

WHOLE SCHOOL CURRICULUM DOCUMENT

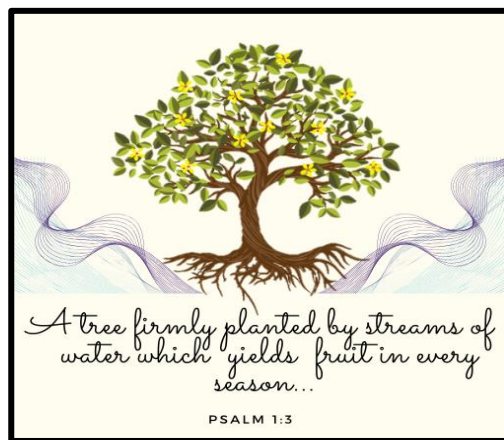
'...like a tree firmly planted by streams of water which yields its fruit...'

Psalm 133



Here at Bollinbrook CE Primary School, our aim is to provide a curriculum which is **rooted in Christ** and helps our children to **grow** so they will **bear fruit that will last**. When they leave us, our children will be ready to take their place in modern society. In September 2023, we moved from a 7 class to a 5 class structure with mixed classes. The team have worked exceptionally hard to update the curriculum for this academic year.

Our Vision for our children at Bollinbrook is based on 3 key pieces of scripture:



“A tree firmly planted by streams of water which yields fruit in every season...” Psalm 1v3

The stream represents Jesus as the source. He is the way, the truth and life. Jesus is our river of life and he flows through all that we do in Bollinbrook.



Our curriculum intent is designed so our children can lay down firm roots. We want our children to be **rooted** in Jesus and his Christian values. They will develop strong roots in each subject throughout the curriculum. Our core Christian values of Honesty, Respect and Love are central to this.

'And the child grew and was strong in spirit'

If rooted in Christ, children can **grow** into who they were created to be. Through the implementation of our curriculum our children will acquire the knowledge and skills to help them grow.

'Go and bear fruit – fruit that will last'

The impact of our school curriculum will ensure our children bear fruit that will help them to be READY for the next stage in their journey. We place a strong emphasis on our gospel values of Kindness, Patience, Courage, Generosity and Being Servant-Hearted.

There is an Act of Worship every morning. Worship is a time where we come together to reflect on the school's vision and to learn about how we can be rooted in Christ and show our gospel values through our actions. The daily Act of Worship promotes the Christian and Learning values which permeate the ethos of the school. As such, Worship is an essential part of the school day and the contributions of staff, pupils, clergy and other visitors are valued highly.

Curriculum Implementation and Impact

We are helping our children grow spiritually, emotionally and academically by growing from Jesus the river of life. We want them to lay firm roots that will provide those strong foundations to help them on the next stage of their educational journey. Our Global learning work promotes 'Courageous Advocacy,' giving our children a voice and showing them how they can bring change in their local, national and global communities. Our aim is for our curriculum design and approach to be aligned to our specific local context and our pupil's particular needs.

We have a curriculum that is rooted in our Christian Values and considers our school context. We use resources from Focus education that have helped us to map out subjects through a knowledge led approach with a balance of the knowledge and skills that our children need. As part of this curriculum, we focus on 'mastery learning' – learning that sticks and can be recalled. We provide even greater challenge to deepen children's thinking further.



We use knowledge organisers which allow children to gain specific knowledge in each curriculum subject that builds up over time. We are embedding the use of 'Learning Links' which makes the children's learning more durable and transferrable. *Through training led by Clive Davies OBE at Focus Education, we approach each subject through six cognitive strategies so the children can ask themselves;*

'What do I already know'

What is most important'

What sensory connections can I make'

What inference can I make'

How can I synthesise this'?

How can I fix things I don't understand'?

Through curriculum enrichment we offer all our children an entitlement of opportunities that are bespoke to our school and the community that our children are a part of. This is another important part of our curriculum.

We will constantly review and develop our curriculum to ensure it meets the needs of the learners in our school. Curriculum will be measured through assessment opportunities interwoven through each subject to identify the knowledge and skills deficit that children may have.

We will know our curriculum is having an impact as most children who leave our school will bear fruit and have the skills they need to be ready to take their place in modern society.

