

## Curriculum Intent: Literacy

We have designed our English curriculum with the intent that our children will leave us at the end of Key Stage 2 ready to move on to the next stage of their education able to cope with the demands of the curriculum and of the modern world around them. They will be able to engage in discussion, both verbally and in a written format as well as engage with texts that inspire and challenge them. They will be prepared for their future lives and careers by being able to communicate effectively with various audiences and in a variety of ways.

We endeavour to create a love for all areas of literacy – reading, writing and spoken discussion. We want to inspire all of our children to be confident in the art of speaking and listening and to develop learners who can use discussion to communicate and further their own learning. Every child who leaves school will be equipped with the skills needed to communicate effectively. We believe that these essential skills are fundamental to future success and prioritise them appropriately both in English lessons and through teaching these skills in other subject areas.

We believe that children need to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum and become more confident and competent readers, writers and communicators. In our Early Years and Key Stage 1, we prioritise securing the fundamental basics of reading and writing by teaching high quality phonics and reading lessons daily. Our children begin Key Stage 2 with a secure knowledge of phonics and reading strategies.

In Key Stage 2 we ensure that the pupils deepen their understanding of spelling patterns through having access to high quality daily spelling sessions. We ensure that our pupils are equipped with the skills that will allow them to independently read and spell new words in different contexts and subjects.

In writing we provide all of our children with opportunities to explore a variety of genres and develop writing skills that they can apply in the future. We ensure that our learners are exposed to high quality texts and apply high quality vocabulary in their writing. Our approaches are evidence based and proven to support learners.

We believe that a secure basis in literacy skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society.

### United Nations Convention on the Rights of the child

#### Article 29

Education must develop every child's personality, talents and abilities to the full. It



## Curriculum Intent: Maths

We are committed to ensuring that children have an appreciation and love for Maths. We strive for them to become confident Mathematicians through problem solving and reasoning. We want our children to be prepared for the wider world, to develop financial literacy and numerical fluency to help them gain employment and succeed in their careers. Most of all, we want all children to enjoy Maths, to flourish in this subject and to have an appreciation of the beauty and power of Mathematics.

We aim to achieve this by teaching them to:

- become fluent in the fundamentals of Mathematics.
- reason mathematically.
- solve problems by applying their Mathematics.

Mathematical understanding starts in our Early Years provision where children develop the fundamental skills of counting, sorting, matching and comparing through play and talk. Using play based and experiential learning including traditional counting songs, appealing physical resources, number books and pictorial representations, we support children to develop a sound grasp of early mathematical concepts and language.

Throughout the school, we follow the National Curriculum, using the White Rose Maths approach to build deep understanding, confidence and competency. We blend concrete, pictorial and abstract approaches to give children a firm grasp of numerical concepts and methods. We recognise the importance of mathematical language and support children to articulate and explore their ideas in pairs, groups and the whole class. We encourage regular retrieval practice to ensure strong recall of basic number facts, and teach problem solving to enable children to use and apply their maths knowledge. Our teachers are trained and supported to ensure that no child is left behind and that children with knowledge gaps or specific numeracy issues are supported to access the full curriculum.

Our wider curriculum reinforces mathematical knowledge and maths concepts through, for example, data handling and presentation in ICT, developing sound chronological awareness in History and understanding distances and direction in Geography.

We know that many parents and carers lack confidence in their own maths abilities, or worry that they don't know how to help when the maths is very different to the way they were taught. We work with parents and carers to help them support their child with maths, and offer a range of maths workshops and information sessions for parents.

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## Curriculum Intent: Science

Our science teaching aims to give all children a strong understanding of the world around them and the ability to think scientifically, so that they gain an understanding of scientific processes and of the uses and implications of science for today and for the future. Science lays the foundations for children's future ability to understand and critically assess information in the Media and online, and to contribute to informed decisions about health, the environment and technology in society.

We lay the foundations for future science learning through our Early Years curriculum which teaches children to understand and talk about the world around them. We use stories, objects, artefacts and experiences to develop children's understanding of the natural and physical world, and to give them the concepts and vocabulary they need to discuss their observations and investigations.

We use the National Curriculum in Science to teach biology, physics and chemistry in a progressive programme of study which systematically revisits and builds upon previous learning. This consolidates prior knowledge and builds enthusiasm whilst embedding procedural and conceptual knowledge into long-term memory. This model also allows children who join us throughout a Key Stage to 'backfill' knowledge and skills gaps in Science.

