

## Key Drivers for our Curriculum

Our curriculum is planned around a series of themes that maximise cross-curricular links whilst ensuring there is a clear development in the learning of key skills. As a school we believe that there are three 'curriculum drivers' that personalise our curriculum and develop the whole child in order to prepare them for life beyond Primary School. These have been chosen through consultation with staff and governors, identifying the needs and interests of all of our children.

### Ambition and Possibilities



To have a life-long love of learning that inspires them to look to the future  
To have high expectations of themselves and their future  
To recognise opportunities beyond the local community  
To increase knowledge of different career choices  
To develop self-confidence and a 'have a go' attitude

#### Process:

Planning to ensure opportunities to raise children's self-belief and develop a positive attitude towards risk and challenge  
Focus on ambition, identifying different jobs and possibilities through topics, visits and visitors; role models for success  
Regular opportunities to work as a team, especially Key Stage 2

### Life-Skills and Enterprise



To develop questioning and research skills, applying to a range of hands-on learning experiences  
To work effectively as a team to organise themselves and create an end product  
To work independently and be organised and ready for learning  
To listen and communicate with others  
To complete set tasks in a given period and not give up  
To have excellent attendance  
To think 'creatively' to solve problems  
To be equipped for life beyond Primary School

#### Process:

Opportunities for learning through each of the 5 learning skills - reflective, relationships, resilient, resourceful and risk taking will be provided  
Through each topic, children will have opportunities, through a wider range of skills based lessons, to take ownership of their learning and direct it more  
Wider opportunities for learning beyond the curriculum to equip children with relevant life skills; health and economic well-being, cooking, e-safety  
Encouraged expectation that children attend school and are ready to learn with appropriate equipment and kit and take responsibility to be ready and prepared

### Knowledge and Understanding



### of the World

To experience opportunities that broaden their horizons  
To enhance their insight into the community and world by providing meaningful learning opportunities  
To celebrate/appreciate diversity and culture at national and international level  
To widen general knowledge  
To give opportunities to pursue their own lines of enquiry

#### Process:

Using the 'news flash' feature of Espresso and First News newspapers to keep in touch with current issues  
Providing opportunities through visits, local exploration and the use of visitors to ask questions and explore the diversity of people, society, culture  
Discussing local and global issues and the impact that they have  
Asking questions and research historical events in the local and wider communities

Underpinning everything we do in school is a relentless focus on the acquisition of basic skills, for without the ability to read and write and apply basic mathematical concepts to problems, children will be unable to access any other form of learning.