



## **Curriculum Intent Statement**

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### **1. Overview of the school:**

The school motto is 'Achieving Happily' in recognition of our desire for children to achieve in an environment that encourages strong personal relationships between children and staff built on trust, mutual respect and a genuine desire for each child to be successful. The school is recognised as a family with a strong community feel encouraging lifelong learning. Children from the on-site nursery access our Foundation Stage environment to ease transition into early years, while Learning Curve Courses are run for adults to achieve a range of qualifications in many different subjects. In addition links have been formed with the Meadowside Day Care Centre to enable senior citizens to experience the events and concerts produced by the children. The school has a rich history with past pupils including Mick Jagger, Keith Richards, Graham Dillley and Adam Gemili. These past pupils are celebrated and used as a source of inspiration to create aspiration for the children.

Children are rewarded and encouraged through a house system and through the presentation of trophies recognising 'Care and Consideration', 'Endeavour', 'Courtesy', 'Achievement' and 'Resilience'. These pupils are names on the honours boards at the centre of the school.



The extended curriculum is recognised as being an essential part of school life with every member of staff offering a free extracurricular activity. The school currently boasts 29 different opportunities ranging from art, music, sport, cooking, gardening and media.

Strong links have been forged with a proactive PTA, who support the funding of projects identified by our school council. The school council has representatives from every class from Year 1 through to Year 6 and meet fortnightly to discuss improvement projects within the school.

The school resources and facilities have been heavily invested in for the benefit of the children and can boast a DT studio, a state-of-the-art computing suite, an Indiana Jones themed library, an environmental area, a Forest School, an urban gym, a daily mile track and an inspirational immersion room.

There is a strong focus on the wellbeing of all children to ensure that they can achieve happily. A counselling service is operated to meet the needs of children experiencing difficulty or trauma. Young Carers are identified as a vulnerable group and monitored by the family liaison officer, who undertakes further work in supporting vulnerable families. A mindfulness club operates for children to identify methods of overcoming anxiety. A mentoring program operates whereby all members of staff mentor Pupil Premium children to ensure they are being fully supported and encouraged to succeed.

The school has a strong reputation for SEND provision managed by a proactive and knowledgeable inclusion manager who ensures children's needs are met. There is a high level of parental engagement and involvement in SEND practices. The school has achieved the Osiris inclusion award.

Initiatives for 2020-21 include the creation of subject teams to monitor and promote the quality of teaching and learning in the core subjects.

An action research project is being undertaken to identify the barriers to learning for our 'cusp' children with programmes being developed to support their progress and attainment.

## **2. Overall Curriculum Intent:**

Wentworth aims to inspire all children to 'Achieve Happily.' The curriculum is embedded in our school environment and ethos in a variety of ways:

- The Wentworth Deal; This sets out the expectations for learners at the school.
- There is a clear statement of knowledge and skills for each subject. These are cross referenced by teaching staff to ensure coverage and progression, while allowing subject leaders to carry out their monitoring role.



- We aspire to develop a sense of excitement and curiosity about the world around them (awe and wonder).
- We value all subjects equally and recognise the breadth of skills available to learners from a broad curriculum.
- The school promotes a Growth Mindset in its learners which underpins the school curriculum. The values of Courage, Curiosity and Resilience are celebrated within the classroom and on a whole school level.
- The core subjects of English, Maths and Science give children the vital building blocks for lifelong learning. Their importance is reflected in their discrete teaching as well as their cross curricular use.
- The school has used a portfolio experiential approach for foundation subjects, where children learn in a creative, interactive and fun way. This maximises their engagement, where they are judged by their knowledge and understanding of a subject, and not limited by their literacy skills. This has now developed into the use of SeeSaw for children to digitally record their learning.
- The school realises the power outdoor learning has on pupils and looks to incorporate its use into the whole curriculum.
- The school is inclusive and has high aspirations for its pupils and provides a nurturing and caring environment for all learners.
- We are committed to ensuring that children's pastoral needs are met, and that their wellbeing is a central focus. These needs are met through linked curriculum learning as well as being considered by the wider school community.
- We promote British values through strong curriculum links and school wide opportunities.

