

Gothic Mede Curriculum

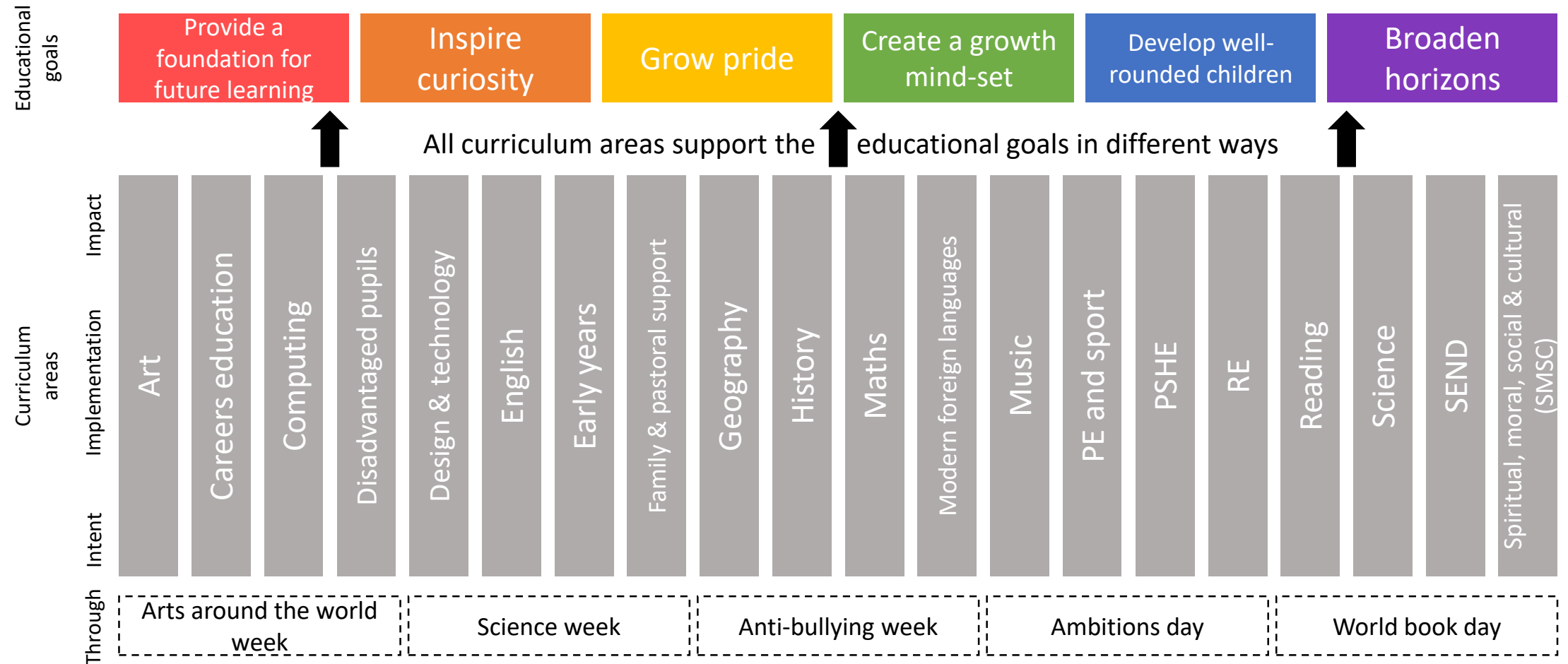
Intent

Implementation

Impact

High level summary

Our curriculum and how we implement it is designed to support our educational goals. Different subjects support this in different ways, but there are some key themes



The three Is: *Intent* sets out what we are trying to do, *implementation* describes how we put that into practice and *impact* describes the difference this makes

Provide a foundation for future learning

Inspire curiosity

Grow pride

Create a growth mind-set

Develop well-rounded children

Broaden horizons

How each area supports our goals

Curriculum area	Intent	Implementation	Impact	Goals
Art	<p>Teach the curriculum</p> <p>Enhance patience, perseverance, confidence, reasoning and how to give feedback</p> <p>Gain insight into creative fields</p>	<p>Three art units each year, for at least one hour per week</p> <p>Learn about artists and their motivations and inspirations</p> <p>Link art to other areas of the curriculum</p> <p>Learn vocabulary of art so they can express themselves</p> <p>Topics will be broader than traditional "art", such as architecture and design around us</p>	<p>This will help children express themselves and communicate their emotions</p> <p>Broaden their horizons so they understand creative fields in the world at large</p>	
Careers education	<p>Inspire, excite and motivate children about their learning</p> <p>Broaden their horizons and raise aspirations</p>	<p>Make strong connections with the world of work in the curriculum more broadly</p> <p>Reinforce the value of numeracy and literacy in later life</p> <p>Challenge stereotypes</p> <p>Offer role models to inform children and inspire them to find their own direction</p>	<p>Help children understand their own talents and abilities</p> <p>Instil greater confidence and raise standards of achievement</p>	
Computing	<p>Provide a high quality computing education, with access to a range of technologies</p> <p>Equip children for the future in a digital world</p> <p>Enable them to effectively find, assess and present information in a safe way</p> <p>Ensure children are adept at logical, computational thinking</p>	<p>Teach the curriculum, using Purple Mash to support delivery</p> <p>Provide a range of technologies - Chromebooks, PCs, iPads, Beebots, data loggers, digital cameras - to provide a breadth of learning</p>	<p>Children are confident can use information technology to support their wider learning</p> <p>Children can use the internet in a considerate, safe and discerning way and can apply the school values when using digital systems</p> <p>Children understand the wider impact and use of technology in the world at large</p>	

