



Whole School Curriculum Intent

At Halam CofE Primary School we offer an ambitious broad and balanced curriculum that aspires to our Christian vision of 'Life in all its fullness', offering opportunities for children to extend their learning above and beyond that of the National Curriculum. Our five finger values are interwoven into the curriculum to enable children to **aspire** to their full potential, learn in **partnership** with others, **persevere** through challenges to master their learning, show **love** and care through all they do and ultimately **enjoy** school life.

Our 'Challenge Curriculum' is knowledge rich and enables children to make connections across subject areas through a thematic approach. The challenge curriculum is based on learning through enquiry to inspire children to be inquisitive learners and deepen their understanding through the 'Enquiry Question' that they are posed with for each unit of learning. The curriculum is built on sequencing knowledge and skills, and building on prior learning, enabling children to do more, know more, and remember more as they move through their learning journey.

Whole School Curriculum Organisation

The half-termly or termly thematic topics are linked to the subjects of Science, History or Geography and have high quality literature texts through which English is taught within each unit. Art and DT is taught through the challenge curriculum linking in with the thematic approach to deliver the subject specific knowledge and skills progression in these areas.

Some subjects are taught discretely using other schemes of learning. These include: Mathematics, Latin, Music, RE, RSHE, Computing and PE. Links are made to the thematic challenge curriculum where relevant.

Due to our mixed age classes, the whole school curriculum runs on a two-yearly cycle to ensure full curriculum coverage as children at KS1 and 2 remain in a class for 2 years. Children are educated across three classes. These are structured as follows:

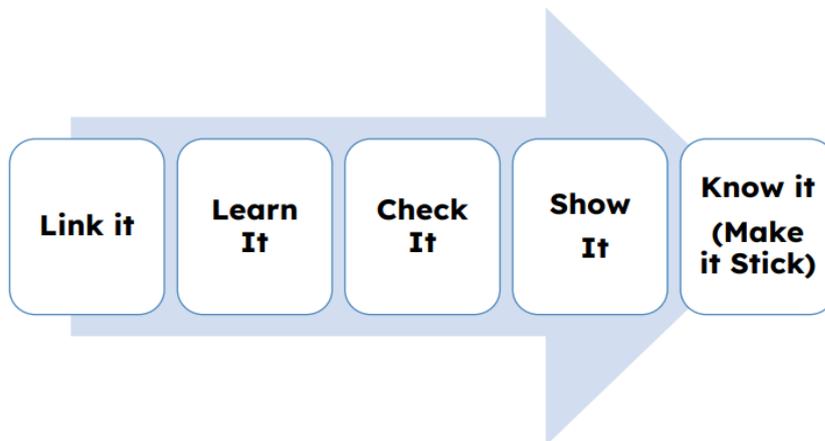
- Cherry Class - Reception and KS1
- Maple Class - Year 3 and 4
- Oak Class - Year 5 and 6

The EYFS Framework is followed for reception children and is linked into the half-termly themes of the Challenge Curriculum at KS1.



Whole School Curriculum Implementation

Throughout each unit of learning in our Challenge Curriculum we follow a clear method of implementation to ensure progression.



Before the new learning is introduced, teachers use pre-learning tasks as the starting point for each challenge to ascertain the prior knowledge.

The composite enquiry question is then introduced to the children. A sticky knowledge grid is shared with the children to show the component learning throughout the unit along with any new and key vocabulary for that topic.

New learning is presented to children in small chunks providing opportunities for children to develop their knowledge and skills through immersion in the theme. Children learn to be scientists, historians, geographers, artists, technologists and authors through the challenge curriculum.

Throughout lessons and the unit as a whole, checkpoints are used to inform assessment for learning. This is done through targeted questioning, marking and feedback, and some retention of knowledge quizzes.

At the end of the unit, children have opportunities to showcase their learning and share new knowledge and skills in a variety of ways. This may be through artwork, display, writing opportunities, debate, drama. This provides opportunities for use of newly acquired vocabulary as well as practising skills and demonstrating knowledge learned.

To ensure knowledge has 'stuck' children are given opportunities for retrieval practice. These include quizzes and key questions that are used after the learning to help children to know more and remember more. This is then reflected upon at the start of new units of learning as children make links to prior learning and the cycle continues once again.