



# Monksdown Primary School

## Curriculum Intent, Implementation and Impact

### Aims:

- Monksdown aims to provide a rich and balanced learning experience for your child.
- A creative curriculum which covers objectives to all subjects through
- developing: curiosity, knowledge; sense of adventure; ambition, creativity; skill of self-reflection and their ability to work collaboratively.
- Respect, Resourcefulness, Resilience and Responsibility are our key values.

### Intent

- To keep your children safe, and teach them how to keep themselves safe.
- To deliver a creative curriculum for every child, inclusively.
- To prioritise the effective teaching of Reading as the key to progress in all subjects.
- To ensure every child leaves us fully literate and numerate, with the skills needed for the next steps of their journey in life.
- To ensure sequence and progression through a mapping out of the concepts inherent in the National Curriculum into Key stages and Year group cycles, seeking to widen and deepen children's knowledge. This enables children to make links between knowledge that they have gained and explore the range of their talents, to ensure a breadth of learning.
- To ensure the curriculum content is thoroughly learned – through revisiting of key concepts and skills, & the overt reviewing of previously taught information, to build knowledge and skills. Also ensuring depth of learning.
- Fundamentally, to enjoy learning!

### Implementation

- In Early Years, we follow the requirements of the Early Years Foundation Stage curriculum, and structure teaching accordingly.
- In KS1 & 2, we start with the National Curriculum and make sure that what is to be taught in the latter is covered by our curriculum design.
- Phonics and Early Reading is taken from 'Little Wandle'
- English follows the 'Pathways' to writing scheme of work. Reading is taught through sequential phonics and common comprehension teaching approaches.
- Maths is taught in Reception, KS1 and 2 via the White Rose scheme and repetitive skills review. It is progressively linked to the National Curriculum.
- PE uses the 'Lancashire Professional Development Service' scheme of work to ensure sequential development of skills and understanding. Plus, a Monksdown PE Passport App scheme of learning is utilised in all classes.
- RE follows the 'Liverpool 'Sacre' scheme of work at the heart of learning.

- MFL is taken from a scheme called 'Language Angels'
  - Music is adapted from Charanga
  - PSHE and RSE are adapted from Jigsaw
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- Progression of skills are subject specific, working alongside the National curriculum.
  - Knowledge is developed through teaching that includes principles of repetition and deeper questioning for eventual long-term memory retention.
  - Progression is ensured via Subject Skills Progression lists for Key Stages 1 and 2 from which learning objectives are taken for termly planning and the interlinking of concept teaching across both Key stages
  - Subject leaders, review the impact of teaching on children's long-term knowledge in each subject. They produce Action plans and provide Governors with termly subject reports. They revise and review Subject policies which then leads to amendments to the curriculum your children will study.
  - 'Cultural Capital' development - the body of knowledge children need to succeed in life - is also supported through the incorporation in the curriculum of educational visits and experiences including residential visits, participation in Art network, touring theatre group pantomimes, author visits, joint Remembrance services and similar activities.
  - Our Green Curriculum uses outdoor learning to teach children about their place in caring for the environment, and for older children, business skills that can generate the capacity to improve it.

## **Impact**

- Monksdown children thrive in a safe, happy environment.
- Monksdown children leave primary school with strong values: Respect, Resourcefulness, Resilience and Responsibility.
- The character and behaviour of the children in our School; their social, moral, spiritual and cultural development is a credit to them.
- Impact can be observed in what children of all abilities and needs can say that they know when asked, and what they can do: Assessments.
- Children become fully literate and numerate, with the skills needed for the next steps of their journey in life.
- Children's books – for assessment of curriculum coverage and how well each child can show their understanding and love of learning.
- Subject leader monitoring ensures children have progressional equity of learning,