



Huyton with Roby Our Aspire Curriculum

'Teach children how they should live and they will remember it all their lives' Proverbs 22:6

Our Aspire Curriculum at Huyton with Roby

Huyton with Roby C.E.					
Values Curriculum Our curriculum is underpinned by 18 Christian Values					
Thankfulness	Trust	Perseverance	Justice	Service	Truthfulness
Generosity	Compassion	Courage	Forgiveness	Friendship	Respect and Reverence
Responsibility	Hope	Humility	Wisdom	Creativity	Peace
Core Curriculum					
Maths	English	Religious Education	Science		
Foundation Curriculum					
Geography	History	Computing	French		
Art and Design	Design Technology	Music	Physical Education		
PSHE/SMSC and British Values Personal, Social, Health education and Spiritual, Moral, Social and Cultural is woven into everything we do.					

‘Teach children how they should live and they will remember it all their lives’ Proverbs 22:6

In order to achieve this at Huyton with Roby we have the ASPIRE curriculum:

A knowledge rich curriculum, responsive to the needs and interests of all children;

Seeking to prepare children for life;

Promoting perseverance, resilience, independence and an understanding of the diverse world God has created;

Inspiring our children through exciting and challenging experiences with

Reading at the heart of our curriculum;

EMBEDDING the development of rich and purposeful vocabulary and language;

Christian Values Curriculum

Our Values Curriculum is made up of Christian Values, which are embedded in the life and work of the school and its community. We focus on one value each half term over a three-year cycle. Our vision and values are at the core of everything we do. They underpin our school vision, which is;

“To teach children how they should live, and they will remember it all their lives”. *Proverbs 22:6*

We have chosen three of the Christian Values to highlight in our school: friendship, respect and reverence, and perseverance. They were chosen by all who are involved in the life of our school. They reflect what is important to us and what we strive to achieve both in our own lives and in the life of our school

This is achieved through;

- Daily acts of collective and class worship
- Ethos afternoon planned by Ethos group (pupils from Year 5 and 6)
- Worship leaders leading acts of worship
- Our code of conduct
- Celebration worship to celebrate a range of achievements
- Our reflective areas and spiritual garden (Prayer Quad)
- Social, Moral, Cultural and Spiritual development within the curriculum
- Close links with parents and the wider community.

Core Curriculum

Our Core curriculum focuses on the knowledge and skills we need to succeed in life.

The core areas of the curriculum aims are;

- To provide children with the knowledge and skills they need to read and be able to access to a range of reading materials.
- To be able to express themselves creatively and imaginatively and to communicate with others in written and spoken form.
- To develop skills in writing, including punctuation, grammar, spellings and handwriting.
- To equip children with the tools to solve problems and reason about maths through their learning about number, algebra, geometry and statistics.
- To learn to calculate efficiently using a range of mental and formal methods.
- To stimulate and excite curiosity about the world around them in science.
- To learn more about our own faith and the faiths of others learning about and from religion.

This is achieved through;

- A clear purpose for learning
- Well-planned lessons that provide feedback to children to ensure they know how to progress.
- Providing children with various opportunities to apply their skills in a range of contexts.
- Cross-curricular links within all subjects.
- Close links with parents/carers.

Foundation Curriculum

Our foundation curriculum focuses on the understanding the past, the world and our unique culture and setting. Long term curriculum overviews in each subject specify which topics are to be taught when term by term and in which year group. Within the term there is a degree of flexibility as to when the subjects are taught. Staff can decide to block subjects over the term or teach a combination of subjects if that supports the children's learning. All children must by the end of the term have covered the required topics and retained the key knowledge for each of the subjects.

The foundation areas of the curriculum aims are;

- To have reading at the heart of our curriculum
- Embedding the development of rich and purposeful vocabulary and language;

- To challenge and excite all children.
- To develop the whole person – knowledge, skills and understanding across a range of subject areas and topics.
- To make links to local, national and international issues that affect us.
- To give children exciting and imaginative learning experiences including first hand experiences.
- To ensure a balance between skills, knowledge and pupils interests and needs.
- To develop social and emotional learning so that our pupils are self-aware, foster positive relationships with others and achieve personal well-being.

