



Bosmere Primary School  
*Excellence, Enjoyment & Engagement*

# Bosmere Curriculum Intent

## Whole school & Subject by Subject

2022-2023

## Whole School Intent

At Bosmere Community Primary School our curriculum is designed to inspire enthusiasm for learning, to ensure achievement and to nurture pupil health and well-being. We aim to develop independent, creative and inquisitive learners who gain the confidence, resilience and skills needed to be learners for life and responsible citizens for the future.

Our inclusive curriculum focusses on progressive subject specific knowledge, skills and understanding as set out in the National Curriculum. It promotes high aspirations by engaging pupils in rich and memorable learning challenges that take pupils beyond the classroom.

Our approach allows pupils the opportunity to influence their own learning, placing particular emphasis on:

*Enquiry:* fostering a sense of curiosity and problem solving

*Collaboration:* opportunities to learn with and from each other

*Oracy:* talk for learning to develop a rich vocabulary and clarity in communication

*Identity:* making the most of enrichment opportunities and local links, developing a sense of where we fit in the local and global community.

*Linking learning:* identifying cross-curricular links in knowledge and skills and applying transferable skills where meaningful

## Subject Intents

Planning, learning and teaching at Bosmere for all subjects have at their core whole school intent, with subject specific additions, outlined below.

Art

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

## Computing

The use of computers and computer systems is an integral part of the National Curriculum and knowing how they work is a key life skill. In an increasingly digital world there now exists a wealth of software, tools and technologies that can be used to communicate, collaborate, express ideas and create digital content. At Bosmere Primary School we recognise that pupils are entitled to a broad and balanced computing education with a structured, progressive, approach to the learning how computer systems work, the use of IT and the skills necessary to become digitally literate and participate fully in the modern world. The purpose of this policy is to state how the school intends to make this provision.

## DT

At Bosmere we use a variety of teaching and learning styles in D&T lessons. Our principal aim is to develop the children's knowledge, skills and understanding, and we do this through a mixture of whole class teaching and individual, pair or group activities. Teachers draw attention to good examples of work models for the other children, and we encourage the children to evaluate their own work as well as the work of other children. The teachers refer to the D&T long term plan for their skill progression. Design and Technology incorporates the National Curriculum's skills of design, make, evaluate, technical knowledge, cooking and nutrition, plus Expressive arts & design and Knowledge and understanding of the world in the Foundation Stage. Design and Technology can also be an experience which draws on a number of curriculum areas, for example, using measuring skills developed in Maths to accurately measure when designing and making a product.

## Geography

KS1 pupils should develop knowledge about the world, the United Kingdom and their locality, Needham Market. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

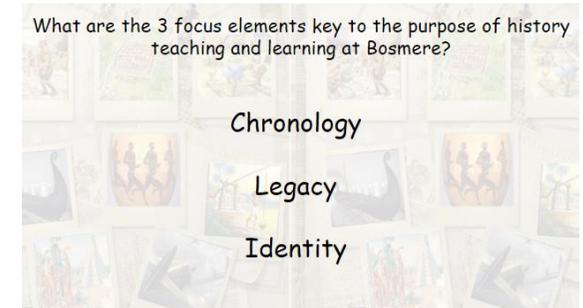
LKS2 pupils should extend their knowledge and understanding beyond the local area of Mid-Suffolk to include the United Kingdom, Europe and Egypt. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

UKS2 pupils will be taught to extend their knowledge and understanding beyond the local area of Suffolk and the rest of East Anglia to include the United Kingdom and Europe and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

The school uses a variety of teaching and learning styles in geography lessons. Our principal aim is to develop the children's knowledge, skills and understanding in geography. We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We encourage children to handle artefacts, use resources and to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, aerial photographs, geographical footage and we enable them to use IT in geography lessons where this serves to enhance their learning. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem, visiting relevant sites and carrying out fieldwork. We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults, as well as ensuring that there is a progression of skills, knowledge, vocabulary and content across the 7 years that a child may be at Bosmere.

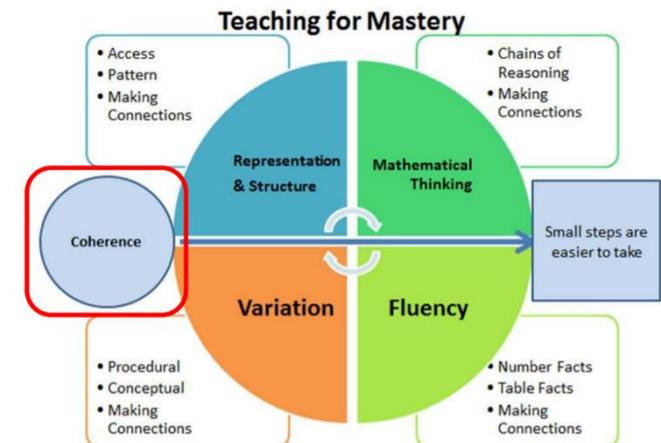
## History

History is all about people. The study of people of different types from different times and different places is the most important aspect of our work. History fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In history, pupils find evidence, weigh it up and reach their own conclusions. To do this, they need to be able to research, sift through evidence, and argue for their point of view – skills that are prized in adult life.