## **2a. English Curriculum**

During their time at Wentworth, children should become confident in all aspects of language work, developing an appreciation and enjoyment of English. The Wentworth school curriculum will enable children to:

- speak clearly and fluently
- listen attentively, developing understanding and enjoyment of the spoken word
- read a range of materials, developing fluency and enjoyment of the written word
- extract information and develop research skills
- write for a range of audiences and a variety of purposes
- understand how language enables them to experience and appreciate their world and the realms of the imagination in all media
- provide children with systematic phonic skills to support their early literacy
- use spelling, punctuation and syntax correctly and carefully

- understand the part language plays in enabling them to express their ideas, feelings and experiences and come to an understanding of the ideas, feelings and experiences of others.
- enjoy books and to read a range of genres for pleasure

Above all, we aim for learners to develop their skills to enable them to have a rich appreciation and love of reading, and to be able to express themselves creatively in both the spoken and written form.

A range of reading events were initiated during 2019-20. These included; author of the month with stories from the chosen author read in assembly, open reading afternoons for parents to come into school and read with their child, storytime in the library with senior leaders reading to adults and children. In addition 'The Wentworth Reading Tree' was installed in the administration corridor, this is a magnetic mural to which children can attach a magnetic leaf to celebrate a significant achievement in their reading, relevant to their starting point.

## **2b. Maths Curriculum**

Our principle aim is to develop children's conceptual understanding of mathematics. Knowledge and skills should become embedded so that children are able to apply concepts to real life situations.

Each year group will cover units of work so that children:-

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

All children throughout the school will be taught using a CPA approach – concrete, pictorial and abstract. Children learn to build their skills while gaining conceptual understanding through an emphasis on the use of manipulatives. We aim to equip children with the basic arithmetic, problem solving and critical thinking skills needed for their futures.

## **2c. Science Curriculum**

Our science curriculum provides the foundations for understanding the world. Through their learning of science, pupils should be encouraged to:

- Develop an enjoyment and interest in science and an appreciation of its contribution to all aspects of our everyday lives.
- Recognise the power of rational explanation.
- To develop a sense of excitement and curiosity about the world around them.
- Understand how science can be used to explain what is occurring, predict how things behave and analyse causes.
- Understand the language and vocabulary of science.
- Develop practical skills and their ability to make accurate and appropriate observations and measurements.
- Develop use of information and communication technology in their scientific studies.

As scientists we aim to give our children the vocabulary and skills to develop an understanding of the world around them, and to enable them to predict, investigate, explore and explain.

## **2d. Foundation Subject Curriculum**

*(History / Geography / Music / Art + Design / DT / RE / Computing / PFL (french and Japanese) / PSHE / PE)*

Children at Wentworth work collaboratively in topic based learning. Teachers consider the progression in learning needed and plan to develop learners' skills over the course of a unit of work. Topics are based on children's interests as well as incorporating the local area to ensure a purposeful education. Key knowledge and skills are identified from the National Curriculum and our experiential approach offers children opportunities to ensure that their learning is purposeful, secure and consequently committed to long term memory. Pupil voice is greatly valued in all foundation subjects: children are given the chance to make links and form a bigger picture. Our ambitious curriculum builds on children's transferable skills year on year, to enable a broader and deeper understanding of the world around them. Children's learning is recorded in a portfolio, which gives snapshots of their creative learning experiences. From 2020/21 children's learning will be recorded digitally via Seesaw.

The school also recognises the impact of a broad curriculum by offering the following extended curriculum opportunities:

- Music - The school has been recognised for its commitment to offering children musical opportunities through gaining the Artsmark Silver Award. This will be broadened to encompass drama and dance in our attempt to gain Artsmark Gold.



