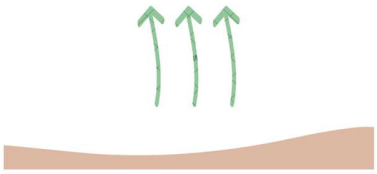
Eleanor Palmer Primary Curriculum

Low threshold, high ceiling - this is the guiding principle behind our curriculum.

Every child at our school learns core knowledge, with nothing left to chance, across every area of the National Curriculum and Early Years Foundation Stage. Equally, our curriculum is designed full of opportunities for extension, challenge and deep thinking.

Our low threshold, high ceiling approach, ensures that pupils will leave EP with a treasury of primary school memories and broad, deep rooted curriculum knowledge.



Our pupils will become:

- articulate, informed **speakers** with well-developed oracy skills.
- fluent, comprehending **readers** with a love of books;
- fluent **mathematicians,** with a confidence in problem solving and reasoning;
- clear and engaging **writers** who can communicate their thoughts and feelings; and
- happy, healthy, **interested and interesting** people.

They will:

All of this begins in EYFS, which is the foundation.

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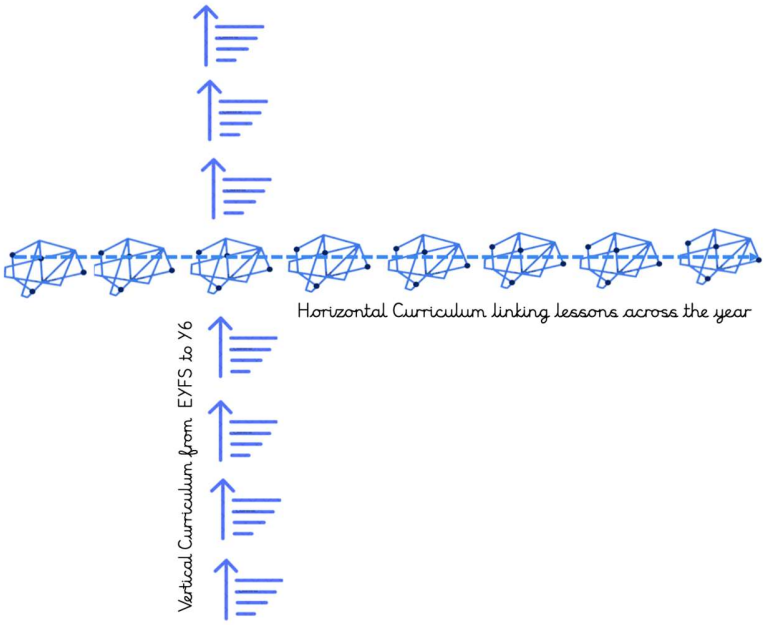
Our topic-based approach has rigour and depth

We have a long-held ethos that children learn best through a curriculum which has rigour, challenge, depth, breadth and which forges connections (what we call 'linking thinking'), building on core knowledge. Therefore, we teach the **National Curriculum subjects** and **EYFS Areas of Learning** through term-long topics. Our topics are designed to ensure curriculum coverage, making links **horizontally** across the year within and often between subjects, and **vertically** from Nursery to Year 6.



Leaders and teachers have clarity about what children must learn, and in which order, throughout their time at our school, building on components which are taught through memorable, **connected** lessons, trips and expert visitors.

Our curriculum is carefully sequenced to…

… **engage all pupils** in a deep rooted, broad curriculum with a strong academic core, building knowledge and skills consistently, coherently and imaginatively. We foster in all pupils a **love of learning**!

…ensure all pupils, particularly those who are systemically disadvantaged and vulnerable, **access the broad and balanced curriculum** at EP, progressing rapidly from their starting points in all subjects. We are ambitious for our pupils to **achieve excellence** across the curriculum.

…support all pupils to **know more and remember more**, **linking their thinking** and enabling them to build conceptual knowledge to reach end points each term, year, and in Year 6. This knowledge is the launchpad for future discoveries; pupils will **engage with a world of learning.**

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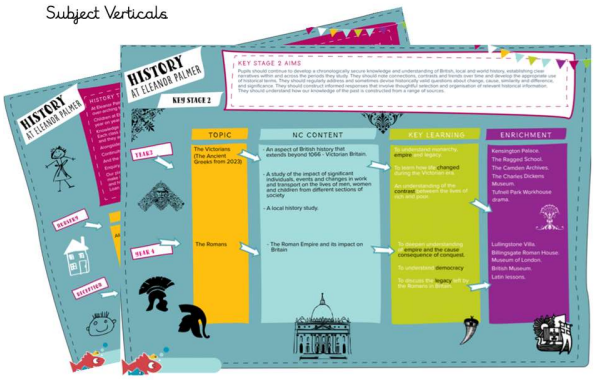
Vertical curriculum

Our subject leaders have mapped out how each subject builds across the school in coherent components, taught through rich topics, towards end points which lay the foundations for future learning.



Horizontal curriculum

Subjects are also sequenced to build knowledge and develop secure understanding of key concepts, across lessons each term. Our teachers skillfully make authentic links between subjects - for example writing biographies of Queen Victoria to harness historical knowledge for writing - but they are always clear which subject is the focus. Our **knowledge organisers** detail the key learning in different subjects and we always ask, ‘What have we learnt before which will help us today?’

