

## Emneth Academy Curriculum Intent

### Intent

Our curriculum is designed to reflect our vision of all children fulfilling their potential by discovering a love of learning, while being provided with chances to broaden their outlooks. Our curriculum is carefully planned to ensure that children's learning is centered around age appropriate **knowledge**; we take this approach in all subjects. Throughout everything, the learning of fundamental British Values and **opportunities** to develop wider understanding of the modern world are threaded through the curriculum, through our **value based learning**. Our curriculum also closely links to the local demographic which will incorporate local history and indigenous geographical features. Our aim is to provide the children of Emneth Academy knowledge of the local area, learn and gain insight into local businesses and opportunities as well as exploring the wider world, thus raising aspirations for their future.

### Implementation

Through focussing learning on a series of diverse topics, key curriculum requirements can be embedded to **motivate** pupils to develop a growth mind-set, enabling them to continue learning outside of the classroom. Linking learning to local, national and international themes develops **tolerance** in accepting different opinions, while raising personal aspirations and **expectations**. Incorporating a diverse range of **new opportunities** through our \*Top 20! This curriculum enrichment programme provides pupils with greater self-esteem to empower a brighter future. Through diversifying learning opportunities, we offer an **enjoyable** learning environment and teach children the importance of **hard work** being a vital personal quality to achieve goals.

Through our curriculum rationale, we embed our key values:

Enjoyment

Motivation

New Opportunities

Enjoyment

Tolerance

Hard Work

### **The curriculum**

Emneth Academy follows the 2013 National Curriculum, which guides long term and medium term planning, with Religious Education following the revised Norfolk Agreed Syllabus. Personal, Social, Health and Emotional (PSHE) and Relationships and Sex education are taught using separate schemes of work and in Early Years and Key Stage 1, phonics is taught following Letters and Sounds.

## **Structure**

Half-termly topics provide the focus for learning, with different subjects linked into this core element whenever appropriate. Weekly science, PE, RE and languages (Key Stage 2) lessons run alongside these topics to ensure pupils receive a rich and balanced curriculum.

Our curriculum is organised so that learning builds year on year, providing a 'spiralling' curriculum where children are taught key facts, significant skills and relevant vocabulary which will broaden their knowledge and enrich their learning experiences. **Bruner (1961)** states that the purpose of education is not to impart knowledge, but instead to facilitate a child's thinking and problem-solving skills which can then be transferred to a range of situations. At the start of each new topic, **knowledge organisers** are created for children and parents; these will outline key facts and **vocabulary** which can be used as an introduction to each new topic and a point of reference enabling parents to support their child's **learning experience**. These will be shared with parents and will also be available on the school's website.

## **Impact**

At Emneth Academy we ensure that the children are regularly assessed against the relevant frameworks across the breadth of the curriculum. There is a regular half-termly cycle of monitoring and assessment which is analysed and utilized for identifying knowledge gaps, following this the teachers meet with members of the leadership team to discuss each pupil's progress to find out the reasons behind their current attainment enabling the school to provide interventions and any necessary support.

### **\*Top 20!**

The Emneth Academy Top 20! programme is designed to move our curriculum to outstanding. It provides every child with the opportunity to participate in twenty experiences which they will remember for a lifetime. It has evolved from discussions about the National Trust's top 50 things to do before you are eleven and three quarters. Each one of the events is designed to push the boundaries of experiences traditionally associated with school