Cultural Capital

Our Christian values underpin our belief that all children should be given opportunities to enrich their lives through a broad and diverse range of exciting experiences. As a school we ensure that such experiences are available to ALL children. Where possible, Pupil Premium money is used to provide free or subsidised trips for all pupils. We want to give all our children the chance to become educated citizens and succeed in life.



Strong Starts at Bollinbrook

An EYFS learner will learn in a happy, caring and secure environment where they feel valued as an individual. Staff will provide the pupils with opportunities to build on what the children already know and can do and provide new and exciting experiences that challenge, develop and stimulate their thinking. The environment will be rich and stimulating and aesthetically pleasing that is committed to raising standards. EYFS staff value and develop positive partnership with parents: parents are a child's first educator and we aim to ensure parents are involved in their child's learning. EYFS learners will be praised and their achievements will be celebrated. All children will be included and none will be disadvantaged.

Growing - implementation

A child in EYFS will be learning in a safe and supportive environment where not only making mistakes are accepted but are a valued part of the learning process. The children will have opportunities to explore, be curious, make mistakes, and make links in their learning.

Impact – Fruit

During their time in EYFS children will grow in:

- Confidence
- social skills
- sense of self
- uniqueness
- resilience
- growth mindset
- Understanding of the world

The EYFS curriculum is designed to prepare the pupils for the next phase of their education (KS1) academically as well as socially, emotionally, and spiritually.



Curriculum Rationale

Each subject leader has looked at their subject in light of our vision and values. They understand how their subject is:

- **Rooted** –providing a clear intent which forms the foundation of children's learning in their subject areas
- Helping our children to **grow** – ensuring their subject is implemented to give children the knowledge and skills for lifelong learning
- **Bearing fruit** – having a positive impact to ensure our children are ready

Rooted

<p>Rooted in Reading</p> <p>At the heart of our curriculum, we want our children to develop a love of reading and have a desire to read for pleasure. They need to experience an abundance of quality, engaging texts across a wide range of subjects. We endeavour to expose children to various genres and famous authors as well as building an extensive and rich vocabulary to become confident readers.</p> <p>Alongside this, we establish firm roots in phonics using Read, Write Inc. This enhances children's knowledge of phonics, including a range of phonemes and graphemes. We provide opportunities for children to read often to develop their fluency and comprehension, as well as listening to stories regularly.</p>	<p>Rooted in Writing</p> <p>We want our children to become confident and capable writers, who develop a love of language and communicate coherently through their written and spoken language. We believe that all children should be able to confidently communicate their knowledge, ideas and emotions through their writing. We want all our children to acquire a wide vocabulary, a solid understanding of grammar, punctuation and spelling throughout their time in Bollinbrook. We want them to be equipped with the skills to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.</p>	<p>Rooted as a speaker</p> <p>We ensure we provide a strong foundation for the development of speaking and listening skills by offering a strong learning environment, rich in talk, including effective questioning, peer discussions and modelling spoken language. From the start, children can articulate their ideas, collaborate with peers and have the confidence to express their views. We provide an inclusive environment for all children to develop their oracy skills building on their string starts in EYFS.</p>	<p>Rooted in Maths</p> <p>At Bollinbrook CE Primary we deliver mathematics as a tool for everyday life, to provide the children with a way of viewing and making sense of their world. It is our aim to develop a positive and enthusiastic attitude towards mathematics and a fascination of the subject. Children will be encouraged to develop their perseverance and resilience. Investigation, reasoning about and applying their mathematical understanding is key to our curriculum. As mathematicians, children will develop a strong basis for reasoning and problem solving enabling them to develop logical thinking later in life.</p>
<p>Rooted in Science</p> <p>We want our children to acquire scientific knowledge so they are able to understand the world around them including:</p> <p>Biology strands - life cycle of plants including the structure of flowering plants, life-cycle, structure and function of common animals including</p>	<p>Rooted in RE</p> <p>Our RE is rooted in our school vision and values and is woven into the life of our school. Our children gain a foundational knowledge of Christianity and how to apply this to their own life. They also gain knowledge of other world religions and views. We ensure our children understand</p>	<p>Rooted in History</p> <p>The intent of our history curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. Throughout their Bollinbrook journey the children will:</p>	<p>Rooted in Geography</p> <p>At Bollinbrook, we believe Geography allows children to develop a curiosity about the world's people, places and different environments in order to become global citizens who make responsible choices. Studying Geography should fuel pupils' curiosity about their world, provide</p>




