



The Brackenbury Curriculum

What is a 'curriculum'?

A curriculum is set guidelines that have been established to help educators decide on the content of a programme of study – what children will learn. It is the curriculum that gives out the lesson objectives, the contents – skills and knowledge, and methods that will be used to teach. Therefore, it prescribes not only what should be taught or how it should be taught, but also why something should be taught.

Our school curriculum includes the 'national curriculum', as well as religious education. The national curriculum is a set of subjects and standards used by primary and secondary schools so children learn the same things. It covers what subjects are taught and the standards children should reach in each subject.

The 'Brackenbury Curriculum' details how we as a school implement and teach the subjects within the National Curriculum and the methods we use to meet the needs of the children at our school.

Curriculum Intent

The intention of the curriculum at Brackenbury is to provide a broad, rich and varied education that develops children's life experiences, interests and prepares them for the next stage of their education. Brackenbury pupils experience a unique curriculum that is underpinned by key knowledge and skills that impacts positively on their performance in all subject areas.

Using a range of teaching styles and experiences we aim to foster in the children a love of learning and a passion for enquiry. Our aim is to provide children with a safe, yet challenging, environment in which they can take risks and make mistakes as well as developing their resilience and ability to be self-reflective as they do so.

We put emphasis on the experiential nature of learning, the 'hands-on' approach where children can learn by doing. Our active and engaging lessons build on and strengthen children's knowledge and understanding. We make use of the local area, both within the school grounds and beyond, to support the acquisition of skills and knowledge in a way that is meaningful for the children.

We celebrate achievement in all areas and aim to have happy children who enjoy coming to school. We encourage self-expression and creativity while promoting respect for each other within the diverse community we live in. This broad and balanced curriculum is customised to meet the local needs of our learners.

Curriculum Implementation

Teachers are provided with PPA (Planning, Preparation and Assessment time) to plan their curriculum for the whole term and on a weekly basis with their parallel teacher. As part of this planning process, teachers need to plan the following:

- A cycle of lessons for each subject, which carefully plans for progression and depth;
- Challenge questions for pupils to apply their learning to a range of contexts;

- Ensure that lessons and learning are targeted at the correct level for the ability of all pupils; including those with SEND and the most-able;
- Adapt future learning based on outcomes and assessments of completed work to ensure; that learning is reinforced and extended over the sequence of lessons;
- Trips and visiting experts that will enhance the learning experience;
- A curriculum information leaflet for parents and carers so learners can be supported at home.

The core subjects of Maths and English are taught daily and all other subjects are taught throughout the week. Our curriculum is planned in a cross-curricular way and individual subjects are where possible linked to a topic or theme over a half term. We plan the curriculum to ensure that all children receive a broad range of lessons and subjects each week in every year group.

All subjects have a subject leader(s). These teachers champion their subject across the school and ensure that standards are met. They monitor the outcomes for children and work alongside their colleagues to further enhance and develop the provision offered in their subject. Time and training for subject leadership is allocated to all teachers each term.

Curriculum Impact

We measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- Review pupil response to the questions and learning provided;
- Pupil discussions and conferences about their learning;
- Book scrutinies of pupils' learning across the school demonstrating the depth of understanding, progression and challenge;
- The tracking of standards across the curriculum.

When designing our curriculum as a staff we looked at the following questions

What makes an outstanding curriculum?

- Challenge
- Cross-curricular links
- Rich vocabulary
- Variety of subjects
- Differentiation
- Age appropriate
- Purposeful
- Variety of learning styles
- Open and closed questioning
- Links to children's life experiences and interests
- Well resourced

What do we remember about the curriculum when we went to school?

- External visitors
- Extra-curricular activities
- Music lessons
- Story times

- Topic themes
- School journey and day trips
- Community fetes
- Assemblies and circle times
- Drama lessons

Do all subjects have equal weighting?