Scientific enquiry skills are embedded in each area of study so that children develop and use a range of skills including observations, planning and investigations. They are encouraged to question the world around them and become independent learners in exploring their scientific questions. We work to ensure that girls as well as boys are confident to engage, experiment and attain in science, using diverse role models to promote science as a valid career option for all children. We work with families to promote science as a career and draw on the scientific and technological resources of Manchester and the North West to broaden children's horizons and inspire a passion for science.

We teach and reinforce specialist vocabulary throughout the Key Stages, developing Oracy so that children are fluent to communicate their scientific ideas. We aim for children to leave Key Stage 2 ready to cope with the demands of the next stage of the curriculum and of the modern world around them.

### United Nations Convention on the Rights of the child

**Article 2** Every child has the same rights whatever their ethnicity or , gender

**Article 17** Every child has the right to reliable information from the mass media.

**Article 29** Education must encourage the child's respect for the environment.



## Curriculum Intent: Art and Design

Well taught Art and Design is a life enhancing part of a broad and balanced curriculum. We will encourage children in a love of art, developing their skills and talents, and giving them an opportunity to express their individual interests, thoughts and ideas.

Starting in the EYFS, we will offer a rich experience of art and creativity, introducing exciting materials and techniques, using beautiful books and images, and supporting children to talk about their own and other artworks.

We will systematically introduce children to a wide range of art forms, genres and artists so children have a good knowledge of classical and contemporary art from a range of cultures and traditions. We will work with local artists, museums and galleries to give children first-hand experience of art and to encourage our families to access the arts locally. We will raise children's awareness of how art and design can open career options and enhance wellbeing through lifelong enjoyment of the creative process.

Through the key stages, children will systematically and progressively develop proficiency in drawing, painting, sculpture and other art, craft and design techniques. We will support children to develop the knowledge, concepts and vocabulary to analyse and discuss their own and other artworks.

We know that many children are harsh critics of their own artwork and can come to believe they are "no good at art". We believe all children can learn to enjoy and be proficient in art. We will use the process of Modelling / Critique / Descriptive Feedback to help children be resilient and improve their work, actively working to support the less confident to develop their skills and enjoyment of the subject.

### United Nations Convention on the Rights of the child

**Article 29** Education must develop every child's personality, talents and abilities to the full. Education must encourage the child's respect for their own and other cultures.

**Article 31** Every child has the right to relax, play and join in a wide range of cultural and artistic activities.



## Curriculum Intent: Computing

We provide a high-quality computing education which gives essential knowledge and skills in the three main areas of the computing curriculum:

- Computer science: Programming and understanding how digital systems work.
- Information technology: Using computer systems to store, retrieve and send information
- Digital literacy - evaluating digital content and using technology safely and respectfully.

We embed technology across all subjects where it can enhance learning and deepen understanding. Children will grow into responsible, competent, confident and innovative users of information and communication technology. They will develop logical thinking and solve real-life problems in meaningful contexts. Through computing, we will support our children to aim high. We aim for them to explore, create and use technology as leaders and producers, rather than just consumers.

We recognise that technology can offer great opportunities, access to information and ability to connect with others. However, some families have limited access to computing technology in the home and many children have limited exposure to technology beyond gaming and apps. Starting in the early years, children will start to understand that information can be retrieved from computers and will interact with age-appropriate computer software. Whatever their previous knowledge, we build children's skills and understanding of the opportunities, applications and careers available to them through technology.

The rapidly moving world of technology offers great opportunities, but also real threats. We will continually work to keep children safe online and to give them and their families the knowledge and tools they need for safe use of the internet.

### United Nations Convention on the Rights of the child

**Article 17** Every child has the right to reliable information from the mass media. Children must be protected from materials that could harm them.

**Article 19** Children must be protected from all forms of violence, abuse, neglect and mistreatment.

**Article 29** Education must develop every child's personality, talents and abilities to the full.



## Curriculum Intent: Design and Technology

Our DT curriculum aims to give children the practical skills, knowledge, creativity and understanding they need to design, make and evaluate products which solve real and relevant problems.

Children will use their imagination and problem solving skills to solve practical problems in different contexts, considering their own and others' needs, wants and values. Children will learn to work co-operatively in a team and to become innovators and risk-takers.

Starting in the Early Years, our curriculum will give rich opportunities to explore with materials, tools, construction and modelling. Throughout the curriculum we will ensure progression in the key DT skills of planning, making and refining a product or process. DT will build upon and link with other relevant disciplines such as mathematics, science, computing, art and history. We will draw on Manchester's rich engineering, technology and design heritage to enhance children's understanding of past and present design and technology. We will encourage children to describe and discuss their own designs and those in the world around them.

