

Nonsuch Primary School

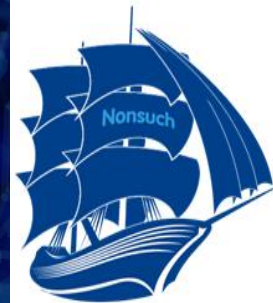
Nonsuch Curriculum

Intent Document

www.nonsuch.bham.sch.uk

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Curriculum Statement of Intent:

Every aspect of school life, including the curriculum, has been constructed around our school vision which is encapsulated in the words, 'Working Together We All Achieve'. We believe that through the whole community working together, we can inspire the children to become lifelong independent learners who are proud of their community and identity at Nonsuch Primary School. Our vision is underpinned by the three key learning behaviours of Ready, Respectful and Responsible. In addition to this, as part of the Birmingham Diocesan Multi-Academy Trust (BDMAT), we also strive to provide an experience that reflects their vision, "life in all its fullness" (John 10:10).

Our aim is to develop a school community where our pupils and staff are resilient, independent, challenged, curious, reflective and feel confident to ask questions. We have constructed a curriculum that prepares the children of Nonsuch for the next stage in their lives and ensures that they are prepared academically, emotionally, socially, and spiritually to be active and successful British and Global Society members.

At Nonsuch, the British Values are important to us. They are celebrated through whole-school assemblies, praising role models, voting for pupil representatives, and our day-to-day learning. We do this so that the children can become positive global citizens in their community and beyond.

This knowledge led curriculum is driven by a love of reading so that the children become vocabulary rich. The design of the curriculum ensures that the children will increase knowledge, embed their skills and therefore deepen their understanding. At Nonsuch, our curriculum is unique to us. Whilst, it is based upon the National Curriculum (2014), we have tailored it to suit the needs of our children and our community. It is subject-centred and emphasis is placed on acquisition, memorisation, and knowledge of each specific content area. Strong emphasis is placed on instruction, explanation, and direct strategies. Our sequential knowledge led curriculum begins in EYFS so that students can access a broad and balanced curriculum throughout their education at Nonsuch.

Our curriculum is adapted to empower all learners, and specific needs are met through differentiated curriculum provision, evidenced-based interventions and environmental adaptations. We have shaped our curriculum to encourage and celebrate differences. We want our children to value, respect and support others with their specific and individual needs. Our curriculum focuses on and draws upon inspirational people who represent global citizens with a range of disabilities, ethnicities, gender and LGBTQ+ communities. These inspirational people have overcome adversities, and they provide concrete, real-life example for our children to be inspired by and aspire to be like.

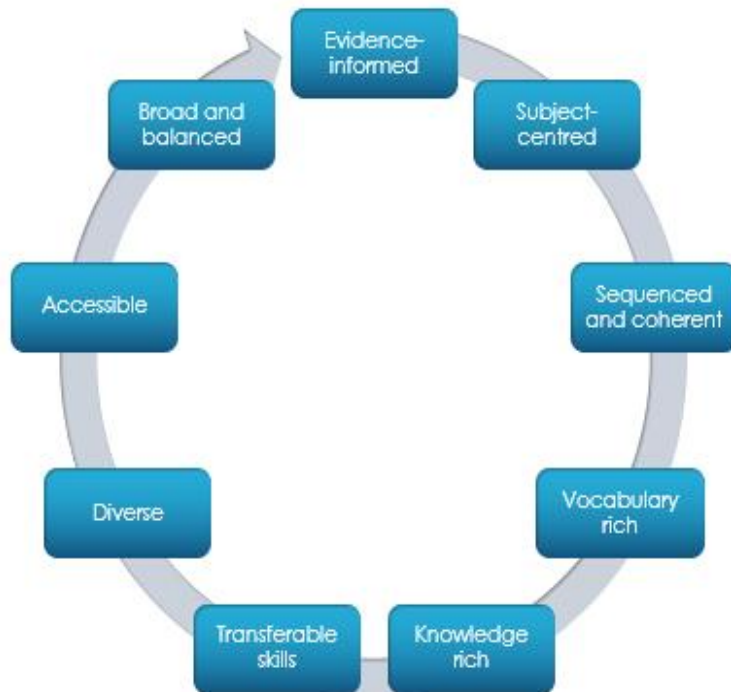
As leaders and teachers of our Learning Community, we ensure that our curriculum and teaching are informed by the latest evidential research from cognitive science about memory, knowledge retention, and practice to help students remember and apply their knowledge.

We plan opportunities to encourage children to become active and independent in their learning. Each new term starts with a Stunning Starter to engage our learners and ends with a Fabulous Finish, where our learners have the opportunity to present and celebrate their learning in their way. We believe that learning should always be purposeful. Throughout the pupil's time at Nonsuch, we revisit prior learning so that their knowledge and understanding becomes embedded as well as a deeper understanding of what they are studying.

Our learning promotes our local environment and the communities that we live in. We understand the importance of being a global citizen and being aware and curious about current issues that affect every one of us. We actively encourage parents/carers and the local community to join in with our children in their lessons throughout the year. We believe this promotes a love of learning for the children and provides the local community the opportunity to support the children's learning.

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NONSUCH CURRICULUM

EYFS:

The Early Years Foundation Stage is designed to develop the life skills of resilience, independence, challenge, curiosity, reflection, and questioning. We believe our school should be a place where we all want to be, where children and adults feel safe, happy, and nurtured. Developing communication and language skills that will allow them to become good communicators and to gain social skills that will provide them with a firm foundation for future learning is vital. Children at Nonsuch experience the seven areas of learning through a balance of objective-led teaching sessions and play-based learning. Reception pupils follow a broad and balanced curriculum that provides a wide range of exciting and stimulating opportunities for them. This is underpinned by structured phonics, literacy and mathematics lessons to ensure firm foundations in these areas are deeply rooted so that the transition into KS1 is successful. Breadth and depth are crucial, but we also take into consideration the children's interests, aiming to make their learning fun and personal at all times.

Key Stage 1:

The broad and balanced curriculum continues into Key Stage 1, with Foundation subjects being as important as the core subjects. The teaching of phonics remains a high priority, along with reading, writing and mathematics. Sequential and progressive plans enable children to recap previous knowledge and skills and link it to new learning.

Key Stage 2:

The same philosophy continues into KS2. Our knowledge-led curriculum underpinned by skills is developed further by using subject knowledge ties, with pupils thinking creatively and critically. Our curriculum intends to ensure that the children have the knowledge and skills to flourish and reach their full potential.