



OUR CURRICULUM



Our MISSION

Who you will be tomorrow starts with us today.

Brookhurst is built around **community**, striving for **excellence** in all we do within a **nurturing** and **sustainable** environment. We encourage self-belief and develop strength of character empowering us all to be the best we can be. Ultimately, Brookhurst prepares our children for the next stage of their lives and enables them to achieve their dreams.

Grow with us today on your individual adventure.

A place to think and grow 



Our VISION

To **nurture** our children from sunrise to sunset, to **pursue excellence** in learning and to ensure our school operates **sustainably**, and to **transform** our world together.

A place to think and grow 



OUR CURRICULUM

Curriculum Intent Statement

At Brookhurst, our **curriculum intent** is to provide the best possible environment for our children to learn and develop, as well as to cultivate a sense of wonder, empathy and understanding of the world around them. Our curriculum is designed to enable us to bring the best out of our children, ensuring that they maximise their potential as fully as possible for the next stage of their lives.

Our curriculum encourages our children to be:

- Curious
- Creative
- Knowledgeable
- Collaborative
- Positive
- Reflective
- Adventurous

Through our focus on SMSC learning (Spiritual, Moral, Social and Cultural) and SEMH learning (Social, Emotional and Mental Health) through our PSHE lessons, ensures that our children understand themselves, their place in the world and how to make the world a better place. We aim to build resilience in our children and encourage a Growth Mindset with the children.

Our curriculum is focused on developing the children's knowledge and skills across all of the National Curriculum subjects, with our aim of being the children are ready for their next stage of learning. Our children are given opportunities to develop life skills, focussing on their individual strengths and areas for development. Developing each child's individual character is an integral part of our curriculum.

We aim to provide our children with the cultural capital that they need to enable them to succeed in life, for example through visiting museums, opportunities for music - both performing and appreciation, sports competitions and visitors to school.

We are a reflective school, continually striving to improve our teaching and learning.

Reading is given a high priority in our curriculum as the ability to read and understand opens up the learning for all of our children. The development of children's vocabulary is a vital tool in learning and understand the curriculum.



OUR CURRICULUM

Curriculum Implementation

The curriculum forms the basis for our learning and the experiences our children enjoy during their time here at Brookhurst. We are proud that Brookhurst's curriculum goes beyond the statutory National Curriculum (2014) and encompasses cultural, creative and sporting opportunities. The curriculum we offer at Brookhurst enables us to ensure that every child develops the key learning steps and receive learning experiences and opportunities to develop their knowledge and skills in different ways. We ensure that learning at Brookhurst broadens the values and opportunities for the child as they grow and develop.

Our curriculum consists of many planned experiences in school and out, for example - topic days, school council, assemblies, trips, visitors, residential visit, workshops and fundraising opportunities. We have developed our PPA provision (Planning, Preparation and Assessment) to enable us to offer specialist teaching in PE, through the employment of sports coaches from an outside provider and Music from an experienced specialist music teacher.

Outcomes are designed to meet not only the requirements of the National Curriculum but also to develop the skills needed by our children for learning and for life.

We have a vibrant and rich curriculum which builds upon the prior learning from EYFS to the end of KS2, ensuring consistency and progression. To ensure that progression and balance is maintained across the school, the programmes of study for each specific subject are turned into termly / half termly units. Subject leaders ensure that the Subject Intent for their subject is up to date and relevant for the children we have in school. Teachers then translate these units into smaller daily / weekly plans where the specific needs of the children can be addressed.

SEN

Here at Brookhurst, we believe that all children are entitled to a broad, balanced and relevant curriculum through which we support children with additional needs. We encourage all of our children to achieve their full potential and to be fully involved in both the social and academic life of the school. Educational experiences are provided that take into account the individual needs of our children.



Equality Statement

At Brookhurst Primary School we welcome our duties under the Equality Act 2010.

The school's general duties, with regards to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their:

- Age
- Gender.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.

Brookhurst Primary School aims to promote pupils' Spiritual, Moral, Social, and Cultural development, with special emphasis on promoting equality, diversity and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

Brookhurst Primary School believes that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school.

This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and the benefits it can have.
- Adopting an inclusive attitude.



OUR CURRICULUM

- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.

We are committed to having a balanced and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination, and instead promotes inclusive attitudes. We will also respect the right of parents to withdraw their children from classes which pose conflicts to their own beliefs.

EYFS

At Brookhurst Primary school, the Early Years Foundation Stage is viewed as a distinctive phase of education which integrates the care and education of our youngest children. We believe that all children are unique and bring with them a diverse range of previous experiences and learning which must be acknowledged and built upon. It is vital that parents are valued as children's first educators and that they are active partners in their child's school education.

At Brookhurst Primary School, we provide highly effective teaching and learning within a culture of challenge, nurture and support. We support all children to grow to be the best they can be. Our curriculum enables as many children as possible to achieve a Good Level of Development by the end of their time in the Early Years Foundation Stage (EYFS) and we build on this in subsequent years. During their journey at our school, children are encouraged to be sustainable in their learning. Teachers provide opportunity to reflect on our daily lives to ensure we are making the best choices to protect our planet.