Children will be introduced to the satisfaction of crafting an end product with the associated benefits to positive mental health and self-esteem. Design and Technology will also help build resilience as children learn how to persevere with new skills and to critique and improve an initial attempt.

Our Design and Technology curriculum will lay the foundations for future study and the development of the practical skills that are the foundation of a self-sufficient adult, including basic sewing, cooking, woodwork and other household maintenance skills. We will encourage families to support us in going beyond gender stereotypes to ensure both boys and girls become confident with the full range of DT skills, tools, materials and techniques.

### United Nations Convention on the Rights of the child

**Article 2** Every child has the same rights whatever their gender.

**Article 29** Education must develop every child's personality, talents and abilities to the full.

**Article 31** The right to relax, play and join in a wide range of cultural and artistic activities



## Curriculum Intent: Geography

We study Geography to understand the physical and human world around us and know how the world has come to be the way it is. It gives us an appreciation of the lives of others and the diversity of the environments and cultures of people around the world. It builds children's understanding and respect for their own and other cultures, and for the environment. We want our Geography curriculum to inspire pupils with a curiosity and fascination about the world and its peoples that remains with them for the rest of their lives.

Starting with children's experience of their local environment and building on the international links that are so important to many of our families, we will encourage children to think geographically about the world around them. Beginning in EYFS with understanding of the geography of the classroom and school, we will teach and reinforce the concepts of physical and human geography. Children will learn about their local area, progressing to encompass Manchester, the North West, the United Kingdom, Europe and the wider world. Children will develop and retain a robust mental map of the world and a concrete understanding of how maps can represent the world around us.

Whether geography is taught discretely or as part of a wider topic, we will teach children the connections between geography and their wider learning. Geography will underpin and draw on wider learning in History, Languages, RE and PSHE, as children develop a deep respect for diverse cultures and understand the right to maintain your own nationality, religion and culture.

We will draw on the varied physical geography, museums and universities of the North West to give children first hand experiences of a range of urban and rural environments and geographical phenomena. We will work with our families to celebrate their international links and to value the different cultures, religions and languages we have within our school communities.

Geography will contribute to our whole school work on Oracy as we build children's geographical vocabulary and conceptual understanding so they can develop and communicate their ideas confidently to a range of audiences. Pupils will learn to communicate and decipher information using maps, images of people and place, numerical data and graphical modes of communication. We will introduce new vocabulary within the context of the lesson and support children to use subject specific language in the work that they complete. Children will have many opportunities within the lesson to talk about and present what they have learnt.

### United Nations Convention on the Rights of the child

**Article 29** Education must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

**Article 30** Every child has the right to learn and use the language, customs and religion of their family whether or not these are shared by the majority of the people in the country where they live



## Curriculum Intent: History

We study history to understand our heritage and to learn how the world has come to be the way that it is. We learn how the choices and actions of individuals, groups and governments have affected the way that communities and societies develop and interact. History teaches us to learn from the past and recognise our responsibilities to make good choices in the present to protect the rights of future generations.

We aim to develop children's historical understanding of their surrounding world. They start with a firm grasp of concepts of time in the EYFS, then learn about their own family history. They progress to the history of our local area before building their understanding of the history of Manchester, the United Kingdom, Europe and the wider world. We want all children to develop a secure grasp of chronology, understanding how the different historical periods fit together and how societies have changed and developed through the ages. Careful planning and sequencing throughout the school will support conceptual understanding and long term knowledge retention.

Whether history is taught discretely or as part of a wider topic, we will teach children the connections between history and their wider learning. They will develop an understanding of how engineering and technology have driven change, and will explore issues of power, war and conflict, democracy, rights, and diversity in different societies. They will discuss history from a moral perspective, considering how rights have been denied, demanded, fought for and respected at different times through the ages.

We will draw on the extensive historical resources of Manchester and the North West to enrich the curriculum and expand children's cultural experiences, bringing history to life and giving children a passion for historical enquiry. Pupils will gain an excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past. They will also learn about groups and individuals who were traditionally excluded from History, including the role of women and the achievements of significant black and ethnic minority cultures and individuals.

We will fully deliver the requirements of the National Curriculum, combining overview and in-depth studies to help pupils understand how the world has evolved. Children will develop the skills of historical enquiry, learning to ask perceptive questions, weigh evidence, sift arguments, and develop perspective and judgement. They will understand the use of primary and secondary sources, developing respect for historical evidence and the ability to make critical use of it to support their learning.

