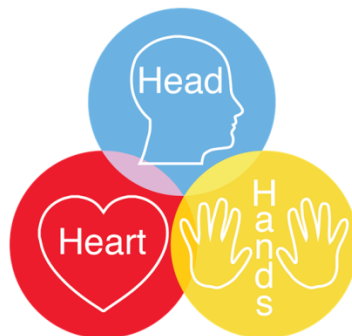




Nurture, inspire, Achieve

Bursley Academy

Curriculum Intent Statement





Know more, Remember more



Know yourself, grow yourself



Use your learning, develop your skills

Our whole school curriculum is designed to ensure that our children know more, that this knowledge is retained and built upon as they progress throughout the year and their time in school, providing a solid base of knowledge which underpins everything the children do. The curriculum supports the development of the pupil as a whole, supporting confidence and resilience as well as allowing children to develop their emotional literacy. We aim to excite, inspire and engage our children, allowing them to apply their knowledge and skills confidently in a range of situations.

The following document expands upon our core aim and curriculum intent.

The curriculum at Bursley Academy is carefully designed to meet the needs of all learners. It balances a drive for academic excellence alongside a broad range of experiences which excite, enthuse and engage pupils both in their learning within the academy and their lifelong learning.

We focus on developing a deep Crucial knowledge base for pupils as well as key skills for learning in all areas of the curriculum. Carefully planned activities are designed to allow children to learn, practice and apply their learning in a range of different ways.

The curriculum is based on three key areas:

Head:

The development of a deep and broad Crucial knowledge and skills base that build over time in all areas of the curriculum

Heart:

The development of the whole pupil, ensuring good mental health, citizenship, resilience, independence and confidence as well as developing emotionally literate pupils

Hands:

Practical and hands on learning experiences to help embed learning and develop a deeper understanding of how learning can be applied

We believe strongly that for learning to have meaning it has to be relevant and purposeful.

Pupils need to spend time with their learning rather than move quickly through a bank of facts before moving on to the next set of information. To prevent surface learning and encourage a deeper understanding for pupils we spend more time focusing on learning and application over time.

The curriculum is designed to allow pupils to develop skills and build on Crucial knowledge throughout the year as we carefully 'strand' learning, both within a year for subjects where this is appropriate and best supports the retention of knowledge as well as year on year to ensure the progression of knowledge and understanding, to allow for areas to be taught, developed, repeated and applied in a range of contexts. This learning then builds progressively throughout the pupil's time in the Academy. Crucial Knowledge is developed and built on in a range of different contexts and pupils gain a deep understanding.

Our carefully crafted curriculum is designed to meet the needs of all learners regardless of their specific needs. We recognise and celebrate the differences which make our pupils unique and understand that, while the curriculum will meet the majority of pupils' educational needs, there may be times when the curriculum needs to be adapted to ensure reasonable adjustments are made which allow individual pupils the best level of access to their learning.

The curriculum structure also meets the needs of disadvantaged pupils, it is designed to challenge the children as individuals and move learning forward from their individual starting points. We utilise

pupils premium where applicable to ensure all children receive the support and challenge they need to close any gaps created by social disadvantage whilst also recognising that social disadvantage does not dictate an individual's academic ability.

Our curriculum is designed to allow our pupils to become confident, independent and resilient learners who chose to engaged with their learning as they can see the reasons behind learning and the benefits it will have on their lives as they move through the phases of school.

Subject overviews: subjects which are stranded in year:

Subject	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
History	Significant people in history	Significant historical events	BC Study and comparison	AD Study and comparison	Tudors/Victorians and comparison	World War
Geography	Our Local area	The UK	Climate zones and Biomes	Europe	Coasts, rivers and mountains	Study Abroad
Art	Drawing Painting collage	Drawing Painting sculpture	Drawing Painting collage	Drawing Painting sculpture	Drawing Painting collage	Drawing Painting sculpture
DT	Food Mechanisms – sliders Textiles	Food Structures Mechanisms – wheels and axels	Food Structures Mechanical Systems – pneumatics	Food Textiles Mechanical Systems – levers/linkages	Food Structures Mechanical Systems – gears/pulleys	Food Textiles Mechanical Systems – electrical
PHSE	The themes of: Health and Wellbeing, Relationships and Living in the Wider World will be undertaken each year					
RE	Celebrations	Holy books and stories	Rites of passage	Worship and Places of Worship	Beliefs	Religious leaders
Computing	IT Skills/e-safety	Computer Science and programming/e-safety	IT Skills/e-safety	Computer Science and programming/e-safety	IT Skills/e-safety	Computer Science and programming/e-safety
Music	Performing: Ocarinas	Listening	Composing	Performing: Ukuele's	Listening	Composing
PE	Fundamental skills, Dance, team games	Fundamental skills, Dance, team games	Athletics, competitive games, Dance	Athletics, competitive games, Dance	Athletics, competitive games, Dance	Athletics, competitive games, Dance

