



Nonsuch Primary School Curriculum

What do we want for our children?
(INTENT)

Our Vision

Our vision 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.







Our Learning Behaviours

READY	RESPECTFUL	RESPONSIBLE
We will be ready to contribute to school life every day by being ready to learn at the start of each lesson, being willing to share ideas, and having the correct equipment for each day.	We will show care and understanding towards each other at all times, respecting and embracing difference. We will always be respectful in our words, actions and manner.	We will be accountable, committed and accept ownership for our decisions, actions and behaviour. We will take responsibility for working hard in all areas, trying our best and aiming high.

Our Aims

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.

Nonsuch Life Skills

Resilience 	Independence 	Challenge 	Curiosity 	Reflection 	Questioning 
Try again with the help of others Try to carry on even if failure causes upset Keep going in activities of interest Find alternative ways if the first attempt doesn't work Bounce back after a disappointment or failure Show the ability to stick to an activity Show a determination to keep going, despite failures or set backs Reflect upon the reasons for failures and find ways to bounce back Stick to an activity, even in the most challenging of circumstances See possibilities and opportunities, even after a disappointment	Being to enjoy working on my own To sit an activity for a limited amount of time To begin to tune-out distractions Work consistently across a range of tasks independently To sit at an activity for an extended amount of time To refocus after a distraction To choose when it is more effective to work independently To work on my own for significant periods of time To effectively tune-out distractions	Express doubts and fears Begin to push past fears (with encouragement) Listen to people who try to help Begin to try and do something more than once Begin to understand why some activities feel uncomfortable Show a willingness to overcome fears Push past fears and reflect upon the emotions felt afterwards Begin to take encouragement of others Keep trying after the first attempt Find ways to push past doubts, fears, or a drop in motivation; even in challenging circumstances Push oneself in areas that are not to enjoyable Listen to others who encourage and help; thanking them for their advice Reflect on how pushing past fears and doubts can lead to a different outlook	With help, develop ideas Respond to the ideas of others Respond to questions about ideas Act on some ideas Begin enjoying having new ideas Show some enthusiasm for the ideas of others Show enjoyment in trying out some ideas Generate lots of ideas Know which ideas are useful and have value Use trial and error to investigate Explore different lines of enquiry	Talk about things I have done Tell someone what is good or bad Say sentences that start with 'I think.....' Give more detailed reasons why they have enjoyed an activity Reflect on the responses of others Collate ideas from others and summarize Give in depth responses about activities through self-reflection To empathise with the thoughts and feelings of others Be emotionally intelligent to self and others	To ask questions With support, generate appropriate questions Gather appropriate questions around a theme Ask some questions in order to develop ideas Generate their own questions to explore links between themes Prove their reasons for their response Ask lots of question based on the responses of others Develop challenging questions Theorize from questions that stem from abstract concepts

BDMAT Values

Life in its fullness for all	Success for all	Positive well-being for all
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British Values

Rule of Law	Democracy	Individual Liberty	Mutual Respect	Tolerance
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A range of Experiences

Spiritual	Moral	Social	Cultural
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Approaches to learning
(IMPLEMENTATION)

Exciting themes

Stunning Starter engagement; motivation; experience	Fabulous Finish Celebration of outcomes
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Trips and Visits	Speakers	Parental Involvement	Charity Events	Swimming Lessons	Theme Weeks	Local Studies	Music Lessons						
EYFS	PSED	Communication and language	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design						
KS1	English	Maths	RE	PSHE	Science	PE	Computing	History	Geography	Art	DT	Music	MFL
KS2													

How well are we doing?
(IMPACT)

Accountability Measures

Improved attainment and outcomes across the whole curriculum	Local Academy Board and BDMAT board	Successful transition at all key phases of learning	BDMAT review meetings	In school monitoring and evaluation schedules
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