## **Intent of our Curriculum**

At Kirkby CE we love reading and our goal is that every child reads fluently, confidently and with enjoyment.  Reading is the key to so much learning and by becoming a confident reader it will enable children to access all future learning. Reading improves wellbeing and we believe it is an essential life skill and our ambition is to nurture a love of reading. Reading is at the centre of our curriculum.

We want to see all our pupils thrive as successful learners socially and academically through high quality teaching and an enriched, knowledge led curriculum, including pupils with special educational needs and, or disabilities.

We aim to develop independent, thinking children who are ambitious, emotionally equipped, and confident enough to make good life choices.

We encourage our pupils to relate well to one another with confidence, care, openness, and respect.

We aim to meet the needs of all learners in our curriculum, challenging them and enabling them to critically think, problem solve and undertake learning at a deeper level.

We want all pupils to develop Cultural Capital. To have the knowledge, behaviours, and skills to face the future with confidence.

**Implementation**

In every subject the Curriculum Lead has created a Curriculum Document which ensures that teaching and learning is cohesive and progressive. Within these documents the Curriculum Lead shares their intent, implementation and impact. There are long term plans, vocabulary lists, assessment ideas and knowledge and skills grids within these documents. They ensure that our curriculum is knowledge-engaged and progressive in knowledge, development of skills and vocabulary.

Teachers look for meaningful links between subjects. This ensures that children's vocabulary is developed and that they ae given the opportunity to revisit learning in different contexts.

* Relevant **curriculum links** are used to structure learning and support retention through repetition and reminders of concepts and through the application of learned knowledge and skills.  However, it is important that these links are only made where they are genuinely support learning.  Such links are not accidental but are planned in advance and included on long term curriculum maps.   While curriculum links may help to inspire children, teachers are mindful of the key ideas they need to convey in a given lesson.
* In order to support progression and assessment, we teach **discrete subjects**.  We are drawing upon and responding to the traditions of individual academic disciplines.  Each subject has a tradition of subject-specific vocabulary and a body of knowledge and skills; mastery of these individual disciplines then allows children to make real, robust links with other subjects and apply their knowledge and skills widely.
* Pupils’ **learning behaviour**has a significant impact on their ability to access the curriculum.  If learning behaviour is a barrier, then over time this can affect a child’s life-chances profoundly.  We have linked learning behviours to our Learners Code.  We teach children explicitly about learning and ask them to reflect on how they learn best.  Our Learners’ Code are displayed in every classroom and learning space.

**Impact**

By the end of their time at Kirkby CE, children will be confident within each academic discipline because they will have developed knowledge, skills and understanding within a coherent structure of themes.  They will have been exposed to subject-specific technical vocabulary at key times in a planned, coherent and organised way.  Explicit teaching and repetition of key vocabulary and concepts will provide a structure for future learning, ensuring that pupils are ready for learning in the next stage of their education.  This confidence will extend across a broad range of subjects, allowing for flexible learning in the future. Pupils will develop curiosity and a desire to acquire knowledge and experience the world around them, understanding that learning enriches their lives beyond the classroom.