Subject overview MFL: KS2 only

	Autumn Term	Spring Term	Summer Term
Year 3 Cycle A	All about France, where it is and how to get there Greetings Classroom commands Numbers to 20	French story telling - Jacques Le Gourmand Days of the week Months of the year	J'adore le football, project French football teams
Year 4 Cycle B	All about France – festivals and months Pets – story telling Colours	Routine Alphabet Age	Numbers to 40 Points of the compass Weather
Year 5 Cycle A	Countries that border France Colours	Foods Recipes Party Menu Birthdays in France	Family Bastille Day Clothes
Year 6 Cycle B	Planets Parts of the body/ draw an alien	School subjects and opinions School timetable Numbers to 50	Modes of Transport Tour de France

Science – Stranded year on Year

Strands of learning which build through school:

Animals including Humans
Materials <small>(inc' Rocks)</small>
Plants
Living things and their habitats
Forces
Light
Electricity
Sound
Earth and Space
Evolution and Inheritance <small>(links to rocks)</small>

Overview of curriculum:

Y6			Animals inc humans	Living things and habitats			Electricity		Space	Light	
Y5	Materials		Animals inc humans	Living things and habitats		Forces		Evolution			
Y4	States of matter		Animals inc humans	Living things and habitats			Electricity				Sound
Y3		Plants	Animals inc humans		Rocks	Forces				Light	
Y2	Materials	Plants	Animals inc humans	Living things and habitats							
Y1	Materials	Plants	Animals inc humans								seasons

Our curriculum is built around the principal that:

- First comes understanding – through high quality teaching and learning in all areas of the curriculum
- Then comes accuracy and application – through experiencing and using their understanding in a range of contexts, through the build up and application of knowledge and skill over time
- Finally comes fluency – a deep knowledge and ability to use the skills and knowledge developed in varied ways which show the pupils have mastered the learning.

The use of Recap:

Planned, quality recap is an essential feature of the curriculum. Teachers will incorporate recap into their daily and weekly plans. In addition, the following is worthy of note:

- On the spot accurate assessment is the key to good recap.
- Teachers will quickly move to longer recap of topic areas or concepts that are not fully embedded.
- Differentiation of learning must be applied to recap work – some pupils will need more recap than others, which needs to happen without holding back the learning of the rest of the class.
- The first week in a half term is always a recap week for English and Maths, for subject strands the first lesson in the next phase of teaching for that area is a recap lesson. No new concepts are taught in recap weeks or lessons.
- Teachers will plan additional ongoing recaps as part of their weekly plans.

Our Academy ethos, which has driven the design of our curriculum, is summed up in our Motto:

Nurture, inspire, achieve

Nurture:

From the very start of their learning journey in the Academy we develop our pupils as individuals, supporting their needs, fostering their passions and helping them find the things that they love. We focus on allowing our children to find their voice and grow as independent, resilient and confident learners who accept that making mistakes is a part of the learning process. SMSC lies at the heart of all learning; it is threaded through the curriculum and carefully considered in every subject area. Our learning environments support our pupils, allowing them to feel safe and comfortable in taking risks. We help our pupils become rounded individuals who are confident in who they are and we also support the wider family.

Inspire:

Our curriculum is designed to create wow moments both inside and outside of school. We use both our local and the wider environment to enhance the learning of all pupils. Practical experiences, hands on work, visits and visitors as well as opportunities for children to look at the bigger picture and see the opportunities that are available in the world around them. Our curriculum also builds the confidence and resilience within pupils to allow them to take face each challenge and grasp their opportunities.

Achieve:

In the simplest terms we want all of our children to reach their full potential and we strive to ensure the highest academic standards possible. We also want our pupils to experience new things and find those things that they are good at, that they love. We have the highest expectations of all children and we strive to ensure that they have the highest expectations of themselves no matter what issues they may face or barriers which block their progress.

Careful analysis and discussion about our pupils' backgrounds, life experiences and culture has helped us to design a curriculum with a clear focus on '**Head, Heart, Hands**' in every subject area. We believe that by focusing on those key areas as priorities our children will be ready to successfully meet the challenges of the next stage of their education and their lives.

Our curriculum priorities are:

1. **Head**– We aim to:

- Provide experiences which show children the wide range of possibilities available for their future.
- Build their Crucial knowledge and skill base to allow them to excel as learners and have a deeper understanding of all subjects and skill set which can be applied in a range of contexts.
- Offer a wide range of opportunities to allow them to find their strengths and passions.
- Provide them with skills to be creative and solve problems
- Improve their oracy and communication
- Build their love of learning and their willingness to improve their own learning and performance.

2. **Heart**: we aim to:

- Develop balanced and emotionally literate pupils, developing their understanding of self.
- Provide experiences which help our pupils value their environment and understand their responsibilities towards sustaining their local and global environment.
- Develop pupils understanding of how to manage a range of positive and negative emotions to become resilient and confident individuals
- Develop their skills in relating to others and their awareness of their local and global responsibilities.
- Provide and understanding that mistakes are a learning opportunity and the first question that should be asked is 'what did I learn from that?'

3. **Hands**: we aim to:

- Offer experiences which help them to become independent and resourceful learners.
- Provide pupils with opportunities to practically apply skills in a range of contexts

- Provide children with experiences of the environment around them and the opportunities this presents.
- Allow the children to learn by doing, finding practical solutions to problems by applying their knowledge and skills.