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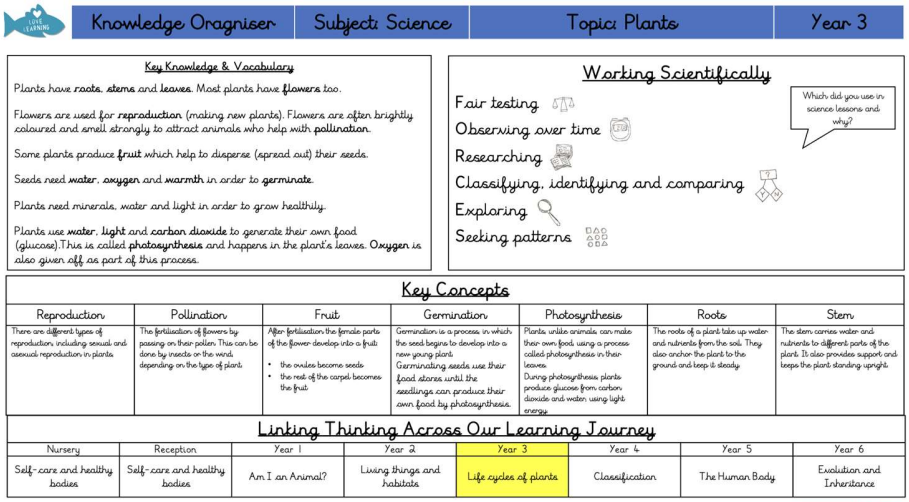


Knowledge Oragniser	Subject: Science	Topic: Plants	Year 3

Key Knowledge & Vocabulary

Plants have **roots**, **stems** and **leaves**. Most plants have **flowers** too.

Flowers are used for **reproduction** (making new plants). Flowers are often brightly coloured and smell strongly to attract animals who help with **pollination**.

Some plants produce **fruit** which help to disperse (spread out) their seeds.

Seeds need **water**, **oxygen** and **warmth** in order to **germinate**.

Plants need minerals, water and light in order to grow healthily.

Plants use **water**, **light** and **carbon dioxide** to generate their own food (glucose). This is called **photosynthesis** and happens in the plant's leaves. **Oxygen** is also given off as part of this process.

Working Scientifically

Which did you use in science lessons and why?

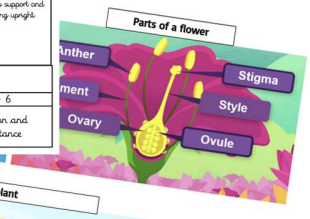
- Fair testing
- Observing over time
- Researching
- Classifying, identifying and comparing
- Exploring
- Seeking patterns

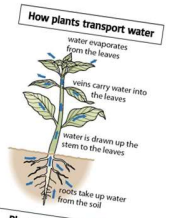
Key Concepts

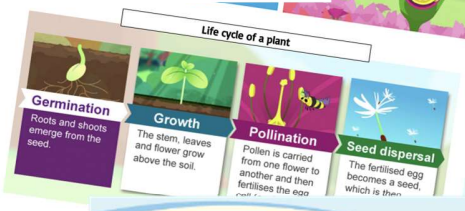
Reproduction	Pollination	Fruit	Germination	Photosynthesis	Roots	Stem
There are different types of reproduction, including sexual and asexual reproduction in plants	The fertilisation of flowers by passing on their pollen. This can be done by insects or the wind, depending on the type of plant	After fertilisation the female parts of the flower develop into a fruit • the ovules become seeds • the rest of the carpel becomes the fruit	Germination is a process in which the seed begins to develop into a new young plant. Germinating seeds use their food stores until the seedlings can produce their own food by photosynthesis	Plants, unlike animals, can make their own food, using a process called photosynthesis in their leaves. During photosynthesis, plants produce glucose from carbon dioxide and water, using light energy	The roots of a plant take up water and nutrients from the soil. They also anchor the plant to the ground and keep it steady	The stem carries water and nutrients to different parts of the plant. It also provides support and keeps the plant standing upright

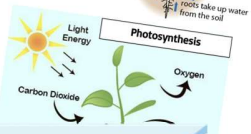
Linking Thinking Across Our Learning Journey

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Self-care and healthy bodies	Self-care and healthy bodies	Am I an Animal?	Living things and habitats	Life cycles of plants	Classification	The Human Body	Evolution and Inheritance









What's it like to be a child at EP?

Our pupils talk, listen, ask questions and learn from 'good mistakes.' They are included, their many different achievements are celebrated and they learn inside and outside. They are expected to learn and remember, supporting one another. They have equal opportunities and are allies and changemakers, ensuring that everyone can learn and play. They join in with EP traditions and events… **they belong at EP!**

Curriculum Enrichment - Keep it EP!

A specific fund is used so that the curriculum is **enriched for all children.** They access an exceptional programme of arts, trips, visitors, sport and music.

Each class has a minimum of three trips or visitors per term, totalling at least 65 across the school each year. These experiences are embedded in our curriculum and chosen to maximise learning.

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Approach to intervention and inclusion

Class teachers are responsible for the learning of all children in their class and to ensure that every child accesses the broad curriculum we have planned. They plan and teach core knowledge across areas of learning and subjects adapting lessons to encode success. Missing out on whole class teaching is kept to a minimum.

Teachers and Learning Support Assistants will sometimes work in small groups or one to one with those who need extra support or encouragement in their learning. They build confidence, knowledge and skills, working together with parents, carers and of course the children.

Our maths interventions are based on games designed during a research project which focus on factual fluency with rigorous formative assessment. We have a successful Early Reading programme which includes keep up and catch up sessions, and we have a one to one conferencing approach to writing interventions in KS2. In the EYFS we focus on speech, language and communication interventions, and our two Emotional Literacy Support Assistants (ELSAs) support pupils who have additional social and emotional wellbeing needs.

We aim for children to enjoy all of these sessions, to have ownership of their learning journeys and to take pride in their progress.