



Cranford Primary School

Curriculum Intention

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The aim of Cranford Primary school is to expect the very best from all through developing an enjoyment, and commitment to twenty-first century lifelong learning. The school creates a welcoming and caring atmosphere, placing safeguarding at the forefront of all we do. British Values underpin the intent of our curriculum and we ensure our teachers provide pupils with opportunities to make choices, develop resilience and be confident members of our community.

We believe our curriculum to be a 'KNOW MORE' curriculum which supports our pupils with life-long learning. The curriculum has been designed to take into account our pupils' starting points and their previous learning experiences, unlocking potential for all. Those who are most able are challenged and supported through appropriate extension activities. Those who struggle are encouraged and given targeted support to embed skills, to develop at their own pace or simply to learn in a style that best suits their individual needs. Our curriculum celebrates diversity and utilises the knowledge, skills and cultural wealth of the community while supporting the children's spiritual, moral, social and cultural development. We provide inspirational opportunities to acquire, develop and apply a broad range of knowledge, understanding and skills. We have a commitment to providing our pupils with a broad and balanced curriculum, where progressive high expectations are at the forefront of all we do.

Our school has gained the understanding that knowledge is embedded over time. Knowledge and understanding is clearly outlined in age-appropriate milestones, building on prior learning to meet the National Curriculum and beyond. We ensure our pupils are given opportunities to recall and remember different concepts to enable progression and attainment. We give high priority to teaching the fundamentals of reading, writing and maths every day to ensure that all pupils acquire the basic skills for learning and life, and these skills are used and practised across other subjects.

Curriculum Implementation

- Each curriculum area has been planned from the National Curriculum requirements ensuring cohesion between prior knowledge and future learning. Our teachers layer knowledge overtime to ensure depth and breadth is evident in pupil outcomes. Children's prior knowledge is assessed at the outset of the topic and learning planned accordingly.
- Teachers aim to foster each child's curiosity and interest throughout each topic. We are lucky enough to be surrounded by outdoor learning space, therefore learning at Cranford Primary School takes place in and outside classrooms. Teachers plan for exciting hook lessons, which inspire the children to want to learn more.
- Reading is a high priority across the school. Starting from the Early Years to Year 6, all pupils are given opportunities to develop competence in both dimensions of reading – word reading and comprehension. Phonics is taught from Nursery all through to catch up sessions in Key Stage 2 (Bug club Phonics is used to teach SSP). Daily whole class guided reading sessions enable pupils to practise, develop, recall and attain reading targets to support their end of key stage goals. This gives pupils the opportunity to listen to role models, experiment in reading, analyse authors and their texts whilst still developing the important content

domain skills. These sessions give all pupils, including those who struggle with reading, an opportunity to practise their fluency and comprehension skills. We are keen to develop pleasure for reading within our school and believe each time we open a book with children it is an opportunity to walk into a new world together; to explore the inner workings of great literary minds and, as their guide, to point out to the children the sights and sounds that could so easily be missed by the untrained eye. Pupils are also given exposure to a class story to embed a love of reading for all children. Application of reading skills are embedded across the curriculum. It is essential that by the end of primary education, all pupils are able to read fluently and with confidence in any subject in their forthcoming secondary education.

- Writing is supported by the use of our Power of Reading scheme of work. Although the scheme is not followed intensively, teachers are given exposure to a range of teaching strategies, effective pedagogy and appropriate activity choices to enable pupils to progress and attain writing skills across the curriculum. We provide pupils with opportunities to write across the curriculum for a range of different purposes and we encourage our pupils to use their own experience to add depth and creativity to their writing. To support the children with their writing skills, our teachers provide high-quality examples and shared writes, which allow children to magpie ideas for structure, content and composition.
- Our teaching of Mathematics is systematic, fluent and challenging. Our teachers encourage our pupils to understand the importance of mathematics, be confident in Numeracy and to apply the skills that they learn to reason and demonstrate confident mathematical knowledge. When learning a new skill in Mathematics, pupils are encouraged to use visual resources, a hands-on approach and recall methods to progress further mathematical learning. Within Maths, pupils are given the opportunities to 'practise' strategies taught; to 'apply' the strategies to word problems; to use their reasoning skills and explain and justify and to carry out some 'depth' questions. The teachers' activity choices for each lesson are supported by White Rose Maths materials. The local Maths Hub have worked with staff at our school to develop the teaching of mathematics across the school, ensuring progression of key concepts and skills.
- Science teaching is supported through the Kent Primary Science Scheme of work, where clear progression between subject content is evident across the school (e.g. the difference of the depth of a plants unit between Year 1 and Year 5 Living Things unit can be clearly identified through the sequence of lessons). Within each lesson, children in KS2 are encouraged to identify the scientific skills they will be using throughout, which could include observational skills, results and recording. Our teachers place a heavy emphasis on developing scientific skills through the use of engaging practical sessions and our own CPS Science Rocket (investigation/experiment resources shared with all year groups)
- History and Geography are alternated each half-term across the school, this ensures worthwhile time is spent teaching and providing pupils with a breadth of subject content. Lessons are planned to provide pupils with rich and meaningful learning opportunities. Subject leaders ensure that learning is sequential and key themes are linked across each unit of work. Within these lessons, a key focus is to ensure children are taught subject specific vocabulary which they can utilise verbally and in written work.
- Discovery R.E supports the teaching of Religious Studies teaching across our school. Subject leaders have mapped out enquiry-based questions across the school to ensure a deeper understanding of religious practices and customs are exposed to our pupils. An enquiry-based approach encourages pupils' curiosity and develops necessary critical thinking skills.

- Art and DT are taught explicitly where teachers provide pupils' with opportunities to develop knowledge of historic creative pioneers, skills to support attaining targets and producing creative end outcomes. Our Art and DT curriculum provides pupils with a high-quality, knowledge-based progressive education where children can succeed as confident, independent learners. We strive for the children to know and understand that they can make choices and gain transferable skills that will help them throughout the school career and beyond.
- Computing skills are embedded in fun and interesting ways across the curriculum and worthwhile links are made where appropriate. Teachers plan for stand-alone computing lessons (e.g. coding lessons) using NCCE materials and place a heavy emphasis on E-Safety.
- P.E is taught explicitly from Early Years to Year 6. Our P.E sessions are taught not only by our in house sports coach, but outside agency support too (Sports Impact). Teachers lead their own P.E sessions, planning is provided through the Get Set 4PE scheme of work. Pupils are given opportunities to develop their fitness through the use of daily mile sessions, active lunchtimes, in house and across borough tournaments.
- Music has been developed across the school with the support of Hounslow Music Service. We are proud of our pupils who are given opportunities from Year 2 to Year 6 to learn to play an instrument, whilst developing the skill of reading music too. Key stage assemblies provide pupils with opportunities to listen, sing and learn about music across the world. Teachers plan for 'Musical Moments' across the Curriculum when appropriate.
- Trips and Curriculum days are provided for children to ensure that they are able to engage in exciting learning opportunities with real life links.
- Enrichment learning opportunities are provided for all year groups to provide children with opportunities to experience life outside the classroom e.g. visiting the local library / carol singing to the elderly / cooking and gardening.

Curriculum Impact

An integral aspect of the curriculum is that our children are prepared for the future ahead of them. We ensure the transition into Secondary learning is seamless and pupils have acquired a deep body of learning over time. We hope that our Curriculum will enable our children to be the very best version of themselves. We believe that every child is unique – they all have the potential to achieve; and our 'KNOW MORE' curriculum allows every child to excel now and in the future based upon their own personal strengths, interests and core values.

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