

## **Curriculum Principles and Vision**



# Grove Road Primary School

Our family school where all are equally valued

Aims & Core Values	Global Citizens		Healthy Body & Mind		Philosophy of the Arts		Live our School Values		Life-Long Skills			
	Resilience		Initiative		Curiosity		Empathy		Creativity		Self-Confidence	
Priorities	<b>Every Child a Reader</b> Reading is the cornerstone of our curriculum Key texts have been selected to inspire, motivate and challenge Intervention planned to enable children to catch up				<b>Closing the Vocabulary Gap</b> A language-rich curriculum planned with carefully chosen vocabulary focus Speech & Language intervention for those in need				<b>Ready for the next phase</b> Sequence our curriculum to prepare children for the next stage in their education Build upon what they already know to ensure they know more and remember more			
Approaches to learning	Personalised learning which offers challenge and support so that all can achieve		Assessment is in the moment, fit for purpose and informs teaching and learning		Learning is matched to interests, abilities and needs		Real-life experiences are used to anchor learning in a child’s memory		Promote independent learning blended with resources at home		Research-based teaching in Maths & English	
A seamless curriculum	A clear learning journey from R to Y6 in each subject		Clear systems to track and monitor progress		Adaptive teaching in all subjects for all needs		Purposeful moments are planned into learning journeys at the most pertinent times		Online homework resources for all and a home learning framework in-place		High-quality schemes of work are chosen that fit our school and children	

At Grove Road, we are continually developing a curriculum which not only meets the standards of the National Curriculum but which enriches our children's lives. We want to develop the skills and knowledge our pupils need to become the best learners, citizens and people they can be and for them to be excited about and engaged with everything happening in our school. Our school values are what drives our curriculum. We want every experience that pupils have here to help them develop the following values:

- Curiosity
- Creativity
- Empathy
- Initiative
- Resilience
- Self-confidence

Through our curriculum we aim for our children to become global citizens who live our values with a healthy body and mind. We endeavour to embed life-long skills which also include an appreciation and understanding of The Arts, the community and the world.

In order to overcome the typical barriers to learning experienced by our pupils, we have planned a curriculum which aims to:

- Plan for key experiences such as trips which give pupils the opportunity to contextualise their learning
- Focus on key vocabulary which gives pupils technical knowledge but also allows them to explain and investigate their understanding
- Link our topics with key texts which are explored thoroughly
- Ensure that access to the school library is part of our learning experience
- Ensure a curriculum which links ideas, knowledge and skills from different subject areas so that not only do pupils know what they are learning, they know why they are learning it and remember more
- Ensure that our curriculum is inclusive through varied approaches to teaching and learning, access to a range of resources, appropriately scaffolded methods of teaching and appropriate support where necessary
- Provide as many opportunities for high quality reading and writing as possible across the curriculum. We are continually trying to improve our curriculum and looking to keep it relevant and fit for purpose