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Design & technology	<p>Give children a good foundation in design and technology (including food technology)</p> <p>Teach the skills set out in the national curriculum</p> <p>Enhance their planning and problem solving skills</p> <p>Give them an insight into possible future careers</p>	<p>Three DT units each year, for at least one hour per week</p> <p>Begin with real world situations, understand them and replicate designs safely</p> <p>Children are encouraged to solve problems independently as they go</p>	<p>Give children skills and knowledge for the real world, including health, hygiene and nutrition</p> <p>Give children an insight into possible future careers</p> <p>Encourage children's problem solving skills</p>	
Disadvantaged pupils	<p>All children should have access to positive and enriching social, moral, spiritual and cultural (SMSC) experiences and extra-curricular activities</p> <p>Identify and work to break down barriers to learning</p> <p>Track the academic progress of disadvantaged children to make sure that any gaps in learning are addressed effectively</p>	<p>Promote a Pupil Premium First approach</p> <p>Involve all staff in identifying the specific needs of disadvantaged children</p> <p>Use specific Pupil Premium funding to provide extra interventions, access to IT support and extracurricular activities such as music lessons</p> <p>Prioritise disadvantaged pupils for extra-curricular activities and provide some specifically to meet their needs (such as Homework Club)</p> <p>Through our Family Support Worker, work with children and their families/carers to remove barriers to learning and help them engage better with school life</p>	<p>Academic outcomes for disadvantaged pupils should be as successful as those for pupils as a whole</p> <p>Access to opportunities for disadvantaged pupils should be as successful as those for pupils as a whole</p>	

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English	<p>Follow the national curriculum</p> <p>Ensure that all children can express themselves clearly and confidently, verbally and in writing</p> <p>Ensure that children can understand and appreciate a range of different types of text</p> <p>Widen children's vocabulary and ensure they understand and can apply sentence structure</p> <p>Inspire children's imaginations and inspire a love of English</p>	<p>English is taught every day, focussing on texts with rich language, grammar and sentence structure</p> <p>Children are encouraged to imitate texts before innovating and inventing their own examples</p> <p>English learning is also embedded through cross-curricular opportunities, following up objectives learnt in English lessons while learning other subjects</p>	<p>Children meet or exceed the standards set out in the national curriculum</p> <p>Children understand the use and importance of English throughout other topics</p> <p>Children are inspired to love English</p>	
Early Years	<p>Provide a rich, inspiring and broad curriculum</p> <p>Provide a wide range of experiences</p> <p>Enable children to achieve their potential and open the widest range of future pathways</p> <p>Raise children's aspirations and equip them to flourish and learn</p> <p>Prepares children for life in modern Britain</p>	<p>We tailor our efforts to each child's needs to make them feel included and valued</p> <p>We provide real life learning opportunities and well planned and purposeful activities to engage children in their learning</p> <p>We use the Letters and Sound First phonics approach to teach phonics, reading and writing systematically</p> <p>We give children opportunities to maths concepts through different activities, laying the foundations for more complex learning in later years</p> <p>We use Tapestry to help staff and parents record meaningful observations to record children's progress and involve parents in their children's development</p> <p>We promote health awareness to help children begin to learn about exercise and healthy eating</p>	<p>Children make good progress from their individual starting points, develop strong communication skills and get the best start to school life</p> <p>Children develop the knowledge, skills and mind-set to reach their full potential through the rest of their school journey</p> <p>Children develop their confidence and self awareness as well as awareness of those around them</p>	