<p>humans, food chains, habits, adaptation, evolution and inheritance. Chemistry strands – compare, identify and group everyday materials and their properties including rocks and soils. Grouping materials into solids, liquids and gases and changing state as they are heated or cooled. Reversible and irreversible changes, separating, dissolving and mixing. Physics strands - light and shadows, forces (including resistance and mechanisms), magnets, sound vibrations and pitch, electricity circuits including conductors and insulators, movement of the Earth and Moon.</p>	<p>the significance of faith and its contribution to their spiritual, moral, social and cultural development. We challenge misconceptions and promote respectful discussion and questioning. RE is accessible to all children. Enhances the lives and learning of all children Is enquiry based, academic and creative Inspires children to think deeply Allows for personal expression and development Contributes to British values</p>	<p>Increase and develop their historical skills, concepts, knowledge and attitudes. Increase their understanding of the present in the context of the past. Develop and use their skills in enquiry, analysis, evaluation, and argument. Develop their interest in the past, arousing their curiosity and motivation to learn.</p>	<p>valuable insights and offer some answers for the next generation of global citizens. This is why we have a question led and enquiry-based geography curriculum.</p>
<p>Rooted in Art Our Art curriculum is a vehicle to develop and encourage children’s imagination. We want all our children to become confident and enthusiastic artists. We provide the opportunity to discuss and respond to a variety of art, craft and design forms and ensure the children gain an understanding of a range of artists.</p>	<p>Rooted in DT Design and Technology ensures our children will follow the design process which begins with investigation of existing products, followed by focused practical tasks to develop key skills, designing and making, and evaluation of finished product. It is important that our children learn through making mistakes, evaluating and developing their ideas. They will be able to create products for a purpose, recognising how to improve on their finished product in a safe and non-judgemental environment.</p>	<p>Rooted in Computing In our computing curriculum, we aim for the children to become responsible, competent, confident and creative users of technology, who know how to keep themselves safe online. We aim to provide children with the skills and knowledge to allow their ability and confidence to grow, and help them prepare to be active participants in the challenge of a rapidly developing technological world.</p>	<p>Rooted in PE We cover all areas of the National Curriculum to ensure that our PE lessons inspire children to be leaders and become physically active both in and out of school. It gives them the knowledge and understanding of health and fitness as well as teaching them to understand the mental health benefits of being physically active. We encourage problem solving and creativity, building up skills from foundations and applying those skills to sports and games.</p>
<p>Rooted in Music We ensure our music curriculum is accessible to all children and that it enhances their lives and learning. We have designed it to be practical and creative so that our children are inspired and motivated. Music at Bollinbrook allows for personal expression and development whilst enabling children to understand the history and culture of music. Through our curriculum we develop musical knowledge and skills and offer musical experiences and opportunities outside of lesson time.</p>	<p>Rooted in MFL We want our children to be tolerant and have an awareness of cultures in other countries. Learning Spanish at Bollinbrook is enjoyable and engaging as we explore the patterns and sounds of language through songs and rhymes. We link the spelling, sound and meaning of words so children are engaged in conversations where they can ask and answer questions. We foster an environment where they feel safe to express their opinions. We want the children to appreciate stories, songs, poems and rhymes in the language so they broaden their vocabulary. We want them to</p>	<p>Rooted in PSHE Our PSHE/RSHE curriculum seeks to ensure that all pupils flourish through challenge and support. Our curriculum builds on our school values and gives children the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential. We strive for our pupils to leave primary school feeling confident in themselves, being able to keep themselves safe and thrive in an ever changing, complex world.</p>	<p>Rooted in Outdoor Learning We have access to wonderful outdoor space on our doorstep and it is important that our curriculum offers our children the chance to access this regularly. We believe in child centred learning that encourages a love of nature. We aim to nurture curiosity and provide a holistic development through nature-based learning. Our children will be taking supported risks with all adults in school leading and inspiring by example.</p>



	develop their ability to understand new words and develop a phonetic and grammatical understanding of Spanish. We lay the foundation for further language learning.		
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Growing

