



Nettleton Community Primary School

Curriculum Intent Statement (September 24 Update)

At Nettleton Community Primary School, our exciting curriculum is underpinned by our key values and our context specific intent. Our curriculum, rooted in the 2014 National Curriculum, is designed to ensure that all pupils, especially those with special needs or who are eligible for the pupil premium, fulfil their potential through an exciting broad and balanced curriculum rooted in our key values and consistently high expectations.

Our key values, seen below, are threaded through our curriculum so as the years progress children come to know, value, demonstrate and model them. We intend for our values to be embedded within all aspects of the children's school experiences.

Respect: Children are taught to learn to respect themselves, others and the environment around them. Respect is a concept children will come across in lessons, collective worship and many other parts of the school day as we aim to ready children to be assets in the communities in which they live.

Commitment to Achieve: We want all children to achieve. To support children's commitment to achieve they are showered with rewards to motivate them to achieve the very best they can in all curriculum areas. We make learning irresistible through visitors, visitors, wow days, exit days, a wide range of extra-curricular activities and amazing residential opportunities. Children demonstrate their achievement when they show us the new skills they have learned at the knowledge they have retained. We strive for high attainment in all curriculum areas not just those that are measured.

Caring: We want our children to grow up to be caring, global citizens. With this in mind they are taught about how they can demonstrate the key value of caring both locally, nationally and internationally. Children are helped to show courageous advocacy to care for others in need.

Happiness: We want our children to enjoy their learning journey with us and happiness is promoted and celebrated. The concept of happiness extends to all members of our school community.

Co-operation: Through a broad and balanced curriculum our learners have the opportunity to collaborate, lead, follow and ultimately have the ability to co-operate within all aspects of life.

Independence: Children are taught the value of independence and taught to develop this across the curriculum and wider curriculum at an age appropriate level to enable them to become confident, self-reliant and independent learners.

Our Context Specific Intent has been carefully thought out, rooted in evidence, to ensure that our curriculum meets the needs of our children in our setting.

Rural: Due to their environment, children need to know the difference between rural and urban areas and experience urban areas.

Health: As West Lindsey has significantly high rates of obesity, children need to be taught how to be healthy now and in the future.

Aspiration: We want children to have high aspirations for themselves, for now and for the future.

Tolerance: Given the lack of diversity in West Lindsey and the high levels of anti-social behaviour in some parts of our catchment area, we aim to develop children's understanding of tolerance and respect.

Diversity: As our communities are predominantly white British, our children need to understand how Britain is a multi-cultural society and how this benefits and enriches society.

The overall aim of all of this is to ensure children are ready to progress to their next stage of learning as rounded citizens who will add value to their communities.



Curriculum Implementation Statement

Our exciting and progressive curriculum is planned to equip children with the skills and knowledge that they will need for their next stage of learning and throughout their life.

Our strategically planned curriculum helps children to make links within and between subjects in order to develop a deep understanding and high knowledge retention.

In the EYFS, we follow the 'Early Years Foundation Stage Curriculum' guidance. Our children's learning is thoughtfully planned to enable them to develop and achieve in the early learning areas through play and investigation. The EYFS curriculum is planned for the inside and outside the classroom and we give equal value to learning in both environments. The EYFS curriculum has a book and theme based approach, enabling all aspects of the children's development, integrated with whole school approaches such as White Rose Maths and Little Wandle Phonics. Given our context, we prioritise communication specifically mapping out the language we want children to retain to be ready for the Year One curriculum. Though we have a mixed age EYFS, Year One and Year Two class the EYFS learners are taught separately in a different area to ensure they can fully access their curriculum. The EYFS curriculum is carefully mapped to prepare children for their transition to the 2014 National Curriculum in Year One.

As our children enter Year One, we follow the 2014 National Curriculum. Our curriculum is designed to ensure that all children, especially those with SEND or eligible for the pupil premium, can succeed through the development of knowledge and skills. From Year One, children learn English (Phonics, Reading Handwriting, Spelling and Writing), Maths, Science, Computing, History, Geography, Art and Design, Design and Technology, P.E and Music. We follow the agreed Lincolnshire R.E syllabus. We have a structured approach to the progressive teaching of PSHE and RSE. All of this is underpinned by our key values and our context specific intent. In Key Stage Two our children begin to learn French.

We have an overarching thematic approach; however, this is only used when deep, strong cross curriculum links in learning can be made. We do not make tenuous links to match the themes where they don't exist.

In addition to the National Curriculum subjects, children learn more widely through visits and visitors, extra-curricular activities, Collective Worship and Newsround amongst others.

At the heart of our learning plans are our Keys to Learning and Keys to Learning Assessments. These outline previous learning, future learning, key skills, vocabulary and knowledge that will be taught in that unit and accompanying assessment which allows us to see how well children have retained knowledge and developed skills. This allows us to fill gaps if they arise.

Reading is central to everything we do. All classes have termly high quality texts linked to their curriculum overarching themes and all writing in school is book led. We ensure good understanding of diversity by choosing texts that highlight and celebrate difference in all of its forms. Reading is taught every day using an evidence based structure that was developed bespoke for us with a national reading consultant. Children enjoy reading across the curriculum and are rewarded in many different ways for developing their love of reading for pleasure.

Our carefully planned subjects are as a result of our subject leaders who lead, develop, monitor and celebrate their curriculum subject. They work hard to create meaningful links between curriculum subjects and across the year groups.

Curriculum Impact Statement

Our children will leave us, ready for their next adventure in learning, with the academic skills and knowledge they require to be successful. They will also, and as importantly, have a good moral grounding, living and modelling the values they have been exposed to over their time with us.