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Family and Pastoral Support	To ensure that children are protected from harm and supported to reach their full potential	<p>We are committed to providing the highest level of pastoral support to children and their families to ensure social, emotional and mental health needs are met</p> <p>We support pupils to have a growth mind-set and to have the skills to build healthy relationships for a successful future</p> <p>We work alongside other agencies to ensure support is accessible for everyone who needs it regardless of circumstances</p> <p>We work to build positive relationships with families from all backgrounds to overcome barriers to achievement</p>	Children are able to fully engage with their learning and can get the most out of their time at Gothic Mede	
Geography	We intend to inspire curiosity and fascination in the physical world and an understanding of how humans affect it	<p>We teach Geography as a specific subject in KS1 and KS2 and as knowledge and understanding of the world in Early Years</p> <p>We begin by looking at the local area, before expanding to learn about using maps and atlases to find out about other places</p> <p>We also learn about physical features, such as rivers, mountains and volcanoes and human features such as towns and cities</p>	<p>Children can understand the impact their lifestyle choices can have on the world around them and how they can limit this</p> <p>Children can share their experiences of travelling to different places and begin to understand different cultures</p>	

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History	<p>We inspire curiosity in the past</p> <p>We aim to show children how historic events have shaped the local community and the wider world</p>	<p>We give the children an understanding of the history of Britain and the wider world</p> <p>We teach them about events such as the Great Fire of London and the Gunpowder Plot, as well as taking them on trips to compare the past with the present day</p> <p>We approach history in a chronological fashion, starting with pre-history, the Romans and Vikings, as well as looking at the history of Arlesey. focussing on how History is visible today</p>	<p>Pupils are able to understand how past events have shaped their lives</p> <p>The pupils develop their curiosity about the past and can relate their own experiences to those of others in different times</p>	
Maths	<p>We intend to provide a high quality maths education that provides a foundation for understanding the world</p> <p>We intend to inspire curiosity for and interest in Maths</p> <p>We aim to help our children develop a deep understanding of number sense and become fluent in the fundamentals of Maths</p> <p>We want children to develop their conceptual understanding and also be able to apply their knowledge to follow a line of reasoning</p> <p>We aim to give the children procedural knowledge through enriching experiences and to encourage them to experiment and learn from their mistakes</p> <p>We look to teach Maths across the curriculum, weaving this into other topics to reinforce learning and reflect the importance of Maths in the world at large</p>	<p>We have daily hour long maths lessons to teach the topics in the national curriculum over the course of the year</p> <p>We use regular activities, such as Challenge Tuesdays, Rolling Numbers, programmes such as TTRockstars and other events such as registration and PE warm ups to reinforce and enhance the children's learning</p> <p>In EYFS, children are introduced to a new topic each week and also learn through self-initiated maths play</p>	<p>Children understand the key concepts as set out in the national curriculum, but also understand the importance of maths in other subjects</p>	

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Modern Foreign Languages	<p>We aim to foster our children's curiosity for communication, travel and leisure</p> <p>We aim to provide linguistic opportunities to equip them with a good understanding of French and knowledge of the French speaking world</p> <p>We ai to provide a springboard to learn other languages and open up worldwide careers</p>	<p>We teach French in Key Stage 2 throughout the year, using a recognised syllabus, Salut</p> <p>We use games, songs and other interactive resources to embed and enhance fluency</p> <p>We use French at other times in the course of our school life, for example during registration and music assemblies</p> <p>We make contact with a French speaking school in year 4 to allow pupils to develop an understanding of similarities and differences across countries</p>	<p>Children become confident and creative in their use of French and have a great base level of understanding to pursue the subject in more depth at their next school</p>	
Music	<p>We intend to instil in children a passion for music, encouraging them to appreciate a wide range of musical styles and periods</p> <p>We aim to prepare our children for the future by nurturing their creativity and inspiring them to pursue their musical talents</p> <p>We aim to encourage lifelong creativity and confidence, as well as improved mental wellbeing and cultural understanding</p>	<p>Every classic has a weekly music lesson as part of their weekly timetable, following the recognised syllabus "Music Express"</p> <p>We have weekly singing assemblies for all children and a thriving school choir who perform regularly at school events. Singing is a big part of seasonal events, such as Harvest and Christmas assemblies, Christmas plays and carol singing at local homes for the elderly</p> <p>Our year 4s participate in Young Voices concerts every year, giving the experience of singing in front of a large crowd with professional musicians</p> <p>We offer music lessons through Inspiring Music and encourage pupils from SEND or disadvantaged backgrounds especially to take part in these, as well as partnering with Theatretrain to provide musical theatre groups. Children are able to perform at our termly music assemblies</p>	<p>Children leave Gothic Mede with an appreciation for and understanding of music</p> <p>Children build their confidence and self-esteem through performing in front of others</p> <p>Children from disadvantaged backgrounds get the opportunity to learn instruments they otherwise would not</p> <p>Children's mental wellbeing improves from the many intrinsic benefits of performing in groups</p> <p>SEND pupils especially benefits from the variety of music opportunities which allow them to thrive in different ways</p>	

