

# CAMPS HILL CURRICULUM

Our Curriculum Intent (WHAT)

Our Vision	Be Kind,			Be respectful,				Be the best you can be.			
	Community	Problem solving	Risk taking	Acceptance	Managing feelings	Resilience	Independence	Contribution	Aspiration	Respect	
Our Golden threads											
Our Silver threads	0-2 years <i>Feed myself a snack Drink from a cup Play independently Respond to my name</i>	2-3 years <i>Find my pig Try to change my shoes by myself Share a toy with a friend Try new foods</i>	Nursery <i>Put shoes on the right feet Hold a knife and fork properly Put a coat on without help Thread pasta on a string</i>	Reception <i>To do up buttons Tell you my address Tidy away toys Clean a table</i>	Y1 <i>Wash your hands correctly Tie a shoelace Help with a rope Know how to brush your teeth</i>	Y2 <i>Eat your lunch using a knife and fork Throw and catch a ball correctly Make a fruit kebabs Independently tidy up</i>	Y3 <i>Make a sandwich Tie a bandage Do a plot with wool Fold a blanket neatly</i>	Y4 <i>Set a table for a meal Peel a vegetable/fruit Recognise key vocabulary when managing money Know the basic food groups</i>	Y5 <i>Sew a button Put someone in the recovery position Read a geographical map Prepare a meal</i>	Y6 <i>To give the correct change Identify symbols that give warnings Tie at least two different boots Type proficiently</i>	
Our vision Aims	100% of children to enjoy their learning and 100% of children, parents and staff to feel safe at Camps Hill.	The National Curriculum is used alongside the golden and silver threads to prepare our children for the future.	Ambitious, strategic and inspirational leadership of the curriculum.  Outstanding teaching develops a love of learning and the confidence to make mistakes.	Commitment to support families to develop a positive home learning environment to understand how to help children on their journey.	Positive wellbeing is achieved for all staff by effectively managing workload resulting in staff retention	Growing learners from 3 months and wraparound care gives families access to high quality provision on site.  Working with children 0-11years.	All children will be supported therapeutically to manage their own behavior by using the Herts STEPs model and nurture principles. There is a core pro-social experience offered for each child.	Enriched curriculum opportunities enable children to access a wide variety of clubs at a subsidised price and learning experiences beyond the classroom.	Technology is used to innovate and inspire, children are taught how to be good online citizens and safe.	Working within the Trust gives opportunity for cross school working and value for money.	
Our Trust Aims	Building for better futures			Our children will lead happy and fulfilling lives			Growing a collaborative community		Extending the boundaries of learning		

Our Curriculum Implementation (HOW)

Culture of Safeguarding	Online safety	Anti-bullying Anti-Racism	Protective behaviours	Wellbeing week	Bike-ability	RSE	Prevent/ Anti Radicalism	First Aid Training	Diversity Education						
Inspiring Contexts	A focus on the teaching of the golden threads enables children to develop key learning behaviours and values.	Discreet teaching of the silver threads gives children an opportunity to learn key life skills.	Forest schools curriculum enables children to gain an understanding of their environment and how to take safe risks.	Children are given the opportunity to be leaders through the school 'houses' and 'eco school council'.	Wow days provide an exciting start to a new topic or learning journey. They provide 'peak moments' to inspire and create memories.	Adults facilitate children's interests and use an enquiry based approach to teaching skills. Child led topics and themes are explored wherever possible.	Healthy body and healthy mind. Children do the daily mile as well at least two hours PE a week. Therapy, CBT and social skills are accessed through our pastoral team and SNUG.	Children have the chance to work across phases on specific days and whole school projects. This includes transitions across into feeder secondary schools.	Activities include first hand learning to ensure that children have an opportunity to apply their learning and learn through mistakes.						
Great Teaching	Teaching is based on an understanding of the latest research cognition and learning	Adults have a deep subject knowledge and provide sequential lessons	Adults monitor learning and provide effective feedback	The learning environment is safe, supportive, inspiring and celebrates children's effort and progress	High quality texts are used to inspire a love of learning and broaden horizons  EVERY CHILD A READER	Pupil groupings are flexible and interventions are personalised to narrow or close gaps quickly	All staff have regular attachment, behaviour management and SEND training to understand how barriers to learning can be broken down	Children have the opportunity to apply skills and be active learners resulting in deep learning	Adults model a growth mindset and engage in life-long learning.						
The Whole Child	Inclusion, equity and inspiration at the heart	Celebration of individual achievement and success	Timely intervention and reasonable adjustment	Equal rights, equal access	Exposure to a wide variety of cultures and experiences across the Arts and many sports.	Connected with local, national and global communities	Equipped for a dynamic future	Ecological awareness	Development of Character						
Organisation	Whole School	Theme days	Assemblies	Charity events	Outdoor learning	Community events	Pupils as Leaders	Working with cluster schools and Trust	Transition projects	Links with Herts for Learning					
	EYFS	Communication and language	Physical development	Personal, social and Emotional Development	Literacy		Mathematics	Understanding the world		Expressive arts and design					
	KS1/ KS2	ENGLISH	MATHS	SCIENCE	HISTORY	GEOGRAPHY	D & T	ART	COMPUTING	MUSIC	PE	FRENCH	PSHE/RSE	BRITISH VALUES	RE

Our Curriculum Impact

Intended Outcomes	<b>Impact 1: Outstanding quality of Education</b> <i>All children have the ability to be the best that they can be. Interventions close or narrow gaps and children have the ability to work at greater depth. Pupils have the ability to make connections and apply skills within a range of contexts. Children will make progress across a wide curriculum and their work is consistently of high quality. All pupil groups, including those who are disadvantaged achieve the best possible outcomes.</i>			<b>Impact 2: Behaviour, Attitudes and Personal Development</b> <i>Pupils will have equal access to an enriched curriculum including a wide variety of extra-curricular opportunities. Children will be responsible, respectful and active citizens who have a secure understanding of key British Values and their importance in our communities. Pupils are intrinsically motivated to behave well. They have a highly positive attitude and commitment to learning.</i>				<b>Impact 3: Leadership and Management</b> <i>Teachers' subject knowledge and pedagogical content knowledge consistently builds and develops over time. All Governors, Staff and children have high expectations of themselves and work towards an ambitious vision.</i>			<b>Impact 4: Early Years</b> <i>The curriculum provides no limits or barriers to the children's achievements. It gives an opportunity for pupils to develop basic skills and integrate new knowledge into larger concepts. Adults will enable children to develop vocabulary, read daily and create the necessary foundations for the rest of their schooling.</i>		
	Evaluation	High Quality Outcomes <i>Learning observations, learning walks, in school progress, national data ISDR, book scrutiny, pupil voice, external advisors/inspectors</i>	Curriculum content is responsive and relevant <i>Dates and Deadlines, key entitlements reviewed annually, CPD accessed by all adults</i>	Challenge for All <i>Provision maps target support and stretch, PPMs identify need, gap analysis on ETT targets resources, Moderation evidence, SEND offer, DVP Action plan</i>	Embedding Knowledge and Skill <i>Enriched curriculum plan, progression of Golden and silver threads, National Curriculum planning documents, policies</i>	Developed sense of belonging <i>Charity of the year, social events, Parenting puzzle, information sessions, school to school support, questionnaires, active within the community</i>	Meeting the needs of the whole child <i>Pastoral support, SNUG, small gardens, individual support plans, Art therapy, Brick therapy, Counselling, protective behaviours, STEPs agencies external working</i>						