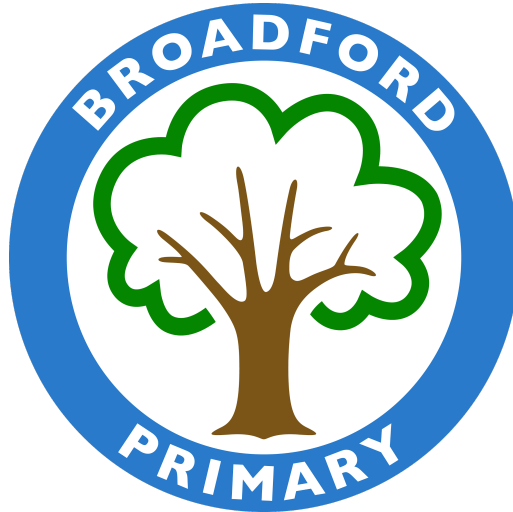


Broadford Curriculum



If you are a parent or a member of the public and would like to find out more about the curriculum we are offering, please contact the school office on office@broadford.havering.sch.uk

This is a working document and as such is constantly being updated, changed and reviewed.

Vision

Our Learning Federation has clearly defined values for staff and pupils, around which our curriculum is designed. The Federation vision is to ensure that:

- no pupil's educational success should be limited by their socio-economic background;
- pupils should be reading confidently by 6 so that they can fully access a culturally rich and varied curriculum;
- we have a duty to work closely with our families and community to achieve high standards in all we do .

Curriculum Intent

At the Bradford Primary School we believe in:

One curriculum

- We believe that all pupils are entitled to a curriculum that covers key concepts and skills, ensuring all pupils are working towards the same objective, with depth being accessible to all.
- We believe, that ability is neither fixed or innate but can be developed through a **resilient** approach which refines and builds on previous understanding
- Our curriculum assists learning through the provision of concrete and pictorial aids alongside all abstract concepts for all pupils.

Success for all

- Our curriculum is relevant to all and we provide basic, advanced and deep learning opportunities.
- Engages all pupils by allowing them to take ownership and make decisions and choices.
- We believe in fostering communication and provide purposeful interactions with confident adults that encourages questioning.
- We strive for a feedback and reflection-rich curriculum which enables the pupils to think critically and **reflect** on their learning.

Skills based

- Demonstrates high expectations in the essential subjects and challenges pupils to excel in the key skills that underpin maths and literacy.
- Allocate time for strengthening understanding, and **resourceful** application, of the skills of a particular subject, not just learning more content.
- All curriculum experiences are a chance to progress and embed our four learning behaviours: reciprocity, resilience, reflectiveness and resourcefulness.

Social responsibility

- Allows our pupils to understand their rights and responsibilities within their school, local, national and global communities.
- Fosters **reciprocity** between pupils as they work collaboratively to achieve common goals.
- Strengthens their self-esteem as they take pride in their work, appearance and school.

Involves parents

- Helps to develop parents' understanding of the curriculum.
- Provides strategies for them to use at home.
- Fosters positive attitudes towards education.

4Rs

Intention

For pupils to flourish they need to have skills that will lay foundations for adult life. Being resourceful, reciprocal, resilient and reflective are applicable in any situation.

Implementation

The 4Rs are embedded throughout our school. Staff and pupils talk and use these skills within teaching and learning. Each week, pupils in all phases are awarded certificates with specific reasons on what they did to achieve it.

Impact

Pupils have an increasing skill set of which they can apply to any learning or situation.