<b>Healthy Body &amp; Mind</b>	<p><b>What does this mean for our children?</b></p> <p>We ensure all children are happy, healthy and ready to learn. Our children know how to keep themselves healthy through diet and exercise and know the importance of mental health and wellbeing.</p> <p><b>How do we achieve this?</b></p> <p><b>This starts in our Early Years Foundation Stage by:</b></p> <ul style="list-style-type: none"> <li>• Staff developing positive relationships with parents/ carers and children.</li> <li>• Exploring children's interests and using these to engage and motivate them.</li> <li>• Ensuring children feel safe by developing their understanding of routines, expectations and behaviour.</li> <li>• Teaching the children how to stay healthy e.g. washing their hands, making healthy lunch choices</li> <li>• Supporting the children to recognise their emotions and understand how to manage them</li> <li>• Building children's self-confidence to talk about themselves in positive terms</li> <li>• Demonstrating sensitivity to others' needs and feelings.</li> <li>• Providing enjoyable and wide-ranging opportunities for physical movement, both indoors and outdoors</li> </ul> <p><b>This then continues across the school with:</b></p> <ul style="list-style-type: none"> <li>• Pupils having positive relationships with staff built on trust and respect so they always have someone to talk to</li> <li>• Pupils understanding their rights in school and at home</li> <li>• Pupils with SEN being integrated into all aspects of school life to help build self-esteem and a sense of belonging</li> <li>• Active playtimes where pupils are encouraged to explore different areas</li> <li>• Timetabled indoor and outdoor PE sessions</li> <li>• A range of extra-curricular sports activities</li> <li>• A Daily Mile track which is walked or jogged by every class, every day</li> </ul>
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<b>Life-Long Skills</b>	<p><b>What does this mean for our children?</b></p> <p>We prepare children for their life beyond Grove Road by equipping them with the skills they need to succeed.</p> <p><b>How do we achieve this?</b></p> <p><b>This starts in our Early Years Foundation Stage with:</b></p> <ul style="list-style-type: none"> <li>• Adults supporting children to become independent. Modelling and supporting the development of important skills such as using cutlery, changing clothes and washing hands</li> <li>• A clear focus on developing pupils spoken language and ability to communicate their thoughts, wants and needs verbally</li> <li>• Reading being placed at the heart of all topic work with key texts shared regularly to help children explore themes. A love of books is promoted and encouraged. Children have opportunities to share their favourite stories regularly</li> <li>• All staff being committed to developing children's vocabulary and introducing new words at every opportunity</li> <li>• Phonics, maths and writing being regularly and explicitly taught at different times throughout the day</li> <li>• Providing both adult-led and self-initiated opportunities to challenge thinking, explore ideas and try again</li> <li>• Carefully planning for opportunities for children to use their knowledge and skills in reading, writing and maths around the environment</li> </ul> <p><b>This then continues across the school by:</b></p> <ul style="list-style-type: none"> <li>• Developing emotional awareness. Through our PSHE lessons we ensure pupils are emotionally intelligent, considerate of others and aware of their role as part of a community</li> <li>• Building on pupils' oracy and language skills, particularly where English is an additional language, to enable to them to express themselves clearly and articulately when speaking</li> <li>• Ensuring our pupils have the necessary literacy skills. We continue to put reading at the heart of all we do and share quality texts linked to our topics. We use phonics and reading comprehension sessions to explicitly teach reading skills. We ensure pupils have the skills to be able to write confidently. We write across the curriculum to enable application, and provide speaking and listening opportunities in every topic</li> <li>• Ensuring our pupils have the necessary maths skills. We explicitly teach maths skills and the ability to solve complex problems using Maths – No Problem. We also provide pupils with opportunities to practise these skills in other curriculum areas where appropriate, e.g. accurate measuring in Design Technology sessions.</li> </ul>
<b>Global Citizens</b>	<p><b>What does this mean for our children?</b></p> <p>We open our children's eyes to the world around them: their school, their wider community, the United Kingdom and the world. This includes the world of technology and how we interact and communicate globally. We prepare our children to be part of a diverse and ever-changing community and beyond.</p>

	<p><b>How do we achieve this?</b></p> <p><b>This starts in our Early Years Foundation Stage by:</b></p> <ul style="list-style-type: none"> <li>• Using the children's own experiences as a starting point for learning and deepening and developing their understanding by providing a range of activities</li> <li>• Planning topics that will give children a broad knowledge and understanding of the world around them including people, animals, places, transport, cultures, materials and weather</li> <li>• Staff having the confidence to adapt teaching and learning within a theme to follow the children's interests and the lines of enquiry they create</li> <li>• Providing opportunities for the children to share what is important to them and supporting them to understand that friends might have different interests</li> </ul> <p><b>This then continues across the school by:</b></p> <ul style="list-style-type: none"> <li>• Staff teaching carefully planned topics that link the learning in English, science, geography, history, art, design &amp; technology and computing through a theme. This enables pupils to develop a thorough understanding and transfer skills taught to different areas of the curriculum.</li> <li>• Topics being chosen carefully to ensure that pupils are interested, engaged and motivated. Teachers carefully consider pupils' prior knowledge and experiences when selecting topics that will challenge their thinking.</li> <li>• Pupils being taught about the everyday use of technology and how to stay safe when connecting with the world in this way</li> <li>• Key Stage 2 pupils being taught French with a clear progression in the acquisition of vocabulary</li> <li>• Helping pupils to understand current world issues and discuss/debate these freely with respect and tolerance</li> <li>• Encouraging pupils to actively search for answers about the world around them</li> </ul>
<p><b>Philosophy of The Arts</b></p>	<p><b>What does this mean for our children?</b></p> <p>We foster a love and appreciation of the Arts in our children. We recognise that exploring the arts allows children to express their feelings and ideas, both as a means of self-expression and to communicate to others. Children can learn from the Arts as well as about them.</p> <p><b>How do we achieve this?</b></p> <p><b>This starts in our Early Years Foundation Stage with:</b></p> <ul style="list-style-type: none"> <li>• Carefully planned opportunities for the children to use their senses to explore experiences, materials and objects throughout every topic</li> <li>• Children being given opportunities to explore music through singing, playing instruments and performing for their peers. Children have access to a stage area in the outdoor learning environment and a variety of musical instruments</li> <li>• Children being given regular opportunities to listen and respond to music using movement</li> <li>• All children being encouraged to use their own experiences as starting points for their play, allowing their imagination to develop their ideas further</li> </ul>