No, but this is due to the reason that English and Maths skills and knowledge need to be developed to facilitate children being able to access other subjects as part of a wider curriculum. By teaching in a cross-curricular method we are able to facilitate this wider curriculum.

What are the barriers to learning for our pupils at Brackenbury?

- Lack of children’s experiences outside of school
- Language and vocabulary
- Parent engagement / interaction with education
- Social and emotional development

How have we addressed these barriers?

Barrier for learning	Experience	How do we overcome these
Lack of experiences outside of school	Lack of exposure to a variety of music in different settings	<ul style="list-style-type: none"> • Specialist music teaching • Listening and appraising a broad range of music styles and encouraging feedback. • Exposure to a variety of musicians and instruments.
	Pupils not taken to visit museums and galleries or other places of interest within their family time.	<ul style="list-style-type: none"> • Trips, visits and visitors linked to curriculum areas • French cultural day • Topic themed days (e.g. Vikings, Greeks)
	Lack of access to outdoor space to play games or do physical activity	<ul style="list-style-type: none"> • Specialist PE teaching • Outdoor access in EYFS at all times. • Increased range of a variety of sports in PE and extra-curricular activities. • Brack-fit at playtimes and lunch. • Sports competitions • Use of local park
	Lack of experience of responsibility	<ul style="list-style-type: none"> • Prefects • Junior Restorative approach officers

		<ul style="list-style-type: none"> • Y6 buddies • Young interpreters • School council • Brack-fit
Language and vocabulary	Lack of conversation at home and exposure to the English language at home.	<ul style="list-style-type: none"> • Word of the week • Modelled/Shared writing • Talk partners • Rich texts within curriculum. • Story-time • Writing conferencing
	Children finding it difficult to communicate.	<ul style="list-style-type: none"> • Social skills and circle times/PSHCE • Worry boxes • Talk partners • Restorative approaches
Parent engagement / interaction with education	Children not supported with home learning including reading	<ul style="list-style-type: none"> • Y6 booster groups/revision club • Daily reading • Interventions within class • Reading volunteers
Social and emotional development	Children find it hard to deal with emotional regulation	<ul style="list-style-type: none"> • Family practitioner • Circle times / PSHCE • Behaviour for learning practitioner • Drama therapist • ELSA sessions

Curriculum Adaptions and Enhancements

Listed below, for some year groups or specialist subjects, are examples of adaptions and enhancements that have been made to our curriculum that makes it unique to cater to the needs our children.

Year Group	Experience Provided	Frequency & who attends	Reason and rationale for experience	Impact / Effectiveness
Nursery	Cooking	Weekly 5/6 children each week on rotation	Development of the following skills <ul style="list-style-type: none"> • Language • Social skills • Maths and science knowledge • Physical development • Turn taking • Developing listening and attention • Health and safety skills • Hygiene • Exposure to different foods. 	Provides opportunities for children to experience cooking as they may not support cooking at home. The children are learning new skills and developing in confidence. The children are reinforcing rules and acceptable behaviour. Vocabulary is being developed though the sessions.
Reception	Kew Gardens Trip	Annually - all YR children	<ul style="list-style-type: none"> • Exploring new environments • Subject knowledge for topic – real life • Physical development • New experiences – heights, new plants etc • Experience of a large outdoor space • Sensory input • Team work / following instruction / rules. 	First –hand experience linked to the topic. Resilience – little legs walking a long way! Enjoyment – children are out of school learning in an environment that is different to the one they are used to. Cross-curricular links to all aspects of the Early Years curriculum e.g. understanding the World, social and emotional development.
Year 1	Trip to the Glasshouses in Ravenscourt Park	Annually – all Y1 children	<ul style="list-style-type: none"> • Developing vocabulary • Life skills • Learning about our local 	Team building skills Turn taking Understanding how plants grow and the need for

