



Wellsprings Primary School

Curriculum overview

Intent



Fundamental to devising our curriculum is a clear understanding of the **strengths and needs of Wellsprings Primary School community**.

In our work to shape the curriculum we have **consulted with local stakeholders** including parents, governors and colleagues from the wider community.

We use the curriculum to enable children to **make connections** as they move through our school and relate **local to global**.

Our **children have been key in bringing to life our Vision and Values** statement, taking each coloured block and agreeing a **common understanding of what this looks like in our school** in terms of **behaviours for learning, effective communication, aspiration and self-belief to be the best that they can be**.

Curriculum Implementation

Our curriculum **starting point for each year group is the National Curriculum** which we then embellish and deepen further as a school but **at the heart of this is children being exposed to quality experiences and differentiated lessons that encourage active learning and independent thinking**.

We **differentiate the style of teaching** according to what we know (**based on outcomes data**) works best for our children. For example we **teach early reading and phonics using a tightly structured programme called Read Write Inc**. This has enabled our phonics screening percentage to be **above the national average**. However in other subjects teaching and learning will take into account **different learning styles**.

At the start of each theme the **children have the opportunity to show what they already know and what they want to know by the end of that episode of learning**.

We encourage parents to get involved with and enhance the curriculum learning across a range of subjects by keeping up with their children's curriculum themes. A few examples of how this can be done are:

- Talking about the learning,
- Planning trips,
- Reading books
- Watching films and TV programmes that might be relevant.

Children have set books to record **learning in different subject areas** to allow them to **understand and be able to discuss their skill and knowledge development in specific areas**.

Teachers and subject leaders review coverage of all the aspects of the curriculum regularly to ensure **skills and knowledge opportunities are maximised**.

English and Mathematics are taught daily, and as mentioned we use 'Read, Write Inc' to deliver our Phonics lessons. For Maths, we use the **White Rose Hub** materials to support the delivery of our **Mastery Maths** lessons across the school (which is being rolled out in 2021-22). Science is taught as a discrete subject throughout the academic year.

Foundation subjects History, Geography, Art, Design Technology and Music **are taught as discrete subjects within our rolling programme.** The expectations are taken from the National Curriculum guidance for these subjects and respond to local need and pupil interest.

We teach e-safety as part of our computing work and regularly look at issues around cyber bullying and online safety, along with programming, handling data, multimedia and technology in our lives.

Weekly, outdoor PE lessons, indoor dance/gymnastics lessons are at the core of our **PE curriculum.** We take part each term in inter-sport competitions within the Taunton Area (Covid restrictions allowing).

We have **music opportunities for composition** in each year group during the year within themes. Year 4 have Brass instrument tuition. Reception and KS1 perform traditional **Nativity Plays** during December, KS2 perform **Carols or provide a production alternative** years, for the parents.

We use County RE Syllabus (AMV), this aspect of the curriculum is particularly important for developing tolerance of culture and faith of others.

Curriculum Impact

As we embark on a newly organised curriculum our children are being given opportunities to **broaden their knowledge and understanding of their world: past, present and future.** They are learning through **exciting experiences and challenges to make connections and communicate what they have learnt.**

In turn this will lead to them having the **capacity and confidence to break through barriers** and be **the best they can be.**