Dunnington C of E Primary School

We Care, We Believe, We Succeed……Together!

Curriculum Statement

Dunnington C of E Primary School provides a broad, rich and progressive curriculum, designed to encourage aspiration, fulfilment and a sense of wonder for all our children. Through careful planning that is dedicated to celebrating all areas of the National Curriculum, our teachers provide the environment and opportunities for our children to become independent learners and thinkers, with the confidence to embrace all that life presents, as valued, responsible and compassionate citizens. We are committed to working together as a learning community so that all children are challenged in their thinking, discover their talents, achieve to the best of their abilities and become motivated and resilient life-long learners.

Rationale

Our REAL curriculum aims to give our children as many real, hands-on experiences as possible and make learning real and meaningful through: real books, real job roles, real problems, real experiences, real people and real issues. We have designed our curriculum so that it is underpinned by four key aims:

- READING - Every child a reader: A reading-rich curriculum which enhances learning, supports the development of communication skills and results in the acquisition of knowledge which is retained, so that pupils know more, remember more and learn more.
- ENRICHMENT - Being good citizens: A curriculum which celebrates difference, develops an understanding of right and wrong, and which ensures pupils develop a strong moral compass.
- AMBITIOUS - A love for learning and being curious: A curriculum that is exciting and engaging, which challenges children to think, question, problem solve and reason and offers hands- on experiences.
- LEARNING BEHAVIOURS - Learning behaviours for success: A curriculum which nurtures the learning behaviours that will help children to succeed: Independence; Resilience; Motivation; Being reflective; Creativity.

Our curriculum encompasses the Early Years Foundation Stage standards, the National Curriculum and, as a Church of England school, we cover theology, philosophy, human and social sciences. Guided by the curriculum objectives, we have developed a curriculum designed to engage and inspire; we have a flexible approach to ensure full coverage of the National Curriculum. Subjects are designed to provide clear

progression, building on prior skills and knowledge, allowing pupils to explore concepts in greater depth and apply them to wide variety of contexts.

The curriculum is implemented through the careful planning of lessons, underpinned by a clear understanding of the learning intention. Teachers place impact and outcomes for all children at the centre of their planning. Attention to questioning and language plays a key role in allowing our children to realise their capacity for deep thinking and empowers them to take charge of their own learning as they develop their reasoning and problem-solving skills. In the foundation subjects, we take one of three approaches:

Challenge Driven:
Science, History, Geography, DT and Computing are all challenge driven. At the start of each unit of work, we get the children in role, whereby they take on real life jobs such as: zoologists, curators, documentarians, optometrists, reporters, astronauts, naturalists, cartographers and much more! Once the children understand their role they are faced with a challenge in the form of a letter, email or challenge card. The children complete their challenge at the end of the unit of work, so that they can revisit and apply all that they have learnt.

Skills Driven:
PE, Art, Music and MFL are driven by the acquisition of skills. Skills can be acquired by *doing*, and the best way to master something is through regular practise or trial and error. Skill-based learning aims to build upon knowledge by developing practical expertise in a particular area.

Discussion Driven:
PHSE and RE are driven by discussion. Students are required to find new information together, talk, listen to others, and ultimately think for themselves. Discussion-based learning can lead to better practical knowledge and potentially improved long-term knowledge retention when compared to the more traditional format of lecture-based learning. Good questions and answers can get children to think deeply and make connections.

Learning opportunities are enhanced by our enrichment activities, such as our outdoor education, sports provision, school visits and visitors, equipping all our children with cultural opportunities to build confidence and ambition.

Impact is monitored, evaluated and reviewed by the leadership team and subject leaders through regular, on-going assessment opportunities. By making connections across the curriculum, children revisit key learning points, allowing them the chance to further embed the knowledge and skills taught and providing coherence and continuity on their learning journeys.

We are proud of our inclusive curriculum through which all class teachers provide both challenge and support, championing aspiration and providing interventions that allow all learners to achieve and succeed.