Building reciprocity	Building resilience	Building reflectiveness	Building resourcefulness
Pupils develop codes of conduct when working in groups	Develop prompts for what to do when you get stuck.	Encourage pupils to anticipate hurdles and obstacles when planning their learning.	Recognise and reward good questions as well as good answers.
Classes get divided into different teams periodically and must work together	Reinforce that having to try hard in learning isn't symptomatic of a lack of ability.	Discuss targets and progress as learners.	Encourage phrases like 'How come...?' 'What if...?' 'How might...?'
Coach in the art of 'good listening'.	Set tasks and activities where there may be an element of struggle.	Encourage pupils to set success criteria and use it to check own work.	Develop activities that require pupils to make creative use of a range of resources.
Discuss how we all soak up other people's skills and ideas.	Point out when pupils are enjoying their learning and help them capture how it feels.	Allocate time for pupils to reflect on the essence of a lesson.	Use 'could be' language.
	Discuss possible distractions from learning and how they can be achieved.		Create scenarios and opportunities for pupils to practise and rehearse.

Enrichment

Intention

For pupils to broaden their experiences and bring learning to life we provide a comprehensive enrichment entitlement as we recognise that our pupils do not routinely access enrichment beyond the school.

Implementation

We have planned an 'experience entitlement' that will serve to enrich their learning at Broadford.

Impact

Pupils have an increasingly broader experience of life and are able to apply skills they have learnt.

★ Experiences

	Autumn		Spring		Summer	
N	Stroke an owl	To post a letter	To have a Tea party	To plant and grow beans	To have a visit from a policeman/policewoman	To dress up as a pirate
R		Make a diva lamp	Baking Gingerbread biscuits	To make a fruit skewer	Visit to the pond - tadpole life cycle	To go on a bus
1	Listen to a bedtime story	Visit a religious building	Go on a train	Try pond dipping	Create some wild art (eg photo frames)	Bake a cake
2	Cook on a fire Make own guy	DIY (using tools)	Make Pancakes	Plant something to eat	Visit a museum- TOL	See a chick hatch
3	To create a Stone Age artefact.	To experience a new religion.	To make a volcano	To visit a museum.	Visit a modern 21 st century landmark	Visit a zoo
4	Historical storytelling	To see a pantomime	Design a 3D map using physical and human features	Make a Jewish delicacy (Strawberry halva hamantaschen)	To plan a trip	Boat ride on the Thames
5	To learn how to create a fire	To understand democracy and how a ballot works	To learn the Lambeth walk	To visit a religious building	To create a balanced meal	To lead play/read sessions
6	To organise a community event (Macmillan Bake Sale)	To create and participate in a election - SCARF	To visit a place of worship (cathedral)	Hot chocolate & campfire	To visit the Olympic Park	Team Building - celebration day.

★ School trips and visitors

	Autumn		Spring		Summer	
N	Owl company	Lapland day	Farm visit on sch site	Visit to Harold Hill library	Visit from a dentist	Freshwater theatre
R	Marvellous me day	Diwali workshop	Storyteller -	Visit to harold Hill library	Call the wild	Bus trip
1	Superhero workshop	Place of worship	Discover Centre	Circus workshop (shooting stars)	Hobgoblin Theatre/Bugman	Pond dipping a nature reserve
2	Freshwater theatre	Fire station visit	Artist Sculpture	Music festival	Tower of London	Raphaels Park -
3	Pizza Making at a restaurant	Cinema Egyptian Workshop	Walking trip - human/natural landmarks	VR Experience	Mini Medics	Zoo
4	Roman Theatre w/s	Cinema Roman Day	History off the page - Viking workshop	Dogs Trust workshop	Let's Navigate - London	Boat Trip
5	Science Museum	Cinema	Imperial War Museum	Walking trip to WW2 site in community	Visit to Hopefield Sanctuary	Mersea Residential
6	Pizza Express	Cinema	St Paul's Cathedral	Natural History Museum	Olympic Park	Visit a luxury hotel (Sky Garden)

Forest School

Intention

We have incorporated a designated outdoor learning and Forest School curriculum that will become part of our weekly routine. It will uphold the high standards and expectations that our school sets for its pupils and serve as a cornerstone to increasing their life skills and experiences throughout their primary school education.

Implementation

We have implemented a progressive curriculum that begins in Reception and continues and grows until its culmination, when children leave in Year 6. Discrete outdoor learning lessons will be timetabled for all classes.