<p>Growing in Reading</p> <p>Reading is taught daily using a text led approach using 'Literacy Counts – Steps to Read' programme to support the planning and delivery of reading lessons from EYFS to Year 6</p> <p>We encourage -opportunities to read in different ways, including individually, to an adult or chorally.</p> <p>Verbal and written questioning enhances comprehension skills. There is an exploration of interesting vocabulary within a text to provide context.</p> <p>We embed a culture of reading throughout the school day and across the curriculum, including reading independently, in groups or whole class. This also ensures exposure to a wide range of texts and language features. Daily end of day stories is read by the teacher and enjoyed by the children.</p> <p>Daily phonics lessons take place using 'Read, Write, Inc. Phonics and home reading books are closely linked to the children's learning. Regular assessment takes place to allow teaching at the appropriate level to support and challenge each child.</p> <p>We recognise the importance of using texts across the curriculum that are linked to current learning in a range of subjects.</p>	<p>Growing in Writing</p> <p>Writing is taught daily through discrete lessons using a text led approach. We use 'Literacy Count – Read to Write' programme to support the planning and delivery of English lessons from EYFS to Year 6</p> <p>We ensure there are a range of writing outcomes, including a fiction and non-fiction outcome each half term.</p> <p>Relevant grammar, punctuation and spelling skills are taught and linked to the current text. Daily Sentence Accuracy writing opportunities for children allow practise and application of the skills they have learned</p> <p>We expect skills learned in English being applied to all curriculum areas. We also ensure our children have opportunities to write for a variety of audiences and a range of different purposes</p> <p>Handwriting sessions are taught using 'Letter Join' programme and we ensure opportunities to apply their writing knowledge and skills are included across the curriculum. This also includes extended pieces of writing</p>	<p>Growing as a speaker</p> <p>Speaking opportunities are woven into every aspect of our curriculum, providing the children with opportunities to work in groups of different sizes. There are always opportunities for discussions that allow children time to share their thoughts and listen to the ideas from their peers in a safe and engaging environment.</p> <p>Teacher's model spoken language, including using new vocabulary from a range of subjects in an age-appropriate context. We also support children with their spoken language through targeted interventions.</p>	<p>Growing in Maths</p> <p>Using White Rose as a framework, maths lessons will revisit prior learning, explicitly teach fluency skills, which will be practiced independently. Explicit teaching and practice of reasoning and problem-solving skills follow. We work with the maths hub to develop a mastery approach to maths.</p> 
<p>Growing in Science</p> <p>At least one science enquiry lesson will be taught each half term. Each key stage has been given differentiated Science Investigation recording</p>	<p>Growing in RE</p> <p>In RE our children explore different core concepts and questions in Christianity. Key questions and knowledge are also explored in a variety of world</p>	<p>Growing in History</p> <p>Our History Curriculum has been designed so that there is an intensive focus on History over a small number of weeks. There is full coverage of the</p>	<p>Growing in Geography</p> <p>Our Geography curriculum has been designed so that there is an intensive focus on Geography over a small number of weeks. There is full</p>



