



The Intention of our curriculum has a clear rationale and purpose. Our subject maps show us a long term plan for each year group and a clear aim for its delivery.

The intention is set out in the “Cornerstone” stages and follows our whole school principles of fostering independence, resilience and confident learners with a positive and open mind set.

<p style="text-align: center;"><b>INTENT</b></p>	<p style="text-align: center;"><b>Engage</b></p> <p>The children are all:</p>	<p>This part of our curriculum is planned so that the real life and first hand experiences hook learners and set the scene for the context of learning.</p> <ul style="list-style-type: none"> <li>• Introduced to a topic or theme in an exciting and memorable way.</li> <li>• Given the opportunity to research and set enquiry questions.</li> <li>• Able to engage in meaningful conversations that develop spoken language skills.</li> <li>• Fully 'engage' with their new topic in a fun and exciting way. '</li> <li>• Given the opportunity to share their prior understanding, this informs our planning effectively.</li> </ul>
<p style="text-align: center;"><b>IMPLEMENTATION</b></p>	<p style="text-align: center;"><b>Develop</b></p> <p>The children are all:</p>	<p>This leads into the next stage which teaches a sequence of facts and information for deeper understanding. Teachers model new skills and allow time for consolidation. This stage provides creative learning experiences which include rich opportunities for reading, writing, Mathematical concepts, speaking, making and exploring. Authentic cross curricular links enrich learning throughout this stage.</p> <ul style="list-style-type: none"> <li>• Improving their knowledge and understanding of the topic.</li> <li>• Developing and practicing their new skills.</li> <li>• Composing, making, building, investigating, exploring, writing for different purposes and reading widely across the curriculum.</li> <li>• Researching their own questions and those set by others.</li> <li>• Complete research homework activities that support their learning</li> </ul>
	<p style="text-align: center;"><b>Innovate</b></p> <p>The children are all:</p>	<p>This “innovation” period provide imaginative scenarios that encourage independent and creative thinking. It allows children to apply previously learned skills and encourages enterprise skills, collaborative working and problem -solving. Teachers are able to gain a deep understanding of the children’s attainment.</p> <ul style="list-style-type: none"> <li>• Applying skills, knowledge and understanding in real-life contexts.</li> <li>• Solving real or imagined problems using everything they’ve learnt.</li> <li>• Being imaginative and creative and entrepreneurial.</li> <li>• Revisit anything not fully grasped at the ‘Develop’ stage.</li> </ul>
<p style="text-align: center;"><b>IMPACT</b></p>	<p style="text-align: center;"><b>Express</b></p> <p>The children are all:</p>	<p>The final stage of the cycle provides an environment for reflection and discussion about what has been learnt. Teachers create opportunities for shared evaluation and we offer real life experiences to share children’s success and learning journey with the wider community.</p> <ul style="list-style-type: none"> <li>• Able to become the performers, experts and informers.</li> <li>• Sharing and celebrating their achievements with parents, classmates and the community.</li> <li>• Evaluating finished products and processes.</li> <li>• Linking what they have learnt to where they started and become involved in their own assessment.</li> </ul>

