



**“The whole and wholesome development of each child in a happy, caring and stimulating learning environment.”**

**Together we grow and learn**

## **Curriculum Intent**

At May Bank, every child has the right to access a broad, balanced and enhanced curriculum which supports the culture, climate and values of the school. Our curriculum is accessible to all children in our school.

Our curriculum starts with the child and everything surrounding the child (their home, family, friends, and school). We learn about things associated with our local area and this extends to the country in which we live and the wider world beyond us.

The development of personal, social and emotional skills underpins our curriculum. We nurture positive mental and physical wellbeing and give children the opportunities to understand themselves as learners and to persevere and become resilient over time.

Social, Moral, Spiritual and Cultural development are interwoven through all we do. We want our children to become confident learners with tolerance and respect for each other and the environment. We teach children how to keep themselves and others safe. Our curriculum develops knowledge, skills and attitudes that enable children to respond to the challenges of a complex and ever-changing world.

The Statutory Framework for the Early Years Foundation Stage and The National Curriculum form part of our curriculum. We teach the Staffordshire Agreed Syllabus for Religious Education and promote British Values.

The yearly overview for each year group and medium term planning for curriculum content (concepts, knowledge and skills) indicates what we want pupils to know and be able to do, at different stages. It builds in progression both across a year group and a key stage.

## **Implementation**

The content of our curriculum is structured and sequenced to make meaningful connections through common themes. We equally recognise that some elements are best taught as 'stand alone' elements. Subject leaders ensure curriculum coverage, progression, assessment and improvements.

Baseline assessment and prior assessment to gain an understanding of children's prior knowledge and understanding together with classroom observation and discussions with the children shape the starting point and direction of learning. Child voice is important and children share what they know and equally what they would like to find out.

A series of lessons builds conceptual understanding, knowledge and skills over time. We want our children to enquire, reason, solve problems and evaluate their learning to become creative thinkers who make connections. Enriching experiences enable children to gain a deep understanding, which they build on and extend over time.

Ongoing assessment (formative or summative) feeds into the next phase of learning.

## **The Local area**

We constantly strive to enhance our learning experiences and where better to start than with the area in which the children are growing up? Planning reflects our locality. We promote the history and geography of the area and we utilise local museums, artists, community opportunities and visitors. We work with local sporting providers, businesses, schools, the local college, theatres, the NSPCC, the local church and community projects.

## **Our extended day**

Over a typical school year, we offer enrichment opportunities in addition to the school day in the following:

- Choir
- Drama and the performing Arts
- Art & Craft
- Sports – cricket, tennis, football, basketball, tri-golf, athletics
- Dance
- Spanish
- Lunchtime sport and dance
- African Drumming
- Mindfulness (lunchtime)

We also promote disability awareness and the children gain the opportunity to follow a programme of wheelchair basketball. Our extended offer is an entitlement for all children, including vulnerable groups.

## **Charity and Community Support**

We encourage our children to work together and support the needs of others in the community at an age-appropriate level. As a school we involve our children in helping local and national charities. These may include The Food Bank, Barnardo's, The NSPCC (located on our street) and Children in Need.

## **Whole School Opportunities**

We provide opportunities for children to work collaboratively with other children beyond their class bases. All children take part in Whole School Text weeks when the children study the same text and collaborate with other year groups to share learning (including parents). We also promote the following:

- Toy Sale held by the children
- Number Week
- Book Week
- Cultural opportunities
- Enterprise opportunities – class contribution to the School Fayre
- Whole School Voting Day
- Brain Awareness Week
- Mental Health Week
- Internet Safety Day
- Anti-Bullying Week
- Science Week
- Team Building (within school and with St. Margaret's Junior School)

At May Bank we are responsive to the needs of our children. We reflect on our curriculum regularly and have the confidence to diversify our content and teaching to respond to the needs of **our** children at any given time.