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<p>sheets to match the increase in skills taught as the children progress through school. Mathematical skills will be used frequently in science, with increasing complexity as the children progress through school.</p> <p>We will improve their science knowledge by re-visiting science topics already covered to ensure information is retained.</p> <p>Children's interest in the science is sparked, when possible, by exciting experiences including external and internal science visits. We have invited many scientists to school including experts in: robotics, biofuel production, ranger, animal handling, space, fossils and dinosaurs.</p>	<p>religions and views. It is important that children understand the role of foundational texts, beliefs, rituals and practices and how they differ for different religions. We use and explore the bible, so the children appreciate its understanding for Christians knowing that it is the word of God and relevant for their lives today.</p> <p>We develop skills of enquiry, analysis, interpretation, evaluation and reflection. It is important that our children have a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living, thinking, believing and belonging. They engage in meaningful dialogue with a variety of religions and world views.</p>	<p>national curriculum for both key stages using an enquiry-based curriculum. Learning objectives are outcome focused and progressively more challenging for Years 1–6 and reflect what it means for a pupil to get better at history.</p> <p>The Learning objectives recognise that, whilst it is important for pupils to increase and extend their knowledge of the subject, it is also vital that they have space and time to develop the concepts and skills of young historians. Important subject knowledge is implicit in each enquiry, but this is balanced with adequate time and opportunity for pupils to master key subject skills and outcomes by 'doing less better'.</p> <p>This ensures progression in both the complexities of content and in terms of pupils applying their knowledge to achieve higher order outcomes as they move through the programme. The 18 enquiries have been written to ensure that children are progressively challenged to achieve more demanding outcomes as they become more mature learners – progression which reflects increasing mastery of the subject</p>	<p>coverage of the national curriculum for both key stages using an enquiry-based curriculum. Learning objectives are outcome focused and progressively more challenging for Years 1–6 and reflect what it means for a pupil to get better at geography. Important subject knowledge is implicit in each enquiry but this is balanced with adequate time and opportunity for pupils to master key subject skills and outcomes by 'doing less better'. This ensures progression in both the complexities of content and in terms of pupils applying their knowledge to achieve higher order outcomes as they move through the programme. The eighteen enquiries ensure that pupils are progressively challenged to achieve the following outcomes as they move through the programme. This progression reflects increasing mastery of the subject, which is highlighted in the learning objectives of each investigation:</p> <p><i>Name, recognise, identify, locate, describe, observe, compare and contrast, reason, measure–record–present, understand through explanation, conclude, make informed judgements, apply, predict, evaluate, reflect, critique and hypothesise.</i></p> <p>The subject not only provides knowledge of the world, but also gives children many skills such as:</p> <p><i>Collect, analyse and present a range of data. Use and interpret a wide range of sources of geographical information, including maps, diagrams, globes and aerial photographs. Develop skills in Geographical Information Systems (GIS) (software and interactive resources) which allow for digital mapping, analysis of data and data models. Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</i></p>
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<p>Growing in Art We create a positive environment for the children to feel confident to discuss and express their creativity. Our Art curriculum enriches our driver units and encourages children to use their problem-solving skills, to evaluate and amend their work. Children have the opportunity to evaluate their own and others work so that they can discuss and respond appropriately. We ensure the children can access a variety of tools/stimuli so they can express their imagination. Teachers demonstrate step by step practical skills for the children to then independently explore. Children have access to a range of materials to enable them to communicate what they feel and think. We give all children an equal opportunity to process and present their thoughts and imagination. Through our curriculum we also provide opportunities for workshops/visitors to attend and encourage a love of art within our children.</p>	<p>Growing in DT In Design and Technology our children will be creating products with a consumer in mind. To do this they will be planning with their peers, working collaboratively and cooperatively. They will use trial and error to problem solve and amend their work as they progress towards the brief. They will develop practical skills and evaluate their work critically and constructively.</p>	<p>Growing in Computing Using the Teach computing scheme as a framework, computing lessons will: Cover coding and programming real and virtual resources Collect, organise and manipulate data. Look at how computing systems and networks work Cover a range of skills across a range of applications and devices to communicate ideas Look at the capabilities and limitations of information technology Explicitly cover how to connect with others safely and respectfully and the need to act within the law and with integrity, covering the implications and consequences of its use.</p>	<p>Growing in PE We teach two hours of PE for every child, every week. To do this, we employ specialist coaches to teach a balanced curriculum with a range of sports. They develop skills progressively across year groups and discuss the impact of physical activity on our bodies in lessons. We provide an appropriate level of challenge where pupils can apply their knowledge to new situations. We also give children opportunities to engage in competitive and non-competitive sport during their time at school.</p>
<p>Growing in Music Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music</p>	<p>Growing in MFL At Bollinbrook we embed Spanish into our daily routines Curriculum days Teach children to look for and understand patterns in language, including phonetics and similarities between Spanish and English words. Share Spanish songs, stories, rhymes and poems with the children Have a phonetic focus in lessons so that children can develop their pronunciation and intonation Teach new vocabulary through games, stories and repetition</p>	<p>Growing in PSHE Our PSHE and relationship scheme of work is centred around the Heart Smart scheme which is taught in five thematic units, consisting of seven lessons, each with supporting materials. This enables children to recall and build upon previous learning, exploring the underlying principles of PSHE and relationship regularly. PSHE and RHE objectives are covered in other areas of our curriculum, for example an aspect of health may form part of the Science curriculum and positive relationships may be explored through a shared book. PSHE and RHE objectives are also key when we are planning and delivering our RE curriculum and acts of worship.</p>	<p>Growing in Outdoor Learning Children have access to outdoor learning every week as part of our curriculum offer. Our outdoor learning enhances the work in Science, Geography, History and PSHE. Children gain the knowledge and understanding of nature whilst also increasing independence and developing team work. Language and vocabulary development are key as the children explore their outdoor environment. It also promotes physical life skills. Our aim is to develop a progressive curriculum that begins in EYFS and continues and grows until its culmination, when our children leave in Year 6.</p>