	<ul style="list-style-type: none"> <li>• Children being given access to art materials at all times so they can independently select which media to use whilst being supported to use it in new and unusual ways</li> <li>• Regular planned opportunities to use art linked to their topic as a talking point – What can children see? How does it make them feel?</li> <li>• Having access to technology to record their art and expression digitally.</li> </ul> <p><b>This then continues across the school with:</b></p> <ul style="list-style-type: none"> <li>• Music being taught by a specialist teacher. This teaching of music includes pupils composing their own music as well as encouraging an appreciation of composers</li> <li>• Pupils having regular opportunities to explore movement through dance. Where appropriate these lessons are linked to their topics, e.g. looking at traditional dance during our 'Around the World' topic</li> <li>• Planned opportunities to look in depth at the work of an artist, designer or architect during some topics. This includes discussing and exploring the visual qualities of an artist's work, experimenting with the media and the techniques used</li> <li>• Whole school projects that enable pupils to explore the work of artists and compare different interpretations of art linked by the same theme</li> <li>• Drama techniques and activities being used to enhance learning by giving pupils the opportunity to explore ideas in role and consider different viewpoint</li> <li>• Providing clubs that allow pupils to access extra-curricular learning within the arts as well as taking part in projects such as Songstars and Proms in the Playground</li> <li>• Giving opportunities for pupils to perform in shows such as at Christmas, Harvest and at the end of Year 6</li> <li>• Whole school weekly singing where pupils learn songs with a topical or thematic link to the calendar</li> </ul>
<p><b>Live Our School Values</b></p> <p><i>Empathy Creativity Curiosity Self-Confidence Resilience Initiative</i></p>	<p><b>What does this mean for our children?</b></p> <p>We actively encourage children to ask questions, develop their own ideas and form their own opinions. We encourage confident and resilient learners who are willing to work together and try new things. We equip our children with principles that are embedded for life.</p> <p><b>How do we achieve this?</b></p> <p><b>This starts in our Early Years Foundation Stage with:</b></p> <ul style="list-style-type: none"> <li>• Staff developing and stretching children's vocabulary at every opportunity so they are able to confidently talk about their surroundings and question things that are happening</li> <li>• Children being given opportunities to self-initiate their learning and make choices about the equipment they will use to explore their ideas</li> <li>• Adults allowing children to have the opportunities to explore their own ideas with carefully timed intervention to move learning forward</li> <li>• Adults having the confidence to adapt and change plans following ideas the children generate and develop</li> <li>• Children being encouraged to ask questions, having question words explicitly taught and modelled by adults in the setting</li> </ul>

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	<ul style="list-style-type: none"><li>• Children and parents/carers having access to their own learning journeys, being encouraged to discuss their learning and the next steps for them as an individual.</li></ul> <p><b>This then continues across the school with:</b></p> <ul style="list-style-type: none"><li>• All pupils accessing a curriculum that has been specifically designed based on their interests, experiences and needs</li><li>• Every topic including carefully planned experiences that will enhance learning and make abstract concepts come to life visually and physically</li><li>• Staff carefully planning 'entry' activities to provoke pupils' thinking at the start of a unit and then giving pupils opportunities to explore the questions they would like to answer</li><li>• Pupils being given opportunities to share and celebrate learning outcomes with other year groups and parents/carers</li><li>• Pupils' rewards tied into our school values which are celebrated and focused on half-termly</li><li>• Delivering specific praise and sanctions/consequences based on our six school values</li><li>• Assemblies weekly which focus on what the school values mean and how we can embody these as a school.</li></ul>
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