



Deanwood Primary School

Curriculum Intent and Implementation Statement

At Deanwood, we want all pupils to be 'Happy, Successful and Safe'.

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. Our curriculum helps children to unlock their potential, and to help prepare them for the next stage of their education and life.

Through a combination of teaching and learning techniques, we aim to ensure pupils enjoy learning and feel prepared for life in and out of 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 and challenging, enabling all pupils, inclusive of their needs, backgrounds and abilities, 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: All children should experience high quality first teaching across all areas of the curriculum. 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 a range of informal assessments to help identify gaps in children's knowledge and understanding, and give timely and effective feedback in a variety of ways in order to help the children make progress.

When suitable, schemes of work are used and adapted to suit the need of our children, giving children opportunities to experience high quality lessons delivered by teachers who feel confident in teaching each subject.

Teachers use different learning resources to teach subject 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 and deliver a targeted and adapted curriculum for those children who need extra support, in order to help them achieve more and make progress based on their starting points. Interventions for individuals and small groups of children who may benefit from some additional support with their learning and given in order to help close gaps. 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. Guest speakers are also brought into school where appropriate to help deliver interesting and engaging sessions. 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. We also strive to peak children's interests and nurture their talents and skills in many areas.

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. Parent workshops in EYFS, reading (including early reading and phonics, and maths are held to help parents gain a better understanding in how to help their children at home, and to give them an insight into our curriculum. Parents are also invited in to celebrate the fantastic work which our children produce and support the children throughout their journey in school, such as World Book Day parent exhibition and Sports Day.

School Council, Eco-Council and the Howard Academy Trust Pupil Parliament give opportunities for our children to share their thoughts and opinions on how the school can improve. These pupils also take ownership in running key events, such as charity days and themed days.

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 – 2022 / 2023

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Yr N	All about me	Fairytales	Winter Wonderland	Growing (life cycles, seeds)	Minibeasts	Adventures (fantasy stories and moving on)
Yr R	All about me/ Family Autumn Halloween	Bonfire night Fairytales Christmas	Winter Arctic/ Antarctic Chinese New Year	Pancake Day Easter Growing up generations Spring Space	People who help us Community Local area	Minibeasts Plants Hot places
Yr 1	What Makes Me Special?	What does art look like?	Polar Regions	London	Fairy Tales	Kings, Queens and Castles
Yr 2	Dinosaurs	The Great Fire of London	Around the World	Travel and Transport	Significant Explorers	Africa
Yr 3	Changes in Britain from the Stone Age to the Iron Age	Romans	Cultures from around the world (Disney) (Local History and Geography)			What Makes the Earth Angry?
Yr 4	Route 66	Fantastic Pharaohs	Europe	Anglo Saxons - Vikings	Extreme Conditions	Ancient Greece
Yr 5	Revolutionary Way of Thinking (Victorians)	Go Green - reduce, reuse, recycle	Earth and Space	Chocolate Aztec / Mayan	Tudors	Carnival Brazil
Yr 6	Our United Kingdom		WW1 & WW2		Why was Nelson Mandela an Inspirational Person?	The Shang Dynasty