

<b>Curriculum Intentions</b>	<b>Growing &amp; Learning Together in God's Love</b>	<b>Hope</b>		<b>Love</b>		<b>Forgiveness</b>		<b>Faith</b>	
	<b>Learning for Life</b>								
	<b>Being Heart Smart</b>	No Way Through Isn't True		Don't Forget To Let Love In Too Much Selfie Isn't Healthy		Don't Hold On to What's Wrong		Fake Is A Mistake	
	<b>Vision of our curriculum</b>	A curriculum which is irresistible for ALL children to learn and irresistible for teachers to teach		Putting character before qualification to develop every child so they can experience life in all its fullness.		Delivering a full, knowledge-rich, rigorous and critically thinking curriculum, which equips our children to be life-long learners and become agents of change in our world.		Linking our learning with our family, local community, country & global world to build a more richly connected future for our children.	

<b>Teaching</b>	<b>Our 'High 5' of Learning</b>	<b>Challenge for All Learners</b>	<b>Modelling for Learning</b>	<b>Vocabulary for Learning</b>	<b>Purpose for Learning</b>	<b>Assessment for Learning</b>
	<b>Classroom Application</b>	All children receive the same curriculum with scaffolds to support their learning.	Through high-quality modelling and explicit teaching, children understand their learning and can apply it in other situations.	Be immersed in quality texts as well as planned use of technical vocabulary across the curriculum.	Children know what they are learning and why. Learning has purpose, and children can see links.	Children are given clear, direct & quick feedback to move their learning on.

<b>Knowledge</b>	<b>Knowledge is..</b>	<b>Powerful</b>	<b>Sequenced</b>	<b>Remembered</b>	<b>More than facts</b>	<b>Purposeful</b>
	<b>Classroom Application</b>	Children acquire knowledge to help make sense of the world and see connections between and within subjects, concepts and ideas.	We have thought carefully about how our curriculum is structured, in order for children to build on prior learning.	We help children to remember what they have learned, and use strategies to help learning go into long-term memory.	Substantive & Declarative ('know that'), Procedural ('know how'), Disciplinary (specific to a domain), Prior (sequenced), Core (key), and Hinterland (the wider picture)	Children don't just do or learn history; they gain knowledge to become historians (for example). They can then apply their knowledge more successfully.

<b>Organisation</b>	<b>Five elements which underpin the organisation of our curriculum</b>	<b>Big Questions</b>		<b>Spiritual Development</b>		<b>Agents of Change</b>		<b>Critical Thinking</b>		<b>Reading</b>				
		Big questions help children to make sense of the learning. They bring together their prior and new learning, and give opportunities for higher-order thinking.		Our children consider the wider questions and purpose of life - the things seen and unseen. This helps understanding of ourselves, one-another and our world.		We teach children that they can make a difference in our world – agents of change. This makes our world a better place.		Our children grapple with ideas, consider different viewpoints, and think through the complexities of decisions and situations.		We love to read, and help our children to become passionate readers. We also use a planned variety of text types to support vocabulary development.				
	<b>Purposeful interactions</b>	Educational Visits & Activities			Visitors		Responding to local & world events		Community opportunities - serve and learn together		Indoor and Outdoor			
		<b>Curriculum Drivers</b>				<b>Linked or Discrete Subjects</b>				<b>Well-being &amp; Spirituality</b>				
	<b>Years 1-6</b>	English	Science	History	Geography	DT	Art	Computing	Music	Maths	PE	French	PSHE	RE & Worship
	<b>Year R</b>	CCL	Understanding the World			Expressive Arts and Design				Mathematics	PD	Personal, Social & Emotional Development		
	<b>How we make our curriculum irresistible</b>	Engaging hook giving context to learning & purpose	One subject is a curriculum driver in each project. Other subjects may link where there is purpose, or alternatively be discrete.		Children love knowledge in all its forms, and love to become experts. We teach each subject as a discipline in its own right. Children 'become', not 'do'; e.g. we become historians, we don't 'do history'.		Whilst core subjects are important, so are other subjects		Christian values, Learning Behaviours and Heart Smart principles are brought to life through each project.		A purposeful outcome, often with a real audience, in every project. This may involve being agents of change in our world.			

<b>Impact</b>	<b>Impact on ...</b>	<b>Children's Lives</b>			<b>Children's Attainment &amp; Progress</b>				<b>Our community, and our world</b>			
	<b>Because of what we've done as a team in our school...</b>	Children are confident & successful learners. They think critically about their learning & ask deep & thought-provoking questions. They demonstrate the eight learning behaviours daily and show a deep and growing spirituality across their own lives. Children are engaged, keen to learn & see purpose in their learning. They become life-long learners who care about themselves and each other. They want to achieve more and live life in all its fullness.			Children make excellent individual progress in their learning from Year R and onwards. Their attainment is above or at least in line with national expectations & opportunities to achieve at greater depth are regular & consistently available. Teacher assessments show that knowledge & skills are embedded within our school. Those who are disadvantaged are well supported, given the 'lift' they need for equity of opportunity, and gaps close.				Children are able to link local, national & global contexts to their learning. They have a greater understanding of how our world is one large community, and they see themselves as part of that community. Through their knowledge, confidence, compassion and determination, they make a difference on the lives of their family and friends, those in their communities, and in the wider world. They are keen to share what they have learned.			