# Our Curriculum: Excellence in Learning for Excellence in Life
# Newtown Community Primary School - Trowbridge

The curriculum we teach at Newtown Community Primary school is designed with what is right for the children of Newtown at its heart. There is a clear expectation embedded within the culture of the school that all children and staff aspire to be the best they can be.

Our school is socially, ethnically and culturally diverse. Along with the incredible Newtown children, this diversity, we believe, is a strength. It is also a great source of pride and something we celebrate. It brings a wealth of opportunities for children to successfully understand and be well prepared for leading successful and fulfilling lives in modern Britain both now and in the future.

**The broad, balanced and enriching Newtown curriculum is guided by these key principles:**



**Getting the basics right matters: It is essential children master Reading, Writing, Maths and Communication**





**Outstanding behaviour leads to great learning and a culture of fairness and respect for everyone**





**Learning which is enjoyable, purposeful, motivating and memorable is key to children achieving well**





**Learning how to stay safe is a crucial life skill**





**Good physical health and mental wellbeing make a difference to children now and in the future**



## What are we aiming to achieve

The curriculum that underpins learning at Newtown uses the statutory **National Curriculum programmes of study for KS1 and KS2** and the statutory **Early Years and Foundation Stage Framework (EYFS)** as a starting point. These outcomes are delivered through key themes we recognise have vital importance in the lives of children both now and in the future. The key themes recognise the children's experiences and understandings and have been chosen to ensure children are able to develop the fundamental values and cultural capital needed to contribute positively to society, to stay safe and healthy in a modern world, and to be aspirational for themselves.

| Key theme | Big ideas children learn about: | Subject Focus |
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| Identity: All different but all equal | How we are all different; why it is important that we understand and respect these differences; what our rights are. | Citizenship<br>Personal, Social, Health and Economic (PSHE)<br>Technology<br>Science |
| A changing world | How individuals and groups have influenced history and what the legacy of this influence is. | History<br>Science |
| I am a global citizen | How the lives of children and families around the world can be very different to our own; understanding why this may be and whether we can make a difference to them if we are able to. | Geography<br>Modern Foreign Languages<br>Science |
| It's our world, let's look after it | How it is everyone's responsibility to look after the Earth and that no matter our age we can take action to make a positive difference. | Science<br>Geography<br>Music |
| Every picture tells a story | How artists communicate an understanding of the world through their work, and how their work has made a difference to the world. | Art and Design<br>Computing<br>Science |
| Healthy body, healthy mind | That physical health, mental wellbeing online safety are very important to us achieving well now and in the future, and that we can make a positive difference to both. | Physical Education<br>Personal, Social, Health and Economic (PSHE)<br>Science |

The curriculum is coherently planned and sequenced to ensure that children learn substantive and disciplinary knowledge, skills and understanding in way that is memorable, related and interdependent. The curriculum is designed with opportunities to revisit and recall prior learning. Key end points and regular milestones are identified to ensure that progress and attainment within the curriculum is well understood in all subjects. Variety and breadth are promoted to ensure that children are motivated and develop a genuine love of learning.

Significant diversity exists within our community. We have many families who have English as an Additional Language as well as many children who experience disadvantage. High value is placed on the importance of reading and language development as key life skills. Children have frequent opportunity to learn how to read for purpose and enjoyment across the curriculum, alongside explicit learning of oral language structures and vocabulary. Engaging in a wide breadth of fiction and non-fiction texts embedded across different subjects ensures children recall important information and embed learned knowledge from the short-term memory into the long-term memory.

The school recognises well the role these skills have in reducing attainment gaps and providing real opportunity for social mobility. Where children's needs determine adapted curriculum content and sequence, children still experience a broad, ambitious and enjoyable curriculum.

**The impact of the pandemic**

Acknowledging the impact of the pandemic on outcomes for children has been an important factor in our curriculum design over the past 2 years. We have identified academic priorities including the need to improve current standards for reading, improve oral language structures and knowledge of subject specific and conversational vocabulary. These key areas are incorporated within our school improvement plan and within the curriculum.

Existing approaches to personal development and behaviour have allowed the vast majority of children to transition successfully back into school. However, a reviewed safeguarding curriculum is now in place to further secure children's emotional, mental and social wellbeing.

