

Our school curriculum is the sum of experiences, learning and fun to which all children here are entitled. It comprises knowledge, skills and experiences and critically, aims to grow the dispositions which will equip them to become lifelong learners who participate in and contribute to our society. With all that this entails, a strong set of human values provide the essential roots from which all else grows.



The values which are painted on to the roots of the tree in our school hall include: **equality, respect, friendship, communication, family, creativity, confidence, curiosity, collaboration, safety, self-respect and aspiration.**

These things underpin all that we do-not least of which is our curriculum offer.

Our Vision for learning is embodied in the creatures that inhabit our tree. Each one of them characterises an aspect of what we believe makes for a successful learner.

The owl- who makes good decisions;

The spider-who makes rich connections between areas of learning;

The grasshopper- who knows the value of mistakes in learning and leaps back in;

The ants- who get things done together;

The bees- who busy themselves;

The rabbit- who values family and community;

The dragon- who is fired by creativity and imagination.

These attributes are taught and cultivated as, "essentials for learning and life," in the context of the school curriculum.

As part of the process of designing our curriculum, coinciding with the enactment of the new National Curriculum, we have worked from our values and vision to shape the experiences that children are entitled to on their journey through our school.

These experiences have been conceived under the following headings of development:

- personal and social growth-considering **for example** *what opportunities there should be to meet and work with older people or those from different cultural backgrounds.*
- physical development- considering **for example** *the range of sporting opportunities that should be made accessible.*
- creative and cultural development- considering **for example** *what opportunities there should be to experience theatres, art galleries and musical performance.*
- personal capabilities- considering **for example** *problem solving, communication and negotiation skills.*

Having mapped this detail onto a six year journey through our school, we have studied the National Curriculum orders which come into force in September 2014 to decide in which order and in what combination we will teach the statutory content of those orders. This is what we call our long term curriculum map.

From this point, teachers working with the head teacher and deputy head teacher have conceived what we call our medium term plans. These documents give more detail about the ways in which skills and knowledge will be taught including the

- precise learning objectives;
- activities through which the children will learn;
- things that will be produced as part of that learning;
- progress that we expect children to make as a result of this work.

You can view the long term curriculum map and the medium term plans for Autumn 2014 on this site. Medium term plans for the Spring and Summer terms will follow in due course. All of these will be subject to review and adaptation as we work through the year.