Impact

After the implementation of the Forest School curriculum, children at Broadford will become more well rounded and prepared learners and individuals. They will not only be more confident and resilient learners, they will become more caring and supportive peers due to the heavy focus the curriculum places on understanding and generating empathy. This will allow children to become more able to regulate their social, mental, emotional and spiritual health, meaning the children can perform better in collaborative learning and tasks, arming them with the skills necessary to improve themselves in their schooling career and life in the wider world.

OPAL

Intention

At Broadford Primary School, Play is recognised for the important contribution it makes to education and lifelong learning, a finding confirmed by many studies of early childhood. Research shows that play can enhance problem solving; it is also widely regarded as providing opportunities for social interaction and language development. The contribution of play to educational development is suggested through the inherent value of different play types e.g. through risk taking and exploratory play in formal and informal settings, allowing children to experiment, try new things and push their boundaries. All children are entitled to welcoming and accessible play provision, irrespective of gender, economic or social circumstances, ethnic or cultural background or origin or individual abilities. It is our responsibility to ensure adequate provision is provided.

Implementation

Our pupils enjoy play through various experiences with enhanced provision through the outdoor setting such as: mud kitchens, den building, giant sand pit, loose parts, trim trail, scooters, music station, free choice sports equipment woodland and gardening.

Children are free to access these area during outdoor play and during subject based lessons. There are also play leaders (Buddies) which facilitate play. Each child receives at least 30 minutes of physical activity a day. We hold weekly celebration assemblies and termly newsletters.

Impact

Lunchtimes and break times are, pupils say, an enjoyable time of the day. The opportunities for pupils to deepen their learning and play well alongside each other are planned carefully at these less structured times of the day, just as they are in lesson time. A wide range of activities is on offer, which pupils keenly engage in together.

University of Bradford

Intention

Only 22% of FSM pupils go to university, which is why the Bradford University programme is so important. Having the chance to study a range of degree courses in pottery, Polish, music, and writing contributes towards changing pupil attitudes.

Implementation

Pupils from Year 2 - 6 are given the opportunity to become masters in an area of their choosing, through 'Bradford University'. Staff use skills of their own to inspire a high quality experience for the pupils. Excited by an 'ambitious aim' and advertising video, children choose from a choice of 17 courses. The 'degrees', ranging from technical drawing in Amazing Architects to developing musical skills in Boomwhacker Bonanza, are delivered to mixed age groups, by teachers and teaching assistants and some outside specialists.

Impact

98% of parents agreed that participating in University of Bradford motivated their child in their learning and 100% of parents stated that their child was proud with what they had achieved. Consequently 90% agreed they would like to attempt a degree. Our vision is that, 'No pupil's educational success should be limited by their socio-economic background' and we believe that University of Bradford enables pupils to recognise their creative talents and make the first step to aiming high and rising out of deprivation.

Volunteering

Intention

At Bradford our vision is that the school is at the heart of the community.

Implementation

Each child is issued with a Volunteering Record and completing elements of a role five times the children can earn a sticker. With enough stickers they can claim a Bronze, Silver, Gold or Star Volunteering award The Star Award also comes with a school experience especially for the volunteers to recognise the time they have put in.

Impact

Pupils are provided with opportunities to volunteer inside and outside the school, making a meaningful contribution to the communities they live and work in.

Eco Heroes	Lunch Warrior	Play Leaders
Litter pick around grounds	Assisting younger pupils	EYFS Garden
Tidy up local area	Handing out water	Leading play activities
Recycle paper	Clearing plates	Football referee

Leadership Roles	Reading	Special Events
Prefects	Paired reading with KS1	Parents Evening
House Captains	Spinebreakers	Food Drive
JTAs	Book Fair	Pensioners Group

Wellbeing

Intention

We believe that our overall aim is to equip pupils with the knowledge and skills to allow them to 'successfully navigate the complexities of the social world that they are part of'.

