

Singleton C.E. Primary School

It is our intention to provide a coherent, well planned creative curriculum in which:

- individuals are nurtured to achieve the very best they can academically, physically, emotionally and spiritually
- children develop positive learning behaviours to the acquisition of new skills and knowledge
- children value and learn about their place and impact within their community, locality, and the wider world
- children develop the social skills needed to form positive relationships, and be tolerant and compassionate citizens

Our Growth Curriculum is implemented through:

- carefully selected half termly 'themes' across 2 alternate years for English, Science and some Foundation subjects*
- the use of 2 whole school themes per year, to bring the children together as a community
- a whole school curriculum map to ensure teaching is sequential, logical, and progressive
- teachers secure subject knowledge, support of subject leads at planning, resourcing, and teaching stage
- planning which focuses on **Content**, **Community** links, developing **Compassion** and opportunities to learn **Creatively**
- 3 distinct phases across each half term: **Plant and Grow and Flourish**
- a **Plant Week** to check conditions for learning, assess prior knowledge, plant key questions, and challenge for the final week
- four **Growth Weeks** focusing on key concepts, skills and knowledge required to complete the final challenge
- a final **Flourish Week** providing key assessment opportunities, as children work independently on their challenge
- the development of children's personal '**Seed Catalogues**' filled with key knowledge, vocabulary, and reflections on their learning
- an opportunity to '**pollinate**' learning (homework) by researching at home before sharing and using the knowledge in school
- carefully selected high quality texts which develop the skills to 'learn to read' and 'read to learn'

The impact of our curriculum can be seen and measured by:

- children's achievements and progress academically, physically, and socially (progress reviews /summative tests)
- children with SEND achieve the best possible outcomes
- children's attendance, learning behaviours and enthusiasm for learning are excellent
- the levels of engagement of our entire community with children's learning
- the successful transition of year 6 pupils, who will have the necessary skills, knowledge, and learning behaviours to succeed at secondary school.