

WILDMOOR HEATH SCHOOL CURRICULUM															March 2025		
<b>INTENT</b>	We intend to provide our learners with a broad and balanced curriculum, which develops their knowledge and skills for each subject in a progressive and logical way, so that they know, remember and can do more.																
<b>School Rules</b>	Be Safe					Be Ready					Be Kind						
<b>School Values</b>	Respect				Independence				Resilience				Honesty				
<b>Knowledge, Concepts &amp; Skills</b>	<p><b>Knowledge</b></p> <p>Our curriculum is rich and broad, providing children with a deep body of knowledge, which is coherent, rigorous and sequenced logically. We design our curriculum to meet the needs of every individual pupil. We define learning as an alteration of long-term memory and progress as knowing more, remembering more and being able to do more.</p>								<p><b>Concepts &amp; Skills</b></p> <p>We set out to secure this knowledge base by the development of progressive concepts, which we sequence, build and consolidate throughout the primary phases. In this way, our learners develop a toolkit during their years at Wildmoor Heath which prepares them thoroughly for transition to secondary school and beyond.</p>								
<b>We aim to develop</b>	<p><b>Confident, resilient individuals</b></p> <p>Who have high aspirations and achieve well. We ensure that all learners, including SEND, EAL and disadvantaged, have every opportunity to thrive and succeed.</p>					<p><b>Healthy, informed and articulate children</b></p> <p>who know they have a right to be heard, understand the five British values, and seek to lead safe, healthy and fulfilling lives.</p>					<p><b>Caring, responsible members of the community</b></p> <p>who behave well at all times, are tolerant, value diversity, and seek to make a positive contribution to society.</p>						
<b>Curriculum Enrichment</b>	<p><b>Well-Being</b></p> <p>To feel valued and supported. To learn how to stay healthy, happy and safe in mind and body. To be equipped with the tools to be resilient in the face of challenge or adversity.</p>			<p><b>Community</b></p> <p>To contribute to their local community and appreciate their role in the wider world, learning about different cultures and religions. To value diversity.</p>				<p><b>Environment</b></p> <p>To enjoy, learn about and take responsibility for their local and global environment. To understand their impact on and responsibilities to the wider world.</p>			<p><b>Communication</b></p> <p>To read, write and speak well in English. To listen, reflect, and communicate articulately and confidently, developing a lifelong love of reading and an appreciation of the written and spoken word.</p>				<p><b>Opportunities</b></p> <p>To gain a range of rich experiences with sporting events and the creative arts, including art, design, music, dance, drama and literature.</p>		
<b>IMPLEMENTATION</b>	We implement the National Curriculum programme of learning and enhance the curriculum to meet the needs of the learners in the school and community through our curriculum enrichment areas (Communication, Well-being, Community, Environment and Opportunities). In all subjects, we have mapped out a seven-year progression of learning, knowledge, concepts, skills and big ideas. We ensure that all teaching staff are well supported, equipped and trained to help pupils learn quickly, review prior learning and make rapid progress.																
<b>Subjects</b>	Reading	Writing	Maths	Science	Art	Computing	DT	Geography	History	French	Spanish	Music	Physical Education	Religious Education	Relationships & Health (PSHE)		
<b>EYFS</b>	Communication and Language Development			Physical Development		Personal, Social and Emotional Development		Literacy		Mathematics		Understanding the World		Expressive Arts and Design			
<b>GLT Teaching Principles</b>	Positive Learning Culture			Quality of Instruction		Subject Mastery			Making It Stick		Adaptive Teaching			Assessment & Feedback			
<b>Every Child a Reader</b>	Reading is the cornerstone of learning, enabling children to gain access to the broad Wildmoor curriculum and a world of information. From their first day, pupils embark upon a progressive phonics reading programme, which develops solid reading skills in a carefully planned sequence, matched to reading books. We foster good home/school reading habits and instil a love of reading, by sharing cross-curricular books. Pupils across the school read aloud in all subjects and enjoy discovering exciting, high-quality books. Adults read to children frequently to help secure their skills and embed their love of reading. Our priority readers receive daily one to one support to help them become more confident and fluent.																
<b>Maths Mastery</b>	Pupils are taught through whole-class interactive teaching, enabling all to master the concepts necessary for the next part of the curriculum sequence. In a typical lesson, the teacher leads back and forth interaction, including questioning, short tasks, explanation, demonstration and discussion, enabling pupils to think, reason and apply their knowledge to solve problems. Use of precise mathematical language enables all pupils to communicate their reasoning and thinking effectively. If a pupil fails to grasp a concept or procedure, this is identified quickly and gaps in understanding are addressed to prevent them from falling behind. Significant time is spent developing deep understanding of the key ideas that are needed to underpin future learning. Key number facts are learnt to automaticity and other key mathematical facts are learnt deeply and practised regularly to avoid cognitive load in working memory and to enable pupils to focus on the new learning.																
<b>IMPACT</b>	We participate in all statutory assessments: Reception Baseline Assessments; Year 1 Phonics Assessment Checks; Year 4 Multiplication Tables Checks and End of Key Stage 2 Assessments. In addition to statutory assessments, teachers use formative assessment to monitor and assess students' learning and understanding in order to adapt teaching methods to better address pupils' individual needs. Both teachers and pupils know the areas of strength and the areas for improvement.																
<b>Evaluating Impact</b>	Leaders follow a continuous monitoring and evaluation cycle.			Review the consistent quality and quantity of pupils' work across a range of subjects.			Teachers and leaders work collaboratively with other schools to moderate standards.			Pupils retain a progressive depth of knowledge, skills, concepts and big ideas in each subject.			Assessment of the whole child as a local and global citizen.				
<b>Accountability Measures</b>	High attainment and strong progress scores			Confident, successful readers			Successful transition to secondary school			Positive behaviour			Strong attendance				