Bearing Fruit

<p>Bearing fruit in Reading</p> <p>Children will acquire an excellent phonics knowledge and skills that can be applied to decode and comprehend texts. They will improve their fluency and accuracy in reading across a range of contexts across the curriculum and have a sound recognition of high frequency words to enhance reading fluency.</p> <p>Children will leave year 6 with knowledge of an extensive and rich vocabulary, including their meaning and context within texts. They can demonstrate an excellent comprehension of texts, including retrieval, inference, prediction, explanation and summarising. This will come from having read a rich and varied range of texts with a love of reading across a range of genres and text types.</p>	<p>Bearing fruit in Writing</p> <p>We want our children to have the ability to write fluently, purposefully and with detail across a range of contexts, purposes and curriculum. Included in this is the ability to plan, draft, evaluate, revise, edit and publish writing.</p> <p>By the end of year 6 it is important that children have well punctuated writing, including words spelled correctly. We want to have fostered a vivid imagination which means children enjoy their writing. They can use vocabulary that can be applied to spoken language and written work. They will have a knowledge of writing techniques to extend their written work and excellent transcription skills that ensure their writing is well presented.</p> <p>A love of writing will also include an appreciation of its value educationally, culturally, emotionally and socially.</p>	<p>Bearing fruit as a speaker</p> <p>Our children will leave primary with the ability to speak confidently, purposefully and with detail on a number of topics throughout the curriculum and for different purposes, including for expressing feelings.</p> <p>They will know how to use spoken techniques such as pace, tone, clarity, projection, facial expression and eye-contact to engage the listener. They will also have an impressive vocabulary to use in their speech.</p> <p>We want them to have confidence in their ability to ask relevant questions to extend their understanding and knowledge. The ability to also articulate personal ideas and opinions, as well as listening and responding to the thoughts of others during discussions.</p>	<p>Bearing fruit in Maths</p> <p>By the end of year 6, our children will have an understanding of the important concepts in number, measurement, geometry and statistics. Alongside this, the ability to perform formal written methods and have a range of mental strategies to draw on. We want our children to leave with the ability to show initiative in solving problems in a wide range of contexts. They will be able to make connections within mathematics, and other contexts.</p>
<p>Bearing fruit in science</p> <p>Children will leave with a strong scientific knowledge which will help them to understand the world around them. Their scientific skills will provide them with the ability to carry out a science investigation, to record and interpret results accurately. In addition, the children will ask more questions about science which they can answer by using independent research.</p>	<p>Bearing fruit in RE</p> <p>Our children will have a foundational knowledge of Christianity as a diverse global living faith and understand how it is relevant for life today. They will also show a good understanding of different concepts in Christianity and how they link to the big story of the bible and life today. In readiness for year 7, children will be able to listen respectfully to the opinions and life-style choices of others and reflect on their own beliefs and values in light of their learning in R.E. They will have an understanding of the rich diversity of world religions and world views with an enquiring</p>	<p>Bearing fruit in History</p> <p>Children will have developed the historical knowledge and skills to help them to:</p> <p>Gain good knowledge and understanding of people and events from a range of historical periods</p> <p>Increase their understanding of concepts, knowledge and attitudes.</p> <p>Increase their understanding of the present in the context of the past.</p> <p>Develop the ability to recognise the impact of history on today and consider how we can learn from it.</p>	<p>Bearing fruit in Geography</p> <p>Children will have developed the geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it.</p> <p>Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent geographers in secondary education.</p>