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PE and Sport	<p>We aim to develop ambitious students who can in turn become confident, responsible young adults</p> <p>We aim to promote positive physical and mental health, an understanding of the benefits of exercise and promote healthy lifestyle choices</p>	<p>We offer a wide variety of extra-curricular sporting activities, such as tag rugby, netball, football, cheerleading, maypole dancing, cricket and so on</p> <p>We participate in competitive and on-competitive events with other schools in the local area</p> <p>We undertake a daily mile to provide regular exercise, promote participation and build children's energy levels and attentiveness</p>	<p>Children find sports they enjoy and understand the benefits of regular exercise</p> <p>Children learn about the importance of commitment, perseverance, team work and cooperation, as well as building pride in their achievements</p>	
PSHE	<p>We intend to help children develop the knowledge, skills and attributes they need to manage life's challenges and make the most of its opportunities</p> <p>We aim to develop resilience, self-esteem, appreciation of risk, team working and critical thinking</p> <p>We aim to prepare our children to play an active role as citizens, developing positive relationships and respecting differences between people</p>	<p>We embed PSHE into our whole curriculum, teaching children through their learning in all subjects how to embrace challenge, develop their self-esteem and become critical thinkers.</p>	<p>Children develop into confident learners who are able to take risks and learn from their mistakes. They become people who are able to actively participate in society and accept other people – respecting their differences.</p>	

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RE	We intend to instil a respect for and understanding of different religious beliefs and cultures within our diverse society	We follow the agreed syllabus for Central Bedfordshire We teach children about religions and beliefs in local, national and global contexts We teach them to understand the impact of religious and non-religious beliefs on how people behave We teach children to make connections between religious and non-religious beliefs We hold an annual faith trip for year 2 to different places of worship in Bedford	Children are encouraged to contribute positively to their communities and equipped with knowledge to describe and explain beliefs and concepts enabling them to develop their ideas and values Children broaden their experiences and understanding of how people put their beliefs in action in everyday life Children learn how to articulate their personal beliefs and respect the rights of others to differ	
Reading	Put reading at the forefront of all areas of the curriculum Share a passion, enjoyment and enthusiasm for reading so that children read for pleasure Develop the children's love of reading Give children the confidence to read and learn independently	Use Phonics techniques in reception and Year 1 daily to embed learning and into Year 2 as needed, using a specialist teacher and small group work to fill gaps in learning Daily guided reading sessions and 1:1 reading with adults in school Independent reading tasks and formal and informal comprehension activities Encourage the children to choose their own reading material. Encourage daily reading and provide reading diaries to record progress Teach children a range of techniques to understand a wide range of texts	Children meet or exceed the standards set out in the national curriculum Children have the ability to "read to learn", rather than simply "learn to read" Children leave Gothic Mede encouraged to engage with and enjoy reading throughout their lives as well as an understanding of the importance of reading	

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Science	We intend to instil a love of science, bringing the subject to life for our children We intend to help children understand the world around them through practical experiments	We teach science through weekly lessons We also organise activities around National Science Week each year and hold extra-curricular science clubs We encourage visits from experts, for example through our careers provision	Children gain a solid foundation knowledge of science and develop an interest in and curiosity to learn more They gain an understanding of the world around them and become confident in planning and conducting research They understand the part science plays in everyday life and what career opportunities science can open up to them in the future	
SEND	We intend to provide an inclusive learning environment and give all pupils with SEND access to the same opportunities as their peers We aim to understand the remove the barriers to learning that SEND children may have and give them access to the whole curriculum	We identify and understand barriers to learning and adapt the curriculum where necessary We have a SENCo, who is a member of the school senior leadership team, works with the SEND link governor and ensures that SEND matters are considered in all decision making We use Boxall profiling to constantly assess SEND needs and put in place and regularly review support plans where appropriate, including applying for EHCPs where needed We recruit Learning Support Advisors with the experience to support specific needs and provide training to support them We work with families of SEND children and with external agencies (and experts to ensure children are provided with the support they need	Children with additional needs have the same opportunities as their peers and can make progress Families are part of the decision making process for their children and celebrate their successes	

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Spiritual, Moral, Social & Cultural development (SMSC)	<p>We intend to provide a thoughtful and wide-ranging promotion of children's SMSC</p> <p>We aim to build a caring community, dedicated to building the community and the individual</p> <p>We aim to provide a wide range of opportunities to celebrate the diversity within our community</p>	<p>We use a values framework to reinforce moral values and help regulate personal behaviour</p> <p>We have high expectations of behaviour and codes of conduct which form a strong foundation for social development</p> <p>We have regular collective worship opportunities to reflect on our values and behaviour</p> <p>We give children a chance to participate through school councils, which give them the chance to develop and understand personal and corporate responsibility</p> <p>We welcome members of the community into the school frequently</p>	<p>Children understand their place in the world and how they should relate to others, including those who are different to them</p> <p>Children understand right and wrong and are able to make sensible choices, enhancing their ability to learn</p> <p>Children are able to develop and keep healthy friendships and other relationships and support each other</p>	