History will contribute to our whole school work on Oracy as we build children's historical vocabulary and conceptual understanding so they can think critically about history and communicate their ideas confidently to a range of audiences.

### United Nations Convention on the Rights of the child

#### Article 29

Education must encourage respect for their own and other cultures





## Curriculum Intent: Modern Foreign Languages

As a school within a diverse and international local community, we value the wide range of cultures and languages which make up our school population. Our percentage of children speaking English as an additional language is much higher than the national average, and we place a strong emphasis on the importance of developing speaking and listening skills across the whole school. From the Early Years and throughout the school, we encourage children to feel proud of their own heritage and language, and to respect the language and culture of others. We encourage children to develop their conversation skills in their native language as well as in English.

In the EYFS and KS1, children become aware of the variety of languages around us, for example, using different greetings or learning simple songs in different languages. Pupils are also exposed to some basic Spanish, for example, learning Spanish songs or greetings, which prepares them for learning Spanish at KS2. Support for speakers of English as a second language is embedded in the school, both through our skilled TAs and support staff and through existing dual-language families offering support to newly arrived parents. This creates a language positive environment, which builds confidence in children new to English and respect for all cultures.

This language rich environment lays the foundation for Modern Foreign Language teaching in KS2. All KS2 classes receive weekly Spanish lessons to meet the MFL requirement of the statutory curriculum. Class teachers use a range of resources and interactive programmes to engage students of all abilities and provide accurate modelling of good grammar and pronunciation. Pupils are taught to express their ideas and thoughts in the target language and to understand and respond in speech and in writing. The children progressively acquire, use and apply a growing bank of vocabulary organised around topics. They are then encouraged and supported to develop their speaking and listening skills through communication and conversational work. As their confidence and skills grow, they can record their work through pictures and sentences in their MFL exercise books.

Our MFL curriculum links with our wider curriculum, particularly in Geography where we learn about languages and cultures around the world, but also in the study of other cultures within RE and History, and the celebrating of differences in PSHE. Shared learning of the grammar and vocabulary of a modern foreign language also supports our teaching of grammar and etymology in upper Key Stage 2, as well as establishing the foundation for learning further languages as the progress to High school.

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#### Article 30

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## Curriculum Intent: Music

We are passionate about the benefits of participating in musical activities. Communal singing and music making builds community, gives a sense of shared achievement and has a positive effect on mental health. Learning an instrument develops concentration and perseverance and teaches the value of practice. Some studies suggest learning an instrument is linked with improved attainment in maths and reading. We aim for all children to develop an understanding and acceptance of the validity and importance of all types of music, and to respect the role that music may play in any person's life.

We follow the National Curriculum ensuring that all pupils get the chance to:

- Perform, listen to, review and evaluate music across historical periods, styles and traditions.
- Have opportunities to learn to sing, create, compose and perform music.
- Understand and explore how music is created, produced and communicated.

Starting in the early years with song, rhyme and rhythm, we support children to develop a good understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We give children experience of traditional British

All children will have opportunities at different times to learn an instrument and to sing in the choir. We want all children to have the opportunity to perform in front of their peers. We encourage families to attend concerts and performances which allow children to showcase their musical achievements. We aim to reflect and build on the diversity of musical heritages of our school community. We recognise that different religions have different traditions around music and work with families and local religious communities to ensure that all children feel able to join in and meet the National Curriculum requirement to study music.

### United Nations Convention on the Rights of the child

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## Curriculum Intent: Physical Education

Our P.E curriculum builds the physical, social, emotional and intellectual skills of our students, including improved leadership skills, communication skills, tolerance, independence, co-operation, loyalty, fairness, respect, and responsibility. Through their time with us, children are introduced to a wide range of physical activity including sports, games, dance, and gymnastics.

Our EYFS provision encourages active play, developing gross and fine motor skills, physical fitness and teamwork. We give children the vocabulary and concepts they need to describe how their bodies work and move, and how to stay healthy and be safe.

We deliver all aspects of the national curriculum for physical education to ensure that all children lead healthy, active lives, enjoy being physically active for sustained periods of time and develop competence to excel in a range of physical activities. We will ensure that as they progress through the school, children have opportunities to engage in competition within their class, between classes and year groups, and with other schools. We work with Manchester's Premier League Clubs, and other sporting clubs and associations to encourage children to be active outside school and to encourage children who wish to develop their talents by engaging at a higher level.

We support those who lack confidence in PE and those with special physical or emotional needs, planning with sensitivity to allow all children to participate and develop at their own level. We want all children to access a wide range of activities to lay the foundation for a life of physical activity and positive mental wellbeing. We link PE with science and PSHE so children understand how to keep their bodies healthy and to use physical activity to support wellbeing.