## Some of the ways our principles and key themes are embedded within the curriculum

| Getting the basics right matters: It is essential children master Reading, Writing, Maths and Communication | Outstanding behaviour leads to great learning and a culture of fairness and respect for everyone. | Learning which is Enjoyable, purposeful, motivating and memorable is key to children achieving well | Learning how to stay safe is an crucial life skill | Good physical health and mental wellbeing make a difference to children now and in the future |
|---|---|---|---|---|
| **Because we know this:** | **Because we know this:** | **Because we know this:** | **Because we know this:** | **Because we know this:** |
| We strive to ensure all children make the best possible progress in Reading, Writing, Maths and Speaking and Listening.<br>This will enable them to make the most of all the opportunities that our curriculum and life in our school has on offer and prepare them well for their future. | Within our curriculum, successful behaviour is promoted, recognised and rewarded; respect for each other, our world and our differences is promoted continually; and freedom of choice and uniqueness of identity matter greatly.<br>Responsibility for ourselves, each other and our world are key learning themes. | Learning in our curriculum is planned to be interesting and relevant to the children and presented in exciting and engaging ways.<br>Teachers in our school review their planning regularly to ensure it captures the children's imaginations, challenges their thinking and gives them memorable experiences. | We structure our curriculum to provide opportunities for children to learn about safety.<br>We teach children directly about staying safe; they explore and understand their rights and the rights of others and are given strategies to use to help them look after themselves and each other. | Our curriculum embeds a range of high-quality opportunities for children to understand and develop physical skills and mental wellbeing.<br>Children's social and emotional learning is incorporated into classroom practise and outdoor learning opportunities |
| **Examples of this include:** | **Examples of this include:** | **Examples of this include:** | **Examples of this include:** | **Examples of this include:** |
| Very high expectations of the quality of the work that children produce.<br>Phonics teaching every single day for EYFS and KS1 children.<br>Daily teaching of reading for all children.<br>Reading reward scheme and home daily reading programme.<br>Teachers plan learning that is appropriate for the needs of all children. This includes SEND and all other groups.<br>Within maths weekly assessment is used to ensure that children's learning is planned for accurately within maths. | Our key value is 'Kindness and Respect', which is prioritised and promoted widely across school.<br>The senior leadership team have high presence, supporting through<br>Behaviour and learning awards e.g. The Golden Lunchbox, Learner Awards and Headteacher Commendations, Acts of Kindness etc.<br>Children as ambassadors e.g. Playground Leaders, visits programme to a retirement home, Youth Parliament, Newtown ABC (Anti-Bullying Crew)<br>Understanding and managing risk through fire building and survival skills.<br>Whole school unit of learning on Identity and Rights. | In Reception discovering that a dinosaur has laid its eggs in your outdoor area!<br>In Year 5 making models of World War 1 trenches to help children understand the impact of this strategy in war.<br>Having visiting theatre groups to perform books that children have been reading e.g. Charlotte's Web.<br>Taking the children out to a supermarket to in order shop for healthy food for maths and health learning.<br>Children watching Romeo and Juliet being performed at Bradford on Avon Tithe Barn | The school 'Me, You and Everything Else Curriculum focused on personal development.<br>NSPCC 'Speak Out, Stay Safe' programme.<br>Online safety learning for all year groups<br>Learning about different types of bullying and how to respond to these.<br>Cycle training and road safety awareness<br>Capitalising on events such as Rights Week, Anti-Bullying Week, Refugee Week<br>The crossing patrol worker works with EYFS on road safety using role play. | The school 'Me, You and Everything Else Curriculum focused on personal development.<br>Twice weekly PE lessons.<br>Sports club programme.<br>Participation in regular competitive events e.g. cross country running festival, girls football tournament, tennis festival and sports day.<br>Personal, social, health and emotional skills lessons.<br>Use of sports coaches and collaborative play activities at playtimes e.g. Hockey, den building etc.<br>Capitalising event such as Healthy Lifestyles Week |

## Some of the ways our principles and key themes are embedded within the curriculum

| Getting the basics of Reading, Writing, Maths and Communication secure for children matters | Outstanding behaviour leads to outstanding learning | Enjoyment, interest and motivation are key to children achieving well | Learning how to stay safe is an essential life skill | Good physical health and mental wellbeing makes a difference to children now and in the future |
|---|---|---|---|---|
| **Examples of this include:** | **Examples of this include:** | **Examples of this include:** | **Examples of this include:** | **Examples of this include:** |
| Ensuring children have opportunities to use their reading, writing, maths and communication skills across other subjects within the curriculum.<br>Daily basic maths skills sessions, including problem solving and basic number facts such as times tables and bonds.<br>Have a consistent homework approach through school to practising basic skills.<br>Regular assessment of how well children are progressing within the core subject areas.<br>Careful use of interventions to target gaps in learning, whilst still ensuring children receive a broad and balanced curriculum.<br>Teachers give feedback both verbal and written daily to children about their learning and how to improve it.<br>Teaching children the importance of speaking and listening.<br>Providing opportunities for children to develop confidence to speak to an audience through drama-based activities. | Religious Education to help children explore and understand the beliefs and cultures of other people.<br>Weekly citizen ship themed assemblies in every classroom.<br>A whole school assembly that focuses carefully and routinely on our rights and our responsibilities.<br>We encourage children to be proud of their learning and behaviour by sharing it regularly with parents; class Showcases, parents' evenings, workshops, performances and assemblies.<br>Teachers model good attitudes to learning e.g. Participation by always dressing up on key days such as World Book Day, joining in with the singing and actions in assembly.<br>Children 'Going to the polls!' voting for the children they want to represent their views.<br>Teachers model good relationships by always talking with children and adults in a fair and respectful way. | In Year 2, building a rainforest habitat to help the children understand the impact of deforestation.<br>In Year 6, using the theme of survival to teach science, technology and geography e.g. Understanding adaptation, learning how to build successful shelters, filtering water to clean it.<br>In year 4, establish an international relationship with a practising and well-known artist (Eric Joyner), producing work inspired by him.<br>In Year 1 learning about our heroes and using history to help us research heroes such as Florence Nightingale.<br>Learning about different careers by inviting experts in to talk with children e.g. Air Ambulance, Scientists, and Policeman.<br>A programme of library visits for all children. | Scooter and cycle training to develop children's traffic awareness and road safety.<br>Using public transport to visit different locations e.g. EYFS children using the train to travel to Bradford on Avon.<br>Y6 children being taught to write risk assessments to manage the outdoor activities in the school grounds.<br>Y6 children taking part in Wiltshire Police Good Citizen training.<br>Children learning how to swim and the importance of water safety. | Ensuring children learn to swim successfully.<br>Age-appropriate relationship education for children.<br>Learning how to prepare healthy meals.<br>Oral health team visiting the school to teach children how to look after their teeth.<br>A cooking programme 'Foodies' that runs for all year groups three times a year.<br>Gardening and growing sessions in the school allotment 'Secret Garden'. |