



Deanwood Primary School

Curriculum Intent Statement

Pupils' learning and development should be at the heart of every school's curriculum; it should be broad and balanced and equip pupils with the skills necessary to succeed in life after school.

This curriculum intent statement outlines how the school has created their curriculum and the benefits it will bring to pupils' learning and self-improvement.

What the curriculum is designed to do

At Deanwood Primary School we have designed our curriculum with pupils' learning at the centre. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals as well as learners.

Through a combination of learning techniques, we aim to ensure pupils enjoy learning and feel prepared for life after school. We also intend to offer our pupils new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem.

We recognise that pupils should be challenged in their schooling; learning from failures and celebrating successes. We intend for our curriculum to be empowering, enabling pupils to develop their interpersonal skills, creativity and independence.

How the school intends to deliver the curriculum throughout the school

As briefly mentioned above, we intend to deliver the curriculum through a variety of methods that are both classroom-based and extra-curricular. Below, we have outlined how we intend to deliver this promise. We promote equal opportunities to all of our pupils in line with the Equality Act 2010 throughout our practices.

Classroom-based learning: Our staff value the different ways in which pupils learn and plan lessons to account for these differences. We encourage teachers to make cross-curricular links where possible within their lesson plans, so that pupils can draw upon knowledge from different subjects and understand how each topic plays a part in everyday life.

Teachers use different learning resources to teach core content, e.g. educational videos, guest speakers and ICT. By using different techniques, we intend on keeping pupils engaged with learning and accommodate pupils who learn differently to their peers.

In consultation with the school's SENCo, teachers plan targeted interventions for individuals and small groups of children who may benefit from some additional support with their learning. These interventions are delivered by both Teaching Assistants and experienced teachers and their impact is reviewed termly by the SENCo. It is important to note that these interventions supplement the work of the class teacher and **do not** replace it.

Extra-curricular activities: We provide a variety of extra-curricular activities for pupils that enhance their learning experience. The activities range from after-school clubs, to educational trips and visits. Extra-curricular activities are designed to enhance pupils' learning experience, form personal connections between pupils and their peers, and teach skills essential for life after school.

How the school involves parents, pupils and the local community in curriculum planning and delivery

Our school values the input of its pupils, parents and the local community with regards to the planning and delivery of the curriculum. We believe pupils get a well-rounded education if everyone is involved in shaping it. This is why we ask pupils and parents to complete a questionnaire on an annual basis. Feedback from these questionnaires is shared with all stakeholders and acted upon as appropriate.

How the curriculum benefits pupils' learning and personal development

Our curriculum has been designed for a range of learners, providing equal opportunities for all – by doing this, pupils will benefit in the following ways:

- Learning how to lead safe, healthy and fulfilling lives
- Understanding that failure is part of the road to success
- Being rewarded for academic successes
- Being supported with their next stages in education or training and feeling prepared for life after school
- Becoming responsible individuals who contribute to community living and the environment
- Achieving to the best of their ability
- Acquiring a wealth of knowledge and experience
- Becoming critical thinkers
- Finding a sense of belonging to the school and its community
- Learning how to cooperate with their peers and respect one another inside and outside the classroom.

Topic Map – 2020 / 2021

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	All About Me	Aliens	Polar Regions	Bright Lights, Big City (London)	The Enchanted Woodland (Fairy tales)	Famous People
Year 2	Dinosaurs	The Great Fire of London	Around the World	Around the World Explorers and Transport	Explorers and Transport	Africa
Year 3	Changes in Britain from the Stone Age to the Iron Age	Romans	Cultures from around the world		The Tudors	What Makes the Earth Angry?
Year 4	Route 66 Fantastic Pharaohs	Fantastic Pharaohs	Europe	Anglo Saxons – Vikings	Extreme Conditions	Ancient Greece
Year 5	Revolutionary Way of Thinking (Victorians)	Go Green – reduce, reuse, recycle	Earth and Space	Chocolate Aztec / Mayan	Horrible Histories	Carnival Brazil
Year 6	Why do tourists want to visit London?	Why was Nelson Mandela an inspirational person?	Battle of Britain and WW2		The Olympics	