Our family support workers raise awareness of the importance of daily activity by supporting and encouraging families to be active. We promote healthy lifestyles and active travel through campaigns, challenges and parent events.

### United Nations Convention on the Rights of the child

#### Article 24

Every child has the right to the best possible health.

#### Article 29

Education must develop every child's personality, talents and abilities to the full.

#### Article 31

Every child has the right to relax, play and join in a wide range of cultural and artistic activities.



## Curriculum Intent: Personal, Social and Health Education

Our PSHE curriculum aims to prepare children to become well rounded citizens in our school, communities and the wider world. We offer a progressive PSHE curriculum covering Health and Wellbeing, Relationships and Living in the Wider World. We aim to build children's self-awareness, self-value and understanding of others. We understand the challenges that many of our children and families face and put happiness, wellbeing and resilience at the heart of everything we do in school. We believe children who feel safe, valued and respected will become able to confidently articulate their feelings and become reflective learners. This will support them to fully engage with learning and fulfil their full academic potential.

As a Gold Rights Respecting school, dignity through respect and kindness is a central thread that runs throughout our school life. As part of the Big Life Group, we share the 6 core Big Life values: Valuing Difference, Thoughtful, Honest, Courageous, Creative and Inspiring. These values are integrated into our school ethos, wider curriculum and PSHE programme. We use the Skills Builder framework to develop essential skills such as listening, presenting, problem solving, leadership, teamwork, staying positive and aiming high.

Our PSHE provision starts in the Early Years where children develop positive relationships with each other and with adults and learn to name and recognise emotions. They build the foundation for future self-esteem, learning to manage their behaviour and engage positively with learning. Throughout the school, we teach children how to articulate their viewpoint constructively, understanding the impact their behaviour has on others and learning to work effectively in teams. Our behaviour policy is grounded in the language of rights, responsibilities and respect.

The values and messages of our PSHE curriculum underpin and permeate our wider curriculum and ethos. For example, children learn about change makers in history, human rights in Geography, and keeping safe in ICT. We teach an age appropriate RSE curriculum, working closely with parents and carers to help children understand how to stay safe and healthy in the modern world. We encourage parents to support all aspects of PSHE by providing their children with boundaries, positive encouragement, modelling healthy hygiene, diet and online safety. Working closely with families, we aim to lay the foundations for the opportunities, responsibilities and experiences children will encounter at High School and in later life.

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## Curriculum Intent: Religious Education

Our programme of Religious Education aims to ensure that by the end of Year 6, children have a secure knowledge base and understanding of a range of religions and worldviews. They will be able to express ideas and insights about the nature, significance and impact of those religions and worldviews, and will develop and use the skills needed to engage seriously with them.

The foundations for RE are laid in the EYFS, where children start to learn how people and families are similar and different, and to understand family and religious customs and celebrations. Our schools follow a structured programme for Religious Education, which fully meets the requirements of the National Curriculum and systematically covers all the main religions and worldviews, including humanism, agnosticism and atheism. It encourages children to explore big questions about life and find out what people believe and what difference this makes to how they live so that children can make sense of religion and reflect on their own ideas and ways of living.

We build positively on the wide range of beliefs and religions held within the school community, encouraging children to feel proud and secure in their own faith, and asking them to share their knowledge with their classmates to increase understanding and tolerance. We work hard to ensure that children are confident in their own faith and recognise that learning about another religion does not mean they are being taught to believe in that religion.

Sometimes families are concerned about their child learning about different religions or visiting other places of worship. As a Rights Respecting School, we teach children that everybody has the right to their own language, culture and religion. This includes knowledge about nonreligious beliefs and worldviews, practices and ways of life. We will consult and inform parents and carers about the content and delivery of our RE curriculum. We recognise parents and carers' legal right to withdraw their child from Religious Education, but we encourage families to allow their children to participate in all aspects of Religious Education with the aim of increasing understanding and respect across different religions and cultures. We believe that our community is strongest when we all have knowledge, understanding and respect for each other's way of life. For this reason, we positively recognise and mark celebrations and festivals from different cultures and offer an extensive range of visits to local places of worship to support children's understanding of the groups that make up our rich and diverse community.

### United Nations Convention on the Rights of the child

#### Article 14

Every child has the right to think and believe what they want and also to practise their religion, as long as they are not stopping other people from enjoying their rights.

#### Article 29

Education must encourage respect for human rights, as well as respect for their parents, their own and other cultures.

#### Article 30

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