**Curriculum Update 2 Spring 2019**

**Intent**

We want all of our children to leave Stoke Hill having experienced a broad and balanced curriculum that will allow them to achieve the best they can in every subject for the rest of their lives.

Part of our curriculum intent is that in order to thrive as they grow older all children should develop good subject knowledge and vocabulary. This needs to be taught alongside the development of appropriate skills. We need to make sure children can remember what they have been taught, and can use their knowledge to make links and support future learning.

We want to ensure *‘there is a culture where everyone is passionate about learning’* and that we *‘do all it takes for every child and their family’.*

Children, especially those from disadvantaged families, will not do as well as they could if they do not have a wide vocabulary and knowledge of the world.

Our curriculum will take into account the fact that **‘doing stuff relies on knowing stuff**’, and that ‘**You can know something without understanding it, but you can’t understand it without knowing it’**. (both Clare Sealy)

Our children need to learn and understand that they will **remember what they think about**, and our teaching must ensure that they are focussed on what they are meant to be learning about. We can do this by making the key facts and vocabulary really clear to them, and using a variety of [retrieval strategies](https://teacherhead.com/2019/03/03/10-techniques-for-retrieval-practice/).

**Implementation**

***Automaticity****/ˌɔːtəməˈtɪsɪti/ is the ability to do things without occupying the mind with the low-level details required, allowing it to become an automatic response pattern or habit. It is usually the result of learning, repetition, and practice.*

By the end of Year 4, we expect all of our children to automatically:

* Write in full sentences
* Join their handwriting
* Know and be able to use multiplication and division facts up to 12x12
* Read fluently and have a Reading Age at least equivalent to their chronological age

This will help them to learn the facts and understand the vocabulary laid out for each subject more easily. We have created a curriculum overview that outlines the vocabulary and skills that need to be taught in every subject for every year group.

We have then split this into three groups, one for each term. This should provide a skeleton that will support the creativity of our teachers.

Our history curriculum is designed to ensure the children develop a good understanding of the substantive concepts of *‘trade’* and *‘how societies are ruled and governed’*. These are revisited in each history unit to help the children’s understanding become clearer and more nuanced over the next four years.

Teachers will use planning days and PPA time to make sure that what the children will be taught addresses the following statements from our Vision and Values:

*‘the content of the curriculum is personalised to our schools’*

*‘we value diversity’*

*‘we help children to discover their unique interests and talents’*

*‘teaching is inspiring’*

**Impact**

We would like everyone to play a role in monitoring the impact of the curriculum. This will involve:

* Talking to children about what they know and can remember from what they have been taught, especially key vocabulary and topic-based facts
* Looking at children’s learning in books, on SeeSaw and on displays to see the range of learning activities they have been taking part in

After you have carried out this monitoring you will be asked to report your findings back to SLT. You will be allocated time out of class to complete these tasks during the course of the year.

This is not the same as ‘curriculum co-ordinators’ and you do not need to be the expert in a subject in order to play your part in monitoring the impact of what we are teaching. You will need to collect evidence that you can use in an interview with governors or outside agencies. We will create a format for this.