## Maths

In Maths at Bosmere developing a secure understanding of number is at the heart of our curriculum. Through placing emphasis on multiple representations, including concrete, pictorial, structural and abstract, we aim for children to be able to calculate competently using both written and mental methods and secure a depth of understanding across all mathematical strands. Planning promotes the understanding of interconnectivity and relationships between strands leading to the achievement of fluency. Our curriculum provides opportunities for children to draw on a range of strategies and reason about their processes using mathematical language accurately. This endeavours to promote independence and resilience. For disadvantaged pupils, or those with SEND, the planning and delivery of the curriculum may be personalised or adapted to meet individual needs. This could be through provision of additional scaffolding or sequencing learning differently. High expectations are set for all children and we aim to instil in them a love and confidence for the subject where they embrace challenge and understand its fundamental importance in life beyond the classroom.



## Music

At Bosmere Primary School, it is our intent that we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Our teaching focuses on developing the children's ability to understand rhythm and follow a beat. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. Children develop descriptive language skills in music lessons when learning about how music can represent different feelings, emotions and narratives. We also teach technical vocabulary such as volume, pitch, beat and rhythm and encourage children to discuss music using these terms.

## PE

Bosmere Primary School recognises the value of Physical Education. We fully adhere to the aims of the National Curriculum for Physical Education to ensure that all children:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives

It is our intent at Bosmere to teach children skills that will positively impact their present and their future. We aim to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical activities. At Bosmere, we see physical education as being key to personal development. We teach children how to cooperate and collaborate with others, understanding fairness and respect to others. We intend for all children to develop in areas vital for future success; confidence, self-esteem, resilience and determination, whilst understanding the importance of physical activity in maintaining wellbeing.

## Primary Languages

Learning a modern foreign language is a statutory requirement for primary aged children from Years 3 - 6. At Bosmere children

learn French from Years 3 - 6 for at least 30 minutes a week. We believe that the learning of a modern foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others. We address the aims of the National Curriculum for Primary Languages by making the learning of a new language fun and exciting through games, songs, activities and enrichment days.

## PSHE & RSE

At Bosmere CP school our PSHE (including RSE) curriculum intention encompasses all of our beliefs and values as outlined in our main curriculum intent. The School will deliver a PSHE/RSE curriculum that enables children to become healthier, more independent and more responsible members of society. The School encourages our pupils to play a positive role in contributing to the life of the school and the wider community. We teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity, using Jigsaw to do so.

## RE

Religious Education at Bosmere is provided according to the Suffolk Agreed Syllabus 2012. We recognise that our pupils come from a variety of religious and secular backgrounds and welcome this diversity. The religious education programme seeks to be sensitive to the home background of each child. Bosmere is a Community Primary School, and Religious Education is provided in line with the requirements of the relevant Education Acts. We use The Emmanuel Project for our planning and with the 5 Es at its core: Engage, Enquire, Explore, Express, and Evaluate. These are then reflected in our class R.E. books and our assessment through the Solo Taxonomy method and Emmanuel Project Quizzes. For disadvantaged pupils, or those with SEND, the planning and delivery of the curriculum may be personalised or adapted to meet individual needs. This could be through provision of additional scaffolding or sequencing learning differently. High expectations are set for all children and we aim to instil in them a love and confidence for the subject where they embrace challenge and understand its fundamental importance in life beyond the classroom. We respect the right of parents to withdraw their child from all or part of Religious Education and Worship. If you wish

to withdraw your child, please speak to the Headteacher to discuss arrangements.

## Reading & Phonics

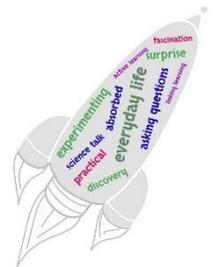
We work to use a balanced and engaging approach to developing reading, teaching both decoding and comprehension skills through fluency and guided reading sessions, alongside a systematic synthetic phonics programme. When children start learning to read, the number of words they can decode accurately is too limited to broaden their vocabulary. Their understanding of language should therefore be developed through their listening and speaking, while they are taught to decode through phonics. However, when they can read most words 'at a glance' and can decode unfamiliar words easily, they are free to think about the meaning of what they read. They can then begin to develop their understanding of language through their reading.