This is achieved through;

- A clear purpose for learning
- Wide range of resources and enrichment activities
- Project based learning where appropriate
- Collaborative learning opportunities to develop social skills
- Demonstrating learning in different ways

What does our curriculum look like?

We use the NC as a foundation for designing our curriculum. We recognise knowledge is powerful for all our children but particularly of importance in overcoming social disadvantage, we recognise that our vulnerable children are challenged with gaps in knowledge and skills which we actively address and by using personalised learning (WAVE, RAPS) we aim to close gaps caused by social disadvantage. As a school we look at individual children and their particular gaps in learning and we focus on high quality first wave teaching. We promote an ethos of attainment for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential to succeed. (*Supporting the attainment of disadvantaged pupils: articulating success and good practice Research brief November 2015*).

- The Core curriculum of English, Maths, Science and Religious Education are taught discreetly.
- The foundation curriculum has elements that are taught discreetly such as MFL, PE, Computing and PSHE where appropriate.
- Specialist sports coaches deliver PE.
- Learning objectives for lessons are taken from the National Curriculum and is made clear in their work and will focus on knowledge, leading to the development of subject specific skills.
- Work from lessons can take many formats in both individual books and floor books. Evidence need not be onerous and may take one of the following forms;

- Written task
- Activity based task in books
- Self-reflection or account of an experience
- Photographic evidence including pic collage (without pictures of children's faces)
- Electronically through the use of apps and websites to complete online tasks
- There is evidence of writing across the curriculum with children showcasing their knowledge through a piece of writing.

Teaching and Learning in the Curriculum

- Teaching focuses on the acquisition of knowledge and the application of this in different contexts.
- Learning is carefully sequenced and set out so that progression is built into the content of each subject.
- Knowledge organisers are used to support teacher's planning and outlining key knowledge for a topic.
- Children revisit learning through regular quizzing and retrieval practice, which gives children the opportunity to recall key knowledge. This allows children to commit new information to their long-term memory, and make learning stick.
- Learning is planned in subjects with appropriate links between vocabulary and content, which develops stronger links in long term memory.
- Children will have the opportunity to recall and apply their learning to demonstrate what they have learned.

Planning			
Form	Intent	Implementation	Impact
Long term	<ul style="list-style-type: none"> To provide teachers with a clear overview of learning in their year group To provide children with clear sequenced learning 	<ul style="list-style-type: none"> Curriculum Lead, SLT and subject leaders set out the long term plan for all subjects Teachers follow the long term plan for their year group Curriculum Lead and subject leads monitor the implementation of the long term plan 	<ul style="list-style-type: none"> Children have a coherent, well-sequenced curriculum that builds on prior knowledge
Medium term	<ul style="list-style-type: none"> To provide teachers with a clear overview of learning for a unit To outline key content for teachers and children To provide children with clear sequenced learning for a specific unit 	<ul style="list-style-type: none"> Teachers use the Medium term plans overview to complete short term planning Knowledge organisers are shared with children and parents at the beginning of a unit of work 	<ul style="list-style-type: none"> Teachers develop their subject knowledge Children are taught coherent, well-sequenced, knowledge driven units of work

Short term	<ul style="list-style-type: none"> • Teachers plan learning for each lesson as outline in the topic overview • Teachers have a clear path to teach a knowledge drive unit of work • Learning is broken down into smaller units to develop a coherent narrative of learning 	<ul style="list-style-type: none"> • Teachers create a short term planning document that covers the key content • Lesson are delivered with a knowledge focus through careful planning • Links between other lessons and prior learning are clear 	<ul style="list-style-type: none"> • Children develop their knowledge over a sustained period of time • Children have the opportunity to recall and apply their learning
Progression Documents	<ul style="list-style-type: none"> • To allow teachers to see what comes before and after their year group and where it sits in the subject • To provide children with clear sequenced learning 	<ul style="list-style-type: none"> • Curriculum Lead, SLT and subject leaders to have a clear view of the progression of each subject • Curriculum Lead and subject leads evaluate the impact of the progression matrices 	<ul style="list-style-type: none"> • Children have a coherent, well-sequenced curriculum that builds on prior knowledge