

Stenbury Federation

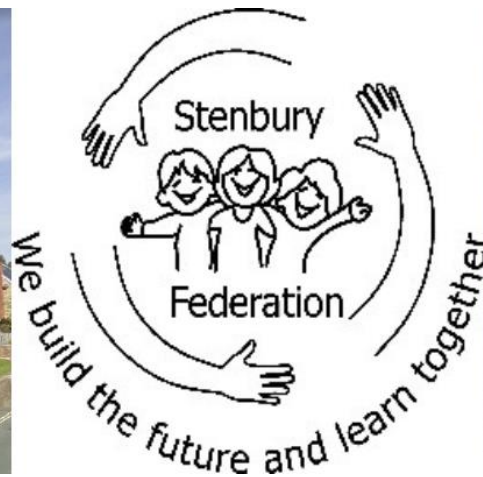
'We Learn and build the future together'

At the Stenbury Federation, to captivate our children and build enthusiasm for learning our curriculum is organised into three areas, 'Explore', 'Create' and 'Discover'. This allows all children to access the national curriculum subjects and to develop breadth, depth and relevance to their learning.

Working across three terms allows us to explore areas of the curriculum in greater depth. In the autumn term, the main theme is Geography; in the spring term we focus on the Arts and in the summer term it is History. Further skills are mapped to each term and embedded throughout the year.

Teachers plan using our 'key concepts' to develop rich learning journeys, environments that inspire and motivate our children and real-life challenges to generate memorable moments and purposeful outcomes.

Central to the curriculum are our Core Values that underpin everything we do and prepare our children for life beyond school, 'Challenge', 'Achieve', 'Respect' and 'Enjoy'.



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Our School Aims

Challenge							Achieve			Respect			Enjoy		
We will provide an engaging, relevant and challenging learning environment that encourages curiosity, enabling all of our children to reach their true potential.							We will nurture and encourage our children to become confident and resourceful individuals.			We will encourage our children to become responsible citizens who make a positive contribution and develop a sense of belonging, both locally and globally.			Our aim is to support, motivate and develop a love of learning for all of our children and prepare them for life beyond school.		
Our key learning behaviours to shape our future															
Resilience		Self-regulation		Independence		Boundaries		Respect		Focus					
Fundamental British values															
Democracy				The Rule of Law				Individual Liberty				Mutual respect for and tolerance of those with different faiths and beliefs and for those with no faith			
Curriculum															
Intent <i>The knowledge, skills and attributes we want our children to have</i>							<i>What do we want for our children?</i>								
Breadth Depth Relevance															
<i>Captivate the children and build enthusiasm for learning</i>		<i>Stunning starts through hooks, visits and visitors</i>		<i>Personal development and progress</i>		<i>Carefully planned curriculum relevant to our children</i>		<i>Relevant statutory requirements – key skills</i>		<i>Needs and interests of the children</i>		<i>Parental participation</i>			
An immersive, progressive, enquiry based curriculum that drives ongoing development and improvement in all curriculum subjects															
Engaging, connected learning journeys		Recognise links and opportunities to explore diversity and inclusivity in our country and the world around us		Recognise children's prior learning, provide first hand learning experiences and focus on the development of language and vocabulary		A range of approaches that allows all children to access the curriculum, especially our vulnerable groups		A curriculum that promotes and encourages parents and carers to take an active role in their children's learning							

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Implementation			How will we achieve this?			
Teaching						
Through EXPLORE CREATE DISCOVER, ensure we give time to all areas of the curriculum to explore depth of knowledge and enhance skill sets		Develop rich learning journeys and environments that inspire and motivate the learning	The 'Big Picture' Previous knowledge and skills remembered and understood through the key concepts	Leaders will have a clear vision for their curriculum focus and promote conceptual links across subject areas	Teachers will have a good knowledge of the subjects they teach and a clear understanding of the key skills for progression	
Assessment for Learning						
Questioning to deepen and embed understanding		Appropriate next steps from effective assessment for learning	Quality feedback to improve learning and progress	Moderation to share and develop a clear understanding of what the learning should look like	Objectives and success criteria to encourage focussed learning	
Planning the Journey						
What skills do we need to be successful?		What vocabulary will we need?	What would you like to know?	How will we get there?	Can we make links to other areas of our learning?	
Organisation						
Units of work based on key questions and concepts	Enrichment activities to build on and support the learning	Stimulating classrooms and outside learning environments	Children's own ideas and interests to inspire meaningful and relevant learning	Partnerships across schools, local community and businesses	Engaging and effective hooks	Real and purposeful outcomes make it real
Impact			How will we know?			
Evaluation						
Memorable connections Does the learning excite to create memorable moments? Does the learning make links with prior and current learning within the subject and across the curriculum? Is the learning relevant to our children? Are there relevant contexts for high quality learning outcomes in English, maths and IT?	Curiosity to learn Does the topic/unit promote deeper learning and develop creative thinkers and reflective learners? Do the children have choices? Does the learning journey allow children to generate and adapt ideas? Does the learning challenge thinking? Are there opportunities to try things out? Do the children ask questions? Does the journey build in time to look back and learn, share the learning, look forward and plan collaboratively?	Equity and enrichment Is there equity; are all children able to access the curriculum? Are there high expectations for all? Does the task design enrich children's experiences? Are their opportunities to link the learning to the interests of the children? Do all children experience the whole curriculum? Are leaders monitoring and ensuring there is curriculum consistency across all year groups?	High quality outcomes for all Are children challenged to think and evaluate their learning? Has the learning journey led to a purposeful outcome? Do all adults have high expectations of all of our children? Are there clear assessment criteria linked to the development of knowledge and key skills?	Broad and balanced Is there a cohesive planned curriculum across the school? Is each subject/area given integrity and taught well? Are children able to relate their values and experiences to British values? Does the curriculum ensure unlimited possibilities to practise and hone English, maths and IT skills?		