Implementation

A whole school approach. 4Rs, zones of regulation, pupil jobs, our values all highlight the importance we give mental health and well being. We also provide other services for those in need.

Impact

By prioritising wellbeing, pupils know we recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. All children go through ups and downs during their school career and some face significant life events. In 2021, about 1 in 6 children aged 5 to 16 have a diagnosable mental health need and these can have an enormous impact on quality of life, relationships and academic achievement. In many cases it is life-limiting. Pupils have an increasingly broad toolbox to refer to and use when needed.

Curriculum	Counselling	Thrive Programme	4Rs
Nurture club	Busy Bees	Therapy Dog	Learning Mentors
Behaviour Support	School Nurse drop ins	Sports camps	CAMHS
Social Club	Forest Schools	Pupil Leaders	Pupil Voice
Calm Club	Zones of Regulation		

More Able

Intention

We believe that all pupils should be challenged in their learning and given the chance to apply their skills across a range of contexts

Implementation

Our curriculum provides More Able pupils challenges across performing arts, sports and social responsibility so that a broad range of aptitudes and skills is recognised. We allow for pupils to meet with peers locally, regionally and nationally so that they have a good awareness of how their skills and experiences compare to others.

Impact

Pupils are increasingly challenged and engaged in learning.

Borough Maths Quiz	University of Broadford	Spinebreakers
Poetry workshops and competitions	LAMDA	Digital leaders
BAD learning	Learning Challenge	Social responsibility

Worldly Wise

Intention

For pupils to flourish they need to be able to draw upon a wide body of general knowledge. By knowing 'a little about a lot' they will be able to place events and ideas in context. To provide a learning experience that goes beyond the limits of the National Curriculum. Broadening the range of topics covered will maximise pupil's natural curiosity as they seek to become 'worldly wise'.

Implementation

A whole school approach launches each booklet. Using videos, images and text we aim to make it as accessible as possible for all pupils. Parents have access to the materials via the school website - or a paper copy sent home. Subject specific vocabulary - and the idioms in which they are applied - will be explored in each unit. Each half term there will be a new focus to the 'Worldly Wise' booklets. These will be published on our websites and provided to pupils.

Impact

Pupils have an increasingly wide general knowledge. Pupils are exposed to topics and ideas outside of their experience which they can draw upon in different contexts. Half termly quizzes enable pupils to showcase their newly widened knowledge

Autumn 2021	Spring 2022	Summer 2022
Dance	Shakespeare	Transport
Famous Athletes	First Aid	

Parents

Intention

Across the Learning Federation we believe that it is vital to offer our parents a wide range of opportunities that: *increase their subject knowledge, develop parenting skills, contribute to the community, promote healthier lifestyles & provide positive experiences with their children.*

Implementation

We provide an ever developing scheme of workshops and drop ins for our parents and carers to support their children.

Impact

Parents feel supported and are able to .

Subject Knowledge	Healthy Lifestyles <i>Supported by school Nurse</i>	SEN <i>Supported by SEN Lead</i>	Workshops
EYFS - Phonics Workshop, Y12 - Reading at Home, Y34 - Wider Reading, Y56 - Book Club/ reading w/s	EYFS - Developmental milestones, Y12 - Healthy Breakfasts, Y56 - Mother & Daughter Talk (puberty) Y34 - Hygiene	HT 1 - Autism and how to cope HT 2- Speech & Language	EYFS Stay & Play Reading Club Reading Volunteers
EYFS - Counting & No, Y12 - Maths Everyday, Y34 - Written calculations, Y56 - Word problems & strategies	All parents - Nutrition workshop All parents - Nit Prevention	HT 1 - ADHD (with Add Up) HT 2 - Child Mental Health	EYFS Stay & Play KS1 Maths Parties KS2 More Able Challenge
EYFS - <u>Outdoor opportunities</u> , Y12 - Nature around us, Y34 - Healthy Bodies Y56 - Science Workshop	Y34 - Parent Child cookery workshops Y56 - Managing diet	HT 1 - SEN offer update HT 2 - Open forum for SEN parents	EYFS Stay & Play KS1 More Able Challenge KS2 Maths Parties

Pupil Passport

Intention

The Pupil Passport communicates core curriculum expectations to pupils and parents. All pupils receive a printed Passport to which they can refer as they make progress on their journey through the year. We hope parents will also read the Passports so they can support their children more effectively.

