



Poplar Farm School

Becoming independent, resilient and curious problem solvers and learners.

Poplar Farm Primary School Curriculum Overview

At Poplar Farm School we offer an exciting and varied curriculum which enables all pupils to reach their potential and become active, valuable and positive members of society.

We believe that pupils should have high quality knowledge, skills and understanding across a range of core subject areas as set out in the National Curriculum. We believe that pupils should develop life skills so that they can make a valuable contribution as citizens in a 21st century Britain

Underpinning this is our vision;

We are creating independent, resilient and curious problem solvers who are inspired to learn and are able to reach and exceed their potential. Through developing;

- Healthy lifestyles
- Respectful relationships
- Independence and a growth mindset
- Inspiration and curiosity
- Creative thinking

We have developed learning powers linking the characteristics of effective learning and these 5 key areas.

Our curriculum connects to real life, promotes thinking as a global citizen and develops the character skills so that young people can make meaningful contributions to society. It is designed to enable pupils to make deep connections between learning and understanding the world that they live in. We believe that there are four key life skills which each pupil should have the opportunity to further develop and strengthen. These include: Language (Oracy) and Communication skills, Independent Skills, Emotional Intelligence Skills and Thinking skills.

Three key interleaving stands that underpin our curriculum are;

- Core subjects
- Learning powers
- Skills for life

Core subjects

The core subjects are taken from the National Curriculum and statutory requirements, they include;

- **Key areas**, Maths, English, Science, ICT and Computing
- **The arts**, D&T, Art, Music
- **Healthy lifestyles**, PE, Healthy Eating, Active play
- **Religion and Well-being**, RE, PSHE, SMSC, Sex and Relationships and Drugs education
- **Awareness of the world**, History, Geography, MFL

Learning powers

We will promote behaviours and habits so that pupils become effective learners. Poplar Farm School values, motivations and attitudes are modelled and taught explicitly interleaving the curriculum.

- **Healthy lifestyles**, pupils will be motivated to keep themselves safe, to be healthy and active and to understand their personal wellbeing. They will have good knowledge of healthy eating, exercise, healthy minds, e-safety, staying safe behaviours, safeguarding, and well-being.
- **Respectful relationships**, pupils will have a clear understanding of values such as love, responsibility and friendship. Pupils will investigate similarities and differences, which promote acceptance, diversity, citizenship and human rights. Pupils will understand that people have different points of view, they are able to consider different perspectives. Pupils will be motivated by a strong personal sense of morality. They will make decisions for the right reasons and in the best interests of our community. Pupils will be able to decide what is right and what is wrong and will be resilient to the influence of others. Pupils will develop an awareness of how their own actions can impact others and the wider community. They will go out into the world and make a difference in their own life and to others.
- **Independence and a growth mindset**, specific learning dispositions such as drive, motivation, determination and commitment will be nurtured and developed within our pupils. Skills such as research, collaboration, innovation, presentation, evaluation and reflection will encourage a growth mindset. Opportunities to fail and learn from and make mistakes, to reflect and strive to be better are also central to the curriculum.
- **Inspiration and curiosity**, pupils will explore, investigate and interact with the world, with curiosity and creativity. Pupils will be inspired to become passionate, inspirational learners, making creative links and thinking out of the box.
- **Creative thinking**, pupils will develop critical thinking skills, learning how to predict, discuss, design and analyse, using metacognition and thinking to learn.

Skills for life

- **Language (Oracy) and Communication skills**, pupils will express their ideas, thoughts and opinions with sensitivity, confidence and clarity, they will use a wide, exciting and expressive vocabulary. They will work collaboratively, using discussion, debate and communication skills.
- **Independent Skills**, learners will be Independent, reflective, creative and social. They will be able to moderate their behaviour and reactions, working collaboratively and managing their own learning. They will have skills of perseverance, relentless and critical thinking. They will be able to plan, adapt, review and evaluate their own learning.
- **Emotional Intelligence Skills**, pupils will be able to use their voice to express their opinions of what is right and wrong. They will know how they fit into the world and how they contribute. They will be sensitive, thoughtful and reflective and be able to build positive relationships.
- **Thinking skills**, pupils will be able to explain and reason, thinking about evidence, evaluating and making judgements or decisions. Through deeper thinking and reflection, pupils will be able to make links and think systematically. How to reflect, explain, justify and question is key to lesson design.

We want pupils to be lifelong learners and to be prepared for their futures. We want pupils to have strong academic knowledge and skills such as analysis, reasoning, problem solving and conjecture. We want pupils to have resilience, empathy, creativity and a growth mindset.

Alongside this desire to prepare our pupils for their future possibilities is the drive to make our world a better place, to make these pupils into active citizens who contribute and care for wider society. To think and act on issues such as climate change and caring for the environment. Pupils will develop the knowledge, skills and values they need to embrace the opportunities and challenges they encounter; creating a future that they want to live in.

At Poplar Farm School, we ensure the curriculum is relevant and meaningful to all pupils,. We provide a wide variety of opportunities for pupils to gain first-hand experiences such as educational visits, visitors to school and experience days. These opportunities help to ensure pupils are immersed in their learning. Alongside this we ensure that the learning resources are of high quality and that the curriculum is implemented by a high quality workforce.

We have developed an enquiry based curriculum, each topic is based around key questions that cover the programmes of study from the National Curriculum. A progression of skills and knowledge is taught throughout school. We have a planning cycle which links whole school topics and key questions to year group expectations.

Topics are broken down into teaching sequences or “learning journeys” that achieve depth of thinking and learning. Focusing on small steps of progression which leads to a deeper understanding of key concepts. Learning journeys are active, engaging and inspiring. “Struggle” and practice are both key components of our teaching sequences, developing a growth mindset. Well-structured modelling, highly effective questioning and carefully designed learning tasks enable the pupils to learn. Feedback is integrated into our curriculum design and a range of feedback types are provided throughout the sequences. Provocative prompts are used to deepen the connection with the learning and encourage pupils to reflect at a deeper level. Teaching sequences are supported at all times by high expectations.

To ensure an interleaving curriculum which builds on previous knowledge and skills we use subject progression maps. These show the breath of study, essential characteristics, threshold concepts and hierarchies of skills.

We use Cornerstones as a planning tool, this uses a pedagogy of four distinct stages of learning through a topic. These are stages are called- engage, develop, innovate and express. Key questions are posed to support pupils learning and challenge their ideas. Each topic is started with a memorable experience to stimulate pupils curiosity.