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Curriculum Intent

The knowledge, skills and attributes we want our children to have

Our School curriculum is designed to: build on children's prior learning; provide first hand learning experiences and focus on the development of language and vocabulary.

As a school we believe that all of our children should have the opportunity to develop the personal skills needed to succeed in the future, through a curriculum that both develops knowledge, and the skills to build resilience and enable them to become confident, independent, creative, curious and happy individuals.

The ability to learn is underpinned by the teaching of basic skills, knowledge, key concepts and our school values.

Values			
C	A	R	E
Challenge	Achieve	Respect	Enjoy
Curiosity Leadership Problem solving	Confidence and self esteem Thinking skills Reaching potential	Teamwork Communication Empathy	Love of learning Happy memories Fun
Key Concepts			
Aspirations Adversity Beauty Belonging Belief Care Change Care Choice Class Cohesion Common good Community Compassion Conflict Consent Consequences Creativity Democracy Discrimination Diversity Dreams Duty Equality Failure Fairness Faith Fear Forgiveness Free will Freedom Friendship Happiness Identity Individuality Influence Integration Judgement Justice Love Loyalty Media Morality Oppression Passion Peace Poverty Power Prejudice Pride Protest Reform Resilience Responsibility Rights Sacrifice Segregation Service Spirituality Stewardship Strength Sustainability Tradition Transformation Trust Truth Value Virtue Weakness Wealth Well-being Wisdom			

Our curriculum is based on the National curriculum in England and is primarily organised into three areas, 'Explore', 'Create' and 'Discover'. This enables us to explore areas of the curriculum in greater depth. In all year groups we place a strong emphasis on the basic skills of reading, writing and mathematics.

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English

English is the gateway to all learning and the skills of language are essential to participating fully in society. Our aim is to ensure that our children develop the ability to communicate effectively their ideas and emotions to others; to instil a love of reading and literature to allow them to grow emotionally, socially, intellectually and spiritually and acquire new knowledge which builds on what they already know.

Maths

All children will be enthused and engaged with maths, understanding how maths is intrinsic to all areas of life. They will be given real life examples to enable them to make links and their learning relevant.

Explore

The main theme through our Explore curriculum is Geography.

Geography is essentially about understanding the world we live in. It helps to provoke and provide answers to questions about the natural and human aspects of the world. At Stenbury Federation children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills. When teaching geography, we aim, to inspire in children a curiosity and fascination about the world and people within it; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Create

The main theme through our Create curriculum is the Arts.

The teaching of Art allows the children opportunities to express themselves freely, to provoke discussion and opinion and teaches them to appreciate the beauty around them. It brings a sense of enjoyment and pleasure and helps them to understand our diverse cultures within society.

In Music this means providing opportunities for children to develop as unique individuals through the provision of high quality musical experiences. Children have the chance to explore their creativity and develop skills from a music specialist.

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Discover

The main theme through our Discover curriculum is History

History is all around us. The study of history ignites children's curiosity about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values. At Stenbury Federation our intent, when teaching history, is to stimulate the children's curiosity in order for them to develop their knowledge, skills and understanding.

STEM

Science, Design technology and Maths

Our science curriculum intent is to encourage all children to develop an awe and wonder for science and the world around them. Science is taught in a hands-on manner where children are encouraged to work together to investigate real life questions, via experiments enhanced by our specially designed longitudinal studies that make use of our local environment. Our young scientists use scientific equipment to help them find patterns in their data to evolve their own conclusions.

IT

At Stenbury Federation, we aim to prepare our learners for their future by giving them the opportunities to gain knowledge and develop skills that will equip them for an ever changing digital world. Knowledge and understanding of ICT is of increasing importance for children's future both at home and for employment. Our Computing curriculum focuses on a progression of skills in digital literacy, programming, handling data, multimedia, technology in our lives and online safety to ensure that children become competent in safely using, as well as understanding, technology.

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PE

PE should encourage all pupils to have fun cooperatively, whilst engaging in physical activities with an emphasis on becoming physically healthier. As a result, they should like to seek a more active life style in their personal lives during and beyond their time with us.

RE

In RE our children will seek knowledge and understanding of the world, cultures and faiths by thinking and questioning the world around them.

PSHE

In PSHE the children will leave us with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society.