



ALMOND HILL JUNIOR SCHOOL

CURRICULUM INTENT

Our curriculum is designed to ensure:

- Children achieve their academic potential and will have secured solid basic skills in maths and English.
- Children have the confidence to know that they can achieve anything they put their mind to, the sky is the limit with a good education but to achieve their aspirations hard work is also essential.
- Children are able to communicate in formal and social situations. They will value learning partnership, friendship and the variety of safe relationships in which they interact.
- Children will be able to assess risk and take risks – they will know that sometime life has disappointment but have the resilience and be able to bounce back.
- Children will know how to keep their minds and bodies healthy.
- Children will be aware of the benefits of technology but not constrained by it.
- Children will have experienced the rich cultural diversity on their doorstep and want to know more about of the cultures and languages of our world.
- Children leave the school with happy memories of learning.
- Children will want to continue their education and love learning.

Our curriculum planning will:

- Be progressive in skills and vocabulary and will build on the starting point of children as they enter the school. It will have consideration of building on the curriculum of our main feeder school where almost all of our intake start their education.
- Be broad and teach new information that builds on what is already known linking subjects over years and between subjects within years.
- Be exciting and creative so children can learn in different ways and apply their curiosity and imagination.
- Be reviewed regularly being mindful of the cohort it is being delivered to, changes in local circumstances and in respect of statutory requirements.



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CURRICULUM IMPLEMENTATION

Our school has 300 pupils who are taught in class bases for all except some ability maths groups in years 3, 4 and 5. Year group teachers work collaboratively to plan delivery and add their own creativity. Over the past year our review of our curriculum design has considered a 3D approach: vertical - linking subjects over years, horizontal – linking learning within a year group and currently we are working on the final part of diagonal looking at links between subjects and year groups. Most importantly, our curriculum review has been mindful of the context of our school and learning behaviours. September 2021 sees our revised curriculum implemented.

- During 2020 as the curriculum rolled out, staff developed medium term learning maps linked to long term plans (**COVID-19 adaptations are in place**).
- Some daily maths lessons are taught in ability groups in years 3,4 and 5. Additional timetabled fluency teaching supports basic maths skills
- Our English curriculum is delivered in daily English lessons with additional timetabling to include writing, reading, story, handwriting and spelling.
- Some foundation subjects are taught discretely in weekly timetable: science, RE, PE, PSHCE and computing and others through a topic approach: history, geography, Design technology, art and music in blocked units through the year.
- First quality teaching is enhanced with visits, visitors and, themed day and projects.
- Some highly skilled support staff lead targeted intervention.
- There is a strong, established ethos of growth mind-set and focus on developing