- Sports - The school competes regularly and successfully in district competitions and offers a variety and range of sporting clubs. The school has achieved Sportsmark Gold in recognition of the excellent provision. Children in years 3 and 5 have swimming lessons to achieve the requirements of the National Curriculum.
- The school ensures that ICT is embedded throughout the curriculum and that children use technology effectively to support their learning.
- The PSHE curriculum supports children's development of courage, curiosity and resilience. Lessons are planned to help give children the knowledge, skills and understanding required to lead confident, healthy and independent lives. We aim for our children to become active, responsible citizens in a rapidly changing and complex world. We want them to make informed decisions about their wellbeing and health and to develop healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.
- Specialist teachers provide children the opportunity to learn Japanese in Year 6..
- The school environment houses specialised rooms to support learning, including a DT studio, themed library, ICT suite and a versatile Immersion Room.
- Outdoor areas offer the opportunity for outdoor learning; they are also planned to stimulate physical exercise, the urban gym and daily mile track being extremely popular.
- CPD is offered to all staff to enhance their subject knowledge through the North West Kent Schools Teaching Alliance (NWKSTA) using the resources and staff from our neighbouring secondary schools.
- Subject days and weeks ensure that particular learning areas can be celebrated on a school-wide level. These include science week, book week, sports days, Internet Safety days among others.
- History workshops and productions linked to topics bring history alive.
- All children learn a musical instrument with year 4 playing the violin, funded through ex-pupil Mick Jagger's Red Rooster project. Children participate in twice yearly music events, performing to their parents. The Wentworth Musician of the Year trophy is presented annually.
- All children experience off-site visits with educational trips to; Leeds Castle, Kent Life, Kent and East Sussex Railway Evacuation Experience, Hever Castle, Knole House, Horton Kirby Field Study Centre, Godstone Farm Park and Chessington World of Adventures.
- A football project is undertaken with Dartford Football Club in collaboration with the National League Trust to utilise the club's staff and facilities.
- Close links have been established with our local church Christchurch who provide assemblies and support our RE and PSHE programmes of study as well as a venue for Christmas productions.



- Enrichment weeks are a core part of our curriculum encompassing book week - a celebration of reading and writing, sports week - a celebration of sport and science week - a week of investigation and enquiry.
- Children in year 6 undertake a 4 day outdoor adventurous weekend to test their courage, problem solving skills and resilience.
- Our children's education is further supported through a programme of extended curriculum opportunities with up to 30 clubs running each week.

## 2e. British Values

The ethos of the school is underpinned by the 5 Key British values;

**Democracy** - Through the election of house captains, sports captains, monitors, School Council representatives. The School Council follows the Democratic process in debating and making decisions for the benefit of the school.

**The rule of law** - The school has a set of rules for the whole of the community to ensure it can operate fairly and effectively. These are displayed around the school and reinforced by all.

**Individual Liberty** - Pupil voice IS welcomed and children are encouraged to make choices within distinct parameters to ensure their safety. This is expanded upon in the Wentworth Deal.

**Mutual respect** - There is a zero tolerance to bullying. An expectation of the Wentworth Deal is for pupils to be honest and to respect people in the environment. Behavioural issues are dealt with in a manner to ensure justice is achieved and seen to be done.

**Tolerance of those with different faiths and beliefs and for those without faith** - Such issues are dealt with through the RE and PSHE curriculum and through a range of multi faith assembly speakers. A balance of racially diverse staff has been achieved to reflect the cultures within the school.

## 3. Foundation Stage

The Early Years Foundation Stage (EYFS) aims to provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations and prepare children for the next stage in their learning in Key Stage 1. This is detailed in our Early Years Vision Statement. We aim to develop the children into becoming independent learners, and we also promote choice and decision making, fostering independence and self-confidence. In each term, activities and learning experiences are planned from the children's own interests, making sure that all the areas identified in the Foundation Stage Profile are addressed. They will learn to investigate, explore and learn in a stimulating environment, which may be indoor, outdoor or at our school's onsite Forest School, with indoor and outdoor environments given an equal weighting in terms



of the learning opportunities they are able to present. These opportunities arise from structured and child initiated learning, where the children will be 'bumping into learning'.

Staff use questioning to guide, engage and extend children in the activities which have been designed to facilitate their learning, whilst being careful to allow the children to direct their own learning experiences. The intent of this is to encourage children to focus on a particular task for longer and draw out the maximum amount of learning from an activity. All staff and children have an awareness of the key learning which is available at the beginning of a new cycle of activities through whole departmental walkthroughs.