To inspire a love of reading, *Bosmere's Reading Spine* provides a breadth of engagement with books and reading experiences, spanning Nursery through to the end of Year 6. The books have been carefully selected to represent a wide range of diversity in authors and content, with a diet of fiction and non fiction and 'anchor texts' selected to explicitly link with topics taught each term/half term. Children will engage with reading and books throughout the school day as part of topic learning, as class readers, within assemblies or guided reading sessions or during times where they are given opportunities to read for pleasure.

It is our intent is that our children will learn to read and develop a joy of reading through becoming fluent and expressive readers, eager to immerse themselves in the world of print and books. As competent readers, Bosmere children will leave our school being able to read fluently and explore the subtleties and deeper meanings within the texts and books they encounter. This, alongside an engagement with texts that show them the diversity of the world around them, will ensure they are ready for the next stage of their learning.

## Science

In its simplest form science is concerned with finding out about things. It involves a systematic study of the natural and physical world based on processes that lead to the drawing of conclusions. Children are natural



scientists. They begin investigating their surroundings from birth, they question the world around them, they experiment and draw conclusions. The steps in this process lead to a progressively deeper scientific understanding. It is important therefore to build upon a child's natural curiosity and to encourage a scientific approach based on a rich resource of experiences both at school and at home – ultimately increasing each child's science capital.

Our Science Principles, generated by staff and pupils, are at the heart of science learning at Bosmere. The whole school community recognises the value of science in our everyday lives and many of our experiences are first-hand.

We will...

- ask questions;
- experiment;
- make links in our learning;
- be active and learn through discovery;
- be absorbed in our science journey with the ever-present buzz of science talk!

Writing

At Bosmere, we aim for children to be, and see themselves as, authors and writers, across the curriculum. Essential for their writing development is their development of talk, with the firmly held belief, as shared by Pie Corbett at the heart: "you cannot write if you cannot say it; you cannot say it if you haven't heard it".

Explaining, modelling and structuring writing, with differentiated tasks and feedback



Awe and wonder inputs and open-ended explorations, hands on and rich immersion



Initiate...Model...Enable

- ✓ Children must be inspired and excited to write; be enticed and intrigued
- ✓ New skills and knowledge are taught
- ✓ Writing builds up over time

- ✓ High quality sentence making sits at the heart and are seen as the building blocks of larger texts
- ✓ Modelled sentences exemplify particular sentence features
- ✓ Moments of learning that can be applied immediately and can be returned to at a later date
- ✓ Learning is chunked and concentrates on the crafting and construction of sentences
- ✓ Planning must start with the end in mind
- ✓ Children are inspired to:
  - \*Develop ideas and unusual lines of enquiry-use their imagination
  - \*Think new and unique thoughts connected to ideas being explored-be creative
  - \*Make ordinary moments extraordinary-memories to remember
  - \*Build excitement through a slow reveal, cliffhangers
  - \*Consider what ifs, what nexts-consider possibilities
  - \*Add sparkle and unusual happenings-create magic



Subject Leadership and Curriculum Focus-School Development Planning

Subject Priorities-2021-2025

Note: all subjects will have generic development plans and minimal task expectations, however, the tiered approach will enable a particular focus on priority subjects on a 4 year cycle.

Tier 1 subjects will be the focus of staff CPD, more focused monitoring and development, whole school events within the year etc.

Tier 2 subjects will have a higher profile than tier 3 ones, for example, a yearly cross school event/visitor etc.

Tier 3 subjects will be focused upon by subject leads at a generic task level.

English & Maths-always tier 1

Tier 1 foundation subjects

Always at least tier 2

2021-2022

Tier 1	Tier 2	Tier 3
English-reading and oracy Maths-planning and embedding mastery History Geography RE <div style="border: 1px solid black; padding: 2px; display: inline-block;">Humanities focus</div>	Science PE PSHE & RSE Art Computing	DT PL Music

2022-2023

Tier 1	Tier 2	Tier 3
English-reading, writing & oracy Maths Music Art <div style="border: 1px solid black; padding: 2px; display: inline-block;">The Arts focus</div>	Science PE PSHE & RSE DT Computing	History Geography RE

2023-2024

Tier 1	Tier 2	Tier 3
<p>English-ocracy Maths Science-pre PSQM year</p> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 10px auto;">STEM focus</div> <p>Computing DT</p>	<p>PE PSHE &amp; RSE History Geography RE</p>	<p>Music Art PL</p>

2024-2025

Tier 1	Tier 2	Tier 3
<p>English-writing Maths PE PSHE &amp; RSE PL</p> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 10px auto;">Physical &amp; mind health focus</div>	<p>PE Science Music Art PL</p>	<p>Computing DT History Geography RE</p>