriculum to ensure that our children are the change agents for the future and well prepared to be global citizens. All topics consider past, present and future concepts related to the theme so that our pupils understand that they can make a difference to the world they live in. Staff at Farndon Fields use cognitive science to ensure that children develop knowledge, skills and understanding in a way that they can retain new information in their long-term memory.

Pedagogical approaches to Teaching and Learning	<b>Equity</b> <ul style="list-style-type: none"> <li>Equity and equality of opportunity, entitlement and experience</li> <li>Consistently high expectations, quality and standards for all pupils</li> <li>A mastery Curriculum, excellence in SEND programme</li> </ul>	<b>Evidence</b> <ul style="list-style-type: none"> <li>Research informed pedagogies</li> <li>Formative assessment strategies embedded in Teaching and Learning</li> <li>Use of evidence from Cognitive Science Research – eg: importance of metacognition and self-regulation</li> <li>Balance of direct instruction and enquiry</li> <li>strong self-evaluation</li> </ul>	<b>Engagement</b> <p>Authentic purposes and contexts for learning based on our local school make up</p> <ul style="list-style-type: none"> <li>Emphasis on first-hand experience</li> <li>Purposeful, structured play in the EYFS; drama, strong emphasis on outdoor learning, sport and The Arts</li> <li>Pupil autonomy and choice</li> <li>Cross-curricular connections</li> </ul>
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**Ethos**  
We believe that our children need to be curious about their learning. To help inspire pupils, all learning will begin with a hook to spark children's interest. Children will consider their starting points, learning journey and learn key knowledge and skills to reach a learning outcomes in each subject and across a topic. They will then review their achievements at the end of the topic, formally and informally.

Curriculum drivers	<b>Past</b> Children will explore what has happened before in their learning and in history to 'set the context'	<b>Present</b> Children will understand what is happening now in the world and how this relates to their thinking around their topic	<b>Future</b> Children will consider how the concepts they are learning could affect their future and what they can do to make a difference
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Global themes	Being Healthy	Equality and Diversity	Technology	Aspiration	Human Rights	Environment
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**A curriculum to remember**  
Our curriculum uses our knowledge of cognitive science. We block subjects to help children reduce their 'forgetting curve' and use a spiralsised approach over time to ensure that children can return to key concepts to link their understanding and create lasting memories of knowledge and skills.

Approaches to Learning	Learning is relevant, interesting and motivates the children.
	Authentic purposes create meaningful contexts for children and enable connections to be made.
	Effective Assessment for Learning strategies are used frequently.
	Equity - achievement for <b>all</b> .
	Metacognition and self-regulation are embedded within the learning.
	Responsive teaching – assess prior learning, plan for misconceptions and adapt to meet the needs of the children.
	Varied approach to teaching and learning that focuses on deep learning and is underpinned by evidence based research.
Deep teacher subject knowledge informs the learning journey.	

Achieving long term acquisition of knowledge	<b>Cognitive Science</b> Learning considers HOW children learn best so that learning is frequently retrieved and retained in long term memory.	<b>Mastery of core skills and knowledge</b> Learning journey is considered so that small steps of learning are built upon ensuring the foundations are secure.	<b>Coherent Connections</b> Learning is well linked throughout subjects, year groups and across the school to ensure existing knowledge can be built upon.
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## How do we measure the impact of our curriculum?

Evaluating impact	Teachers' content choices and sequencing ensure children build schema to acquire long term knowledge.	Assessment is conducted and quantitative and qualitative data is used effectively to identify progress and achievement through the curriculum.	Monitoring & evaluation of teaching and learning.	Pupil voice: Can pupils recall learning? What are their views on the curriculum?	Stakeholder feedback including parents and governors.	Holistic view of the whole child, including their engagement and wellbeing.
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**Outcomes**  
Our children will be life-long learners, good human beings and confident communicators.