Implementation

Passports are issued at the beginning of each school year. A mid-year review of the passport targets ensures that all parties are aware of the progress being made towards the end of year expectations.

Impact

Pupil passports inform pupils and parents of the key end of year expectations in the areas where parents will be able to have the greatest impact supporting their child.

Year N	Year R	Year 1	Year 2
Year 3	Year 4	Year 5	Year 6

SMSC and FBV

Intention

Our curriculum prepares pupils for 'life in Britain'. We do this through spiritual, moral, social and cultural (SMSC) learning that includes promoting the fundamental British values (FBV) of democracy, the rule of law, individual liberty and tolerance and respect.

Implementation

We enrich our curriculum with SMSC and FBV opportunities that teach our pupils how to be good citizens. It's about teaching pupils about right and wrong, to appreciate and respect the diversity and beauty of the world around them and to have a good understanding of their immediate environment. With regard to British Values we believe that the four principles underpin what we do every day. However, through their study of history and the evolution of democracy, we aim to give them a rounded understanding of how these principles were reached.

Impact

Pupils have an increasing knowledge on the world around them and can make informed choices about their own viewpoints and opinions.

Fundamental British Values

It is our belief that our pupils should be encouraged and enabled to think deeply and reflect on their learning and understanding. It is our belief that we should challenge ideas with our pupils and help them to be able to articulate different perceptions of a particular view.

	Democracy	Law	Liberty	Respect	Tolerance
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N	Choices	Making decisions	E-safety, PSHE, choice of Worldly Wise Challenge, homework choices, extra curricular clubs	Recognising emotions	Taking turns
R	Self directed learning	Respecting classmates		Working with others	Sharing
1	Voting for school councillor	Rules and responsibilities Laws of the countryside		Reading buddies, Volunteering - visiting vulnerable people in the community. Environment - walking bus, ride to school week. Buddies, Eco Warriors, School Council	Visit a local church Assembly by local Vicar)
2	Battle of Hastings Visit to Tower of London	The Gunpowder Plot Fire Brigade visit			Diwali celebration Chinese New Year
3	The Iron Age – tribal states	Police visit Rules and responsibilities Rules of the Internet		Volunteering – Eco heroes. Reading buddies - Yr3. Friendship tokens Environment - walking bus, ride to school week	Local clergyman visit Hindu Workshop
4	London – the role of Parliament	Rules and responsibilities Caring for the environment Internet rules			Visit a Hindu temple
5	The Ancient Greeks - social status and voting	Magistrates trial Rules of the Internet Rules and responsibilities		Volunteering – reading buddies, Play leaders, Lunch warriors. Lead Macmillan Coffee Mornings. Environment - being aware of the world around us, Food Drive, We Are Silent, RAK, Legacy	Visit an Islamic mosque
6	Henry VIII and his break from the church Henry VIII - fair?	Rules & responsibilities Royal Courts of Justice Internet rules		Local religious leader visit	

Spiritual Curriculum

We believe that our school curriculum should provide pupils with a range of experiences that deepen their spiritual understanding of their school and their community. Working in partnership with local clergy and faith organisations, we deliver the program both in and out of school across KS2.

Year 3	Identifying spirituality in the local area – a walk through Harold Hill looking at the synagogue, JW hall, war memorial, churches and parks-	Year 5	Random acts of kindness in their school and local community: paying for parking, helping pensioners and giving out
Year 4	Performing in a play of worship – Christmas related songs and readings at St George's Church Broadford - Video	Year 6	Leaving a legacy – identifying what they have gained from school and the community and giving something back as a legacy: planting trees and bulbs, transition stones and artwork