



Shelton Junior School Curriculum Overview



What is our **intention** for the curriculum?

Vision

At Shelton Junior School, our curriculum is designed to enable children to reach their full potential by developing a love of learning; building positive relationships; and encouraging a desire to succeed. In short:
Together, we learn, trust and succeed

Values

Our curriculum encompasses not only the formal requirements of the National Curriculum, but goes beyond the experiences of the classroom to ensure that our children are exposed to the richest and most varied opportunities that we can provide. Reading and developing a rich and varied vocabulary underpin every aspect of our curriculum.

The curriculum at Shelton is further enhanced by our commitment to children’s well-being and a values-based education, including the Fundamental British Values and Protected Characteristics. Through these, we provide learning experiences which are the building blocks for our future collaborators, innovators, leaders and, more than anything else, young people who understand what it means to be human.

At Shelton Junior School, our **POWER** curriculum gives us the

Our **Shelton Superpowers** underpin all aspects of school life as we seek to nurture these qualities in all children in our care:

- P**ower to achieve our dreams, and the
- O**racy skills needed to be successful.
- W**e are kind to each other and care for our school, community and planet.
- E**veryone is equal and treated with respect.
- R**eading for knowledge and pleasure gives us the POWER to succeed!

- Perseverer** - resilience
- Reflector** - reflectiveness
- Investigator** - curiosity
- Thinker** - concentration
- Collaborator** - collaboration



How will we <u>implement</u> the curriculum?						
High-impact teaching	Clarity of purpose <i>(What are we learning? How and why are we learning it?)</i>	Scaffolding & explicit modelling	Questioning	Assessment-led planning	Fluency & multiple exposures	Metacognition & growth mind-set

Mastery of core skills and knowledge	Reading * Reading for fluency, information and pleasure underpins all aspects of the curriculum	Skills-based * Subject specific skills * Practise and consolidation of basic reading, writing and maths skills	Knowledge-rich * Subject specific knowledge * Cultural understanding * Building long-term memory – making the learning stick	Vocabulary * Tier 1, 2 and 3 vocabulary * Subject specific ‘sticky’ vocabulary * Exposure to a rich bank of vocabulary to support oracy	Connections * Transferrable knowledge * Links between and within subjects/year groups
---	---	---	--	---	--

Components that support learning and the curriculum	Learning <u>inside</u> the classroom	Learning <u>outside</u> the classroom, including Forest School	Visits/visitors	In-school experiences, e.g. theme days, science fairs, pop-up museums	Performances e.g. Christmas, Easter, end-of-year	Extra-curricular clubs, competitions & wrap-around care	Whole-school ‘Curriculum Inspire Days’	Parental engagements opportunities & community links	National events
--	--------------------------------------	--	-----------------	---	--	---	--	--	-----------------

Faculties of learning	English & the Creative Arts						Maths & STEM					Humanities			Health & Wellbeing			
	Reading	Writing	Phonics	Oracy	Art	Music	Maths	Science	DT	Compu-ting	e-safety	History	Geography	Languages	PSHE & RSE	SMSC & FBV	RE	PE

Curriculum drivers	AUTUMN	SPRING	SUMMER
	DISCOVER (resilience & collaboration) – history focus	INVESTIGATE (reflection & concentration) – science focus	EXPLORE (curiosity) – geography focus

How will we measure the <u>impact</u> of the curriculum?							
Evidence of impact	Statutory assessments at the end of KS2	Teacher assessment	'Book looks' and 'lesson looks'	Learning walks	Pupil voice	Staff questionnaires	Parental involvement/engagement
Evaluation of impact	Stakeholder feedback, including SIO, governors and parents		Triangulation of evidence		Data analysis		
Overall outcomes	Our POWER curriculum ensures children leave our school with the knowledge and skills ready for the next step in their learning journey.						
	<i>Power to achieve</i> – children aim and achieve high, inspired by the STEM opportunities in our local area.		<i>Oracy</i> – children have the words and skills to communicate confidently and effectively.		<i>We are kind and caring</i> – children contribute positively to the school and wider community, as well as understanding that they are citizens of the world.		
	<i>Everyone is equal and treated with respect</i> – children understand that we live in a diverse society and that everyone matters, everyone is included and differences are celebrated.				<i>Reading – children understand that reading for knowledge and pleasure gives us the POWER to succeed in KS3 and beyond.</i>		