At Bursley Academy our Curriculum is carefully designed, planned and organised to ensure:

Depth of learning (Head):

Our definition of progress is; the widening and deepening of crucial knowledge, skills, understanding and learning behaviours. We design, organise and plan our curriculum to ensure that children are not merely covering content but achieving a depth to their learning which enables them to use their skills and understanding in all areas of the curriculum.

Our careful curriculum design and planning means that we build in many opportunities for repetition and practise opportunities for essential knowledge, skills and understanding in every subject. This ensures that children are able to revisit previous learning, which allows them to gradually develop a deeper understanding of the skills and processes within subjects, at their own pace and in the best possible way for each individual child.

Our curriculum is meticulously designed and planned to move the nature of children's thinking to a higher order deep level of understanding rather than just acquiring new facts and knowledge.

Balance for every pupil (Heart):

It is our underlying belief that every child should feel valued and experience the feeling of success in a wide range of curriculum areas. We believe that through the curriculum we can impact on what is in children's head and how they feel about themselves, so that they feel confident and ready to tackle any challenge they may face.

We have designed, organised and planned our curriculum to ensure every child receives an appropriate mix of academic and personal development which means that in practice our curriculum places equal importance on core and foundation subjects.

At Bursley Academy we place high priority on ensuring children's physical and mental wellbeing are met. We understand that children will not be successful learners unless they are emotionally secure, therefore we carefully design our curriculum and adopt a flexible approach to timetabling to ensure that we can meet and respond to any issues which may arise. Children's physical and mental wellbeing are as valued and important as academic development.

We carefully monitor children's progress with their personal development and our well planned and thoughtful approach to SMSC helps to ensure that every child is well cared for and supported. Our balanced approach to the curriculum is not at the expense of high standards in core subject areas. High standards and enabling children to reach national expectations and above is of vital importance if they are to succeed at the next stage of their education and go on to achieve full and happy lives and careers.

Our full and rich curriculum, with its excellent range of experiences, ensures that every pupil at Bursley Academy makes excellent progress both academically and personally.

Breadth for every pupil (Hands):

We have designed and planned our curriculum to offer a range of experiences which contribute to every child receiving a full and rich curriculum. This allows children to practically apply their learning in a range of contexts as well as experience learning in a range of ways.

We allow our children the opportunities to explore by doing and through experience (both inside and outside of school). By physically engaging in tasks and problem solving activities pupils are able to apply their knowledge and have a visceral experience which puts their knowledge and skills into practical context.

The range of experiences we offer support and champion our culture and ensures that our children benefit from a full range of academic, spiritual, moral, social and cultural activities. These activities enrich their lives and those of our whole school community and make them proud of their British values and diverse society to which belong and play an active part. We are proud that our curriculum gives our children the skills, confidence and self-belief to lead a happy and fulfilled life by encouraging them to aim high.

Our Curriculum:

Contributes to the culture and ethos of our Academy:

- Our curriculum has been carefully designed, planned and organised to ensure that what lies at the heart of our curriculum, a crucial knowledge base which increases the depth of learning, is visible and not just words on a curriculum statement.
- It is our firm belief that the substance of our education prepares children well for the challenges they will face in life and at the next stage of their education.
- Our curriculum is based on one fundamental principle that every child will achieve the highest possible outcomes in their academic and personal development.
- When planning each area we start by looking at the standard we expect every child to achieve and what deep level learning looks like. Learning experiences are then planned to ensure that every child stands the best possible chance of achieving this.
- Pupils have a voice in their learning experiences and there is freedom within the learning sequence to follow ideas and themes that the children identify as important to them.

Promotes equality for all pupils:

- Our curriculum is designed to meet the needs of every pupil in our school.
- We carefully look at the needs of every child/group and tailor the curriculum to deliver what best meets their needs and how they learn most effectively.
- Every child's progress is carefully monitored and tracked and action taken immediately if progress is not as expected.
- Every child and member of staff fully participates in every area of the curriculum through careful adaptations and modifications where necessary.

Creates a positive climate for learning:

- Our curriculum is inspiring, challenging and exciting for all children.
- Opportunities for children to be intellectually engaged are carefully planned in to ensure children are motivated to learn and achieve a deeper level of understanding in all subject areas.
- Many opportunities are provided for parents to become actively engaged in the curriculum establishing a genuine learning partnership between home and school.

Supports and encourages staff:

- Staff are fully involved in the design, planning and implementation of our curriculum giving them ownership and opportunities to use their knowledge and skills.
- Staff report that the curriculum is motivational and that they enjoy creating new and exciting learning experiences for the children.
- Flexibility of timetables allows teachers to explore subjects in depth allowing the children to steer their learning and develop a deep level of understanding.
- Teachers are trusted to take risks with their teaching and explore subjects in more detail.

The curriculum at Bursley Academy is organic in its purpose, it will evolve and change as needed to reflect children's growing needs and changes to barriers for learning. In this way we will continue to ensure the Curriculum provides the best and most relevant opportunities for all children.