Our carefully planned curriculum, quality interactions and use of assessment ensures that we address the **seven key features of effective practice**:

- Providing the best for every child.
- Offering consistent, high-quality care for all of our children.
- Planning a curriculum with a focus on what we want children to learn.
- Using a range of different approaches to ensure our pedagogy is effective in helping children to learn.
- Implementing a range of assessment strategies to check what children have learnt in order to inform future planning.
- Supporting children to develop their self-regulation and executive function.



OUR CURRICULUM

- Developing a strong partnership with parents through positive and regular communications.

The Areas of Teaching and Learning

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected sections. The prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The 3 prime areas are:

Communication and language

- Listening, attention and understanding
- Speaking

Physical development

- Gross motor skills
- Fine motor skills

Personal, social and emotional development

- Self-regulation
- Managing self
- Building relationships

The prime areas are strengthened and applied through 4 specific areas:

Literacy

- Comprehension - Word reading



OUR CURRICULUM

- Writing

Mathematics

- Numbers
- Numerical patterns

Understanding the world

- Past and present
- People, culture and communities - The natural world

Expressive arts and design

- Creating with materials
- Being imaginative and expressive

We recognise that teaching can take place at **all** times of the day through directed teaching sessions, through times of play and inside and outside the classroom. We encourage all of these. We strive to make our environments irresistible to children and encourage our staff and volunteers to seize every opportunity for teaching. Weekly and daily planning formalise this and aim to ensure a balance of formal and informal learning.



OUR CURRICULUM

Key Stages 1 and 2

Children in Years 1-6 follow [The National Curriculum England Key Stages 1 and 2 Framework Document \(DfE September 2013\)](#)

Aims of the National Curriculum

The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum

Structure of the National Curriculum

Pupils of compulsory school age in community and foundation schools, including community special schools and foundation special schools, and in voluntary aided and voluntary controlled schools, must follow the national curriculum. It is organised on the basis of four key stages and twelve subjects, classified in legal terms as 'core' and 'other foundation' subjects.

The Secretary of State for Education is required to publish **programmes of study** for each national curriculum subject, setting out the 'matters, skills and processes' to be taught at each key stage. Schools are free to choose how they organise their school day, as long as the content of the national curriculum programmes of study is taught to all pupils.



OUR CURRICULUM

	KS1	KS2
English	✓	✓
Mathematics	✓	✓
Science	✓	✓
Art and Design	✓	✓
Computing	✓	✓
Design and Technology	✓	✓
Geography	✓	✓
History	✓	✓
Languages		✓
Music	✓	✓
Physical Education	✓	✓
PSHE (including SRE)	✓	✓
RE*	✓	✓

All schools are required to teach Religious Education at all Key Stages. As a school we follow the Warwickshire SACRE Syllabus.

Classroom Organisation

- The curriculum is taught through discrete subjects with cross-curricular links where relevant.
- Each Year group has a Long Term Plan highlighting the units of study for each subject area. This is reviewed annually.
- English and Mathematics planning is on a weekly basis. Medium Term plans for the other subjects are written by the Year group teams and are updated / reviewed on a regular basis.
- Children with Special Educational Needs, EAL or Gifted and Talented are identified and, where appropriate, differentiated activities / support is provided.
- There will be a range of teaching methods used ranging from whole class, group, paired and individual.
- Teachers are aware of the different learning styles of children and endeavour to use a variety of methods in the day to day delivery of our curriculum.



OUR CURRICULUM

Curriculum delivery is monitored in accordance with the school's Monitoring and Evaluation schedule

Plans are devised using:

- The Early Years Foundation Stage guidance
- The National Curriculum for England programmes of study
- "Taking Care Project"
- "My Feelings, Friends and Family"
- White Rose Maths Hub
- NNSL
- Little Wandle Phonics
- Cracking Comprehension
- No-nonsense Grammar and Spelling
- Teacher's creative ideas

Extra-Curricular Activities

Here at Brookhurst, the curriculum does not stop at the classroom door. We offer our children a wide range of learning activities throughout the school day. There are a wide range of extra-curricular opportunities for the children to be engaged in such as football, coding, chess, arts and craft to name a few.

All children in school have Forest School weekly in our dedicated Forest School environment adjacent to the KS2 playground.

We are proud of the music provision in school, which includes choir and Breakfast Band weekly. Alongside the music entitlement of the National Curriculum, the children have the opportunity to have instrument lessons.

Roles and Responsibilities

- The Deputy Head Teacher has responsibility for the leadership of the whole curriculum together with the specific subject leaders.



OUR CURRICULUM

- Monitoring of the provision of the curriculum is by the Head Teacher and Deputy Head Teacher.
- The SENCo is responsible for the development of provision maps and supporting the year group teams to achieve the best possible outcomes for individual pupils.
- Class teachers ensure that the curriculum is well-planned and delivered and that the aims are achieved by each class. Class teachers regularly review and if necessary, update curriculum planning.
- The Governing Body regularly monitor the success of the curriculum, through presentations by subject leader and through written reports.