Children's first terms in school will focus on establishing clear routines and expectations in order to allow children to use their learning environment to its full capacity. Additionally, listening and attention are prioritised early on to ensure independent and positive learning behaviours are set in the first 6 weeks of school.

The Foundation Stage Curriculum is organised into the following areas:

#### **The Prime Areas of Learning**

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language Development

#### **The Specific Areas of Learning**

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Over the summer term, we plan for a smooth transition as children move from the Foundation Stage into Year 1. The department aims for children to be 'National Curriculum ready' by the time they get to Year 1. The Wentworth Foundation Stage offers children an enriched and exciting start to their school life.

#### **4. Key Stage 1**

The curriculum at Key Stage One builds on the opportunities provided in EYFS for children to develop as independent, confident and successful learners. Our thematic approach ensures that collaboration, creativity and problem solving are at the heart of learning experiences, and that the children gain transferable knowledge and skills which enable them to become lifelong learners.





Our aim is to make learning fun and meaningful, ensuring a progression of skills taught from Foundation Stage, as well as encouraging our key learning behaviours of courage, curiosity and resilience. In addition to this, physical development and well-being are key elements that help us to develop the whole child. Our children enjoy regular access to our 'Urban Gym' and opportunities to represent the school during many sporting events dedicated to KS1 children.

As a key stage we invest a lot of time in building on the foundations of early maths through a CPA approach, and a mastery of phonic knowledge in reading and spelling, which also supports writing. Through our careful selection of class texts and regular reading opportunities, we endeavour to foster a love of reading which we hope will remain with all our children, not only during their time at Wentworth, but also into their teenage and adult lives. Maths, English and Science are at the centre of our learning, and cross-curricular links are made where possible in our termly topics. Maths is further supported through Numbots.

We value highly the benefits that experiential and outdoor learning bring, and have invested heavily in the development of our Forest School and our fully immersive 'Imagination Station', as well as building in meaningful off-site trips and in-school visits from valuable experts. The relationships that are built from members of our 'Wentworth family' help to add context to their learning, and provide our children with lasting memories and valuable learning experiences.

## **5. Key Stage 2**

In Key Stage 2 we strive to build on the foundations of learning taught in EYFS and KS1 to help the children be successful now and as they move on to new adventures at the end of Year 6. Through our creative curriculum we want our children to achieve happily and develop the skills of resilience, curiosity and courage through working both collaboratively and independently. We aim to deliver an exciting curriculum which enables and empowers children to:

- Develop oral and written communications creatively in lessons and further develop through drama groups, school plays and productions.
- Develop a love for books through lessons (individual and class reading), Accelerated Reading Scheme and Book weeks.
- Use calculations in maths to help them reason and solve problems in everyday situations.
- Become a times table 'Rockstar' using the TTRockstars program
- Become critical thinkers through deep questioning and promotion of pupil voice for learning.
- Develop a rich and wide understanding of the world through creative topics, outdoor learning, school trips, the use of our state of the art Immersion room and themed weeks.
- Have an understanding of languages: French (years 3-5) and Japanese (Year 6 taught by a specialist teacher from Dartford Grammar School).



- Have opportunities to develop musical talents through a variety of ways: a range of musical instrument lessons including violins delivered by 'Red Rooster' , the opportunity to have additional lessons on a variety of instruments, school choir (part of Young Voices at O2), school concerts, plays and productions.
- Have opportunities to develop sporting talents: range of sports covered in lessons including swimming in Year 3 and Year 5, a wide variety of sport clubs for children to attend, sessions in the Urban Gym, Inter and Intra sports competitions and developing OAA on Year 6 Residential trip.
- Have an awareness of others, have a sense of being part of a team and a community, develop feelings and emotions through the PSHE scheme of work and the teaching of British Values.
- Promote leadership skills by becoming a Buddy, Sports Leader or a House Captain, all of whom have a range of additional responsibilities.
- Have lifelong skills to help them fulfil their ambitions in the future.

Throughout their journey in Key Stage 2 we look to develop the child as a whole with physical and emotional well-being at its core. This is vitally important due to the number of transitions they will experience as they grow and mature.