	linked to science work on plants		<p>environment</p> <ul style="list-style-type: none"> • Mini-beasts, exploring • Sharing and working together • Learning about community • Tasting salad leaves • Experiencing something new 	<p>patience.</p> <p>Using skills taught in the classroom</p> <p>Sense of responsibility</p> <p>Links to families – being able to re-visit as it is so close.</p>
Year 2	Littlehampton trip	Annually – all Y2 children	<ul style="list-style-type: none"> • Learning about the seaside • New experience • Environmental issues • Social skills prior to classes mixing for Y3 working with other peers • Resilience and independence • Collaboration • Chance to see different locations • Social and citizenship education • Safety awareness Lifeguards 	<p>Children feel the sand and sea between their toes – they can taste the sea air. Some pupils have never been to the seaside before.</p> <p>Collaboration skills are developed, they learn to entertain themselves in a safe and monitored environment which is totally different to the ones they are used to. The trips acts as a stimulus for writing.</p> <p>They learn how to be safe on a beach, e.g. RNLI</p> <p>Experience of making a longer journey than many might be used to, on a different mode of transport (i.e. coach on the motorway)</p>
Year 3	Gardening	Weekly 5/6 children each week on rotation	<ul style="list-style-type: none"> • Lack of outside space of some families • Develop a more comprehensive understanding of plants and growing • Understanding that plants are living things. 	<p>Children develop a love of the natural world</p> <p>Respect for the environment</p> <p>develops teamwork</p> <p>Awareness of the changing season within an urban environment.</p>
Year 4	Viking day	Annually all Y4 children	<ul style="list-style-type: none"> • Learning about history topic • Support learning in class • First hand practical experience (drama, craft work, debate/discussion) • Collaboration 	<p>Children become historians (first hand experiences).</p> <p>Apply knowledge in practical context.</p> <p>Children work together (collaboration & resilience)</p>

			<ul style="list-style-type: none"> Developing historical enquiry skills (examining sources, including artefacts/replicas) 	
Year 5	Rivers visit (Geography Field visit: Corney Reach, River Thames)	Annually all Y5 children	<ul style="list-style-type: none"> Social skills Support learning in class First hand practical experience Environmental issues (local & relevant to children) Collaboration Safety awareness (tidal river) 	Children see water life (experience first-hand). Understanding of protecting the environment and why. Apply knowledge in practical context.
Year 6	Increased responsibilities across the school. Prefects Buddies School magazine	Daily tasks Magazine published half termly	<p>Want to develop:</p> <ul style="list-style-type: none"> responsibility Leadership skills Maturity Interpersonal relationships with peers and adults Time management Sense of community Independence Being role models for others Compassion Selflessness Teamwork 	Pupils leave the school as well-rounded individuals. They are better prepared for secondary school. They work better together and have developed tolerance for each other. They have developed transferrable skills that they can apply to the curriculum.
French	Brackenbury Cafe	Annually all Y4 children	Some children have never been to France or seen a French café. They may have never tasted French foods. It puts the learning into a context. Develop confidence in using MFL in real world context.	Children have learnt the vocabulary in context. They adapt vocabulary to use it in different ways. They work together. They apply their knowledge in a practical context.
Music	Singing	Weekly	Strengthen singing ability	Children develop love for singing

	Assembly Choir KS2		Develop confidence/self esteem Teamwork Listen to each other in order to enhance harmonies Collaboration Children given chance to try / 'have a go'	Children exposed to range of music genres Children develop their performance skills and confidence at being in front of audience (KS1 show, KS2 shows) Children develop resilience / willingness to try
EAL	Young interpreters	KS2 Y4/5 support KS1 Y1/2 weekly.	<ul style="list-style-type: none"> • Help reading / understanding of what has been read for EAL readers • Being a role model to others • Support / encouragement • Helping children settle in • Developing empathy for children learning a new language. 	Children develop sense of responsibility and as being a professional (in role as young interpreters) EAL learners develop reading skills and language awareness