

Upton Meadows Primary School – Inspire | Motivate | Achieve

Curriculum Intent Statement



At Upton Meadows Primary School, we have taken great care to design a curriculum to allow us to fulfil our vision: to develop well rounded, confident and responsible individuals who aspire to achieve their full potential.

Through our curriculum we aim to:

- Provide enriching, memorable and meaningful learning opportunities for every child;
- Achieve excellent outcomes for all pupils given their individual starting points;
- Be ambitious and provide a well-designed curriculum of the highest quality so that children, including the most disadvantaged and those with SEND, know more, remember more and can do more;
- Develop children who are curious, deep thinkers who have the ability to articulate their thoughts, feelings, reasons and challenges successfully within a range of contexts;
- Create children who have the metacognitive skills to learn independently;
- Equip every child with the transferable knowledge and skills they need to enter into the next stage of their education and eventually become a successful 21st Century citizen;
- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society;
- Foster inside every child:
 - An understanding of their world and themselves, including how to stay safe, healthy and be a successful member of our modern British society.
 - An appreciation for the arts, their community and different cultures.
 - The ability to build and nurture positive relationships.

Curriculum Design and Rationale

Every aspect of our curriculum has been carefully selected and designed in order to achieve our curriculum aims.

'The main purpose of curriculum is to build up the content of long-term memory (the Schema) so that when students are asked to think, they are able to think in more powerful ways because what is in the long-term memories makes their short-term memories more powerful. That is why curriculum matters.' (William 2018)

We want the impact of our curriculum to be demonstrated in improved outcomes for our children, which manifests itself primarily at the classroom level.

We also know that:

1. Knowledge is important to all thinking
2. We understand new things in relation to what we already know
3. Retrieving knowledge helps us to remember it for longer
4. Developing kind, emotionally literate and tolerant children is important for society

We are fully committed to ensuring that the curriculum we offer all pupils is both aspirational and inclusive.

All subjects within our curriculum are expertly sequenced, influenced by cognitive science and start from the Early Years. The content within each subject is coherently organised to ensure that the knowledge (substantive, disciplinary and procedural) learnt is cumulative. This allows children's schemas to grow enabling them to know more, remember more and do more over time. Furthermore, hierarchical and sequential skills have been carefully planned throughout all subjects. Consequently, year on year, children's knowledge, understanding and appreciation of a subject flourishes.

Curriculum Subject Areas

| Understanding English, communication and languages | Mathematical, Scientific and Technological Understanding | Historical, Geographical and Social Understanding | Understanding Physical Development, Health and Wellbeing | Understanding The Arts |
|---|---|--|---|---|
| Reading Writing Modern Foreign Languages | Maths Science Computing Design Technology | History Geography R.E. Outdoor Learning and Forest Schools | PSHE (including RSE) P.E. Protective Behaviours Wellbeing Mental Health | Music Art & Design Drama Dance |

In order to ensure that our children receive the very best education through experiencing the highest quality curriculum, we have carefully selected a blend of:

- **In-house school created planning for:** Close Reading, Talk for Writing, Mathematics, P.E.;
- **Trust wide collaboratively created plans for:** History, Geography, R.E., Art, Science and Computing;

- **Professionally produced and quality assured plans and overviews for:** Phonics (Read Write Inc), PSHE/RSE (Jigsaw and Protective Behaviours), Music (Charanga and BBC Ten Pieces), Design and Technology (DATA) and Modern Foreign Languages (Language Angels).

Oracy

“We do not know what we think until we hear what we say.” Aiden Chambers – Tell Me Approach.

At Upton Meadows Primary School, we believe Oracy is an essential life skill as it provides children with the ability to express themselves well. It is about providing children with the vocabulary they need to say what they want and the ability to structure their thoughts so that they make sense to others.

We teach children to learn to talk and learn through talk.

Why Oracy?

- Disadvantaged children are 2.3 times more likely to be identified as having speech, language and communication needs than those in more affluent areas (The Communication Trust)
- In many parts of the country, over 50 per cent of students start school lacking vital oracy skills (The Communication Trust)
- Young people who cannot express themselves verbally may suffer from behavioural problems, emotional and psychological difficulties and, in some cases, may descend into criminality (Owen)
- Some pupils in inner-city classes contribute on average just four words per lesson (National Literacy Trust)
- The UK’s poorest children start school 19 months behind their wealthier peers in language and vocabulary (National Literacy Trust)

Considering the above, and that Oracy is a necessary skill across all subjects and areas of learning, Oracy is a key stand that binds our curriculum together.

The Upton Meadows Way

We aim to encourage children to understand the need for high standards in all aspects of school life – work, play, relationships and behaviour, and to take pride in all they do. In order to develop within every child respect and a sense of responsibility for themselves, each other, property, the wider community and the environment, we have produced the [‘Upton Meadows Way’](#) curriculum in which we define the behaviours and habits that we expect students to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who put others before themselves. We believe that

as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them.

“We are what we repeatedly do. Excellence then, is not an act, but a habit.” (Paul Durant, 1926)

Opportunities for the teaching of British Values and the development of SMSC are also woven through our curriculum and we are fully committed to ensuring all aspects of equality are fully addressed within an inclusive learning environment where everybody is valued and represented.

At Upton Meadows we seek to achieve our vision by providing a welcoming, happy, safe, and supportive learning environment in which everyone is equal, where opportunities are for all and all achievements are celebrated.