	<p>attitude towards faith and activities of prayer and worship. We want them to enjoy engaging with others in challenging questions of meaning and purpose raised by human existence and experience.</p>	<p>Develop and use their skills in enquiry, analysis, evaluation, and argument. Develop their interest in the past, arousing their curiosity and motivation to learn. Develop a sense of identity through learning about the past. Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent historians in secondary education.</p>	<p>Children will be engaged in their world and remain curious about it; spurring them into action (especially around sustainability and the environment)</p>
<p>Bearing fruit in Art To have an understanding of different cultures. For the children to have an enjoyment of art. To be able to think outside of the box. To use their imagination. To think creatively. To have a knowledge of Artists and famous pieces of work. To have an awareness and understanding of subject in order to answer questions. To encourage children to ask questions to promote curiosity</p>	<p>Bearing fruit in DT To design and make products that solve real and relevant problems. To work constructively and productively with others whilst adapting and improving their work to solve problems and find solutions. To be able to choose and use the correct tools for a certain task which they use responsibly and safely.</p>	<p>Bearing fruit in Computing Be able to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Use technology safely, respectfully and responsibly; recognise acceptable / unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>Bearing fruit in PE Children will have an enjoyment of being physically active and be more willing to engage in physical activity outside of school. Children will develop their leadership skills through roles they have undertake in school. This will give the transferrable skills as they begin their secondary education. Children will know how to work collaboratively to create tactics and evaluate their effectiveness. They will recognise their own strengths and how to improve. Through our teaching of the sporting values, we want children to play fairly, independently, whilst being honest with the rules.</p>



<p>Bearing fruit in Music</p> <p>It is important that our children leave primary school with an enjoyment for music, having had the opportunity to perform individually and as part of an ensemble with confidence. Children leaving Bollinbrook will have played a musical instrument and sang with control and expression. They will have a good awareness and appreciation of different musical styles and genres and a competent understanding of the inter-related dimensions of music. We will have given them a knowledge of composers and musicians from different points in history and allowed all children to have accessed further music opportunities outside of the classroom. Children will also be confident in listening to a range of music and responding using musical terminology.</p>	<p>Bearing fruit in MFL</p> <p>We want our children to develop an enjoyment of learning foreign languages and to be tolerant and respectful of other cultures. As a linguist they will be able to present information and ideas both orally and in written form. They will write words and phrases from memory, and use these to create new sentences be able appreciate and join in with stories, songs, games, rhymes and poems in Spanish.</p>	<p>Bearing fruit in PSHE</p> <p>Children will have the confidence to use their learning within their daily lives, from dealing with friendship issues, to resilience to making healthy choices and knowing where and how to get help when needed. They will have the knowledge, understanding and emotions to play an active role in society. We promote respect and tolerance for those who choose to live their lives differently to others. Children will know that our Christian values can be used as values for life</p>	<p>Bearing fruit in Outdoor Learning</p> <p>Children will show support and collaborate with other children in outdoor learning experiences. Through their curriculum work that as been taken outside, children will be able to explain current issues around the environment and propose how to tackle them. They will have the ability to design and complete investigations and fieldwork in their local environment, describe life-cycle changes in a variety of living things in their local environment including the pond and understand the basics of gardening and what is required to grow plants for both food and decoration.</p> <p>Our children will develop resilience, independence, confidence and creativity from engaging in outdoor learning. It will provide them with a life-long connection between themselves and the natural world. Children will become valued members of the community having contributed to the development of our school grounds and looking after the world around us</p>
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All aspects of our curriculum are accessible to all children irrespective of their ethnic background, gender, disability, religious or linguistic background. We strive hard to meet the needs of those pupils with Special Educational Needs, those with disabilities, those who are more able, those with special gifts and talents and the children who are learning English as an additional language. We provide a rich, challenging curriculum, staff monitor and track the progress of all children carefully to ensure their academic potential or talent is continually developed.

Our curriculum is coherent, well planned, broad and balanced. It is organised into topics to inspire, motivate and provide cultural capital for all children and includes many engaging and experiential opportunities to make learning memorable. Within each topic, there is a clear progression of knowledge & skills to learn relating to specific subjects. 'End points' have been identified for the assessment of knowledge & skills in subject specific areas. Our progression documents and growth maps provide a breakdown of the learning that takes place in each year group and for each subject.

Our curriculum document runs alongside our curriculum pledge and the experiences our children will take with them into the next stage of their educational journey.



BOLLINBROOK CE PRIMARY SCHOOL WHOLE SCHOOL CURRICULUM DOCUMENT