Subject Specific Impact Statements

English

- All pupils, regardless of their abilities, will be able to succeed in all English lessons because of the level of support they will receive
- Pupils will develop a love of writing across a range of genres
- Pupils will have a wide vocabulary that they use within their writing
- Pupils will be able to adapt their writing based on the context and audience
- Pupils will leave Brookhurst being able to effectively apply spelling rules and patterns they have been taught
- The % of pupils working at ARE within each year group will be at least in line with national averages.
- The % of pupils working at Greater Depth within each year group will be at least in line with national averages
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)

Mathematics

We have fostered an environment where mathematics is fun and it is OK to be 'wrong' because the journey to finding an answer is most important. Our children have a growth mindset and are resilient towards problem solving and reasoning.

- All pupils, regardless of their abilities, will be able to succeed in all mathematics lessons because of the level of support they will receive



OUR CURRICULUM

- Pupils will demonstrate a quick recall of facts and procedures
- Pupils will demonstrate a flexibility and fluidity to move between different contexts and representations of mathematics
- Pupils will have an ability to recognise relationships and make connections in mathematics
- Pupils will have an understanding of a wide range of mathematical vocabulary
- Pupils will leave Brookhurst being able to effectively apply mathematical knowledge they have been taught
- The % of pupils working at ARE within each year group will be at least in line with national averages.
- The % of pupils working at Greater Depth within each year group will be at least in line with national averages

There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)

Science

At Brookhurst Primary School, the Science curriculum results in a fun, engaging, high-quality Science education, that provides children with the foundations and knowledge for understanding the universe. Our engagement with the local environment ensures that children learn through varied and firsthand experiences of the world around them.

Frequent, continuous and progressive learning outside the classroom is embedded throughout the Science curriculum. Through various workshops, trips and interactions with experts and local charities, children have the understanding that Science has changed our lives and that it is vital to the world's future prosperity.

Children learn the possibilities for careers in Science, as a result of our community links and connection with national agencies such as the STEM (in full?) association, local engineering firm Ricardo and the University of Warwick. This ensures that children have access to positive role models within the field of Science from the immediate and wider local community. This exposure to a range of different scientists from various backgrounds, gives all children the feeling that they can be scientists and capable of achieving. Children at Brookhurst Primary School overwhelmingly enjoy Science and this results in motivated learners with sound scientific understanding.

' The most exciting phrase I hear in Science, the one that heralds new discoveries, is not 'Eureka!' (I found it!) but 'That's funny...!' Isaac Asimov'



OUR CURRICULUM

Art and Design

The impact of our Art and Design curriculum is that it equips the children to be risk takers, evaluators and creative learners, who have a web of knowledge of art and artists from a range of periods and cultures. This in turn creates world citizens with an understanding of how art impacts and enhances societies and our surroundings, as well as developed preferences.

Classroom displays reflect the children's sense of pride in their artwork and outcomes are celebrated in our school environment, both inside and outside.

Children's knowledge and skills will be assessed by the teacher during lessons through the use of the End of Key Stage Level Descriptors and the school's Foundation Subject assessment format for recording skills, knowledge and understanding as 'working towards', 'working at' or at 'greater depth' National Standard.

Computing

Our approach to the curriculum results in a fun, engaging, and high-quality computing education. The quality of children's learning is evident on our school app and on the class blogs on Purple Mash.

Much of the subject-specific knowledge developed in our computing lessons equip pupils with experiences which will benefit them in secondary school, further education and future workplaces. From research methods, use of presentation and creative tools and critical thinking, computing at Brookhurst gives children the building blocks that enable them to pursue a wide range of interests and vocations in the next stage of their lives

Design and Technology

Children will know more, remember more and understand more about Design Technology. This will be evidenced through regular pupil voice, monitoring and looking at outcomes. Children are to retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning. The impact and measure of this is to ensure that children at Brookhurst are equipped with skills and knowledge that will enable them to be ready for the curriculum in the next Year Group, into Key Stage 3 and for life as an adult in the wider world.



OUR CURRICULUM

EYFS

We strive to ensure that our children's progress across the EYFS curriculum is at least good from their varied starting points. We also strive for children to reach the Early Learning Goals at the end of Foundation and for our school to be above National Expectations. The evidence in children's Learning Journeys support all areas of the EYFS curriculum. Class teachers use observations to make formative assessments which inform future planning and ensure that all children build on their current knowledge and skills at a good pace. Summative assessment compares children's attainment to age related expectations using month bands in the Development Matters. This is tracked on SIMs to ensure rates of progress are at least good for all children, including vulnerable groups such as those with SEND or who are disadvantaged. Assessment judgements are moderated both in school and externally with local schools.

Geography

The children's learning is assessed against the age-related expectation bands that are based on the 2013 National Curriculum statements for Geography. We use summative assessment to determine children's understanding and inform teachers planning on a termly basis, which is reviewed by the subject leader. We also carry out formative assessment through marking and verbal feedback, continuously during the year.

History

By the end of each Key Stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Languages

The teaching of a foreign language is monitored by subject leaders throughout all year groups using a variety of strategies such as mini assessments/quizzes at the end of each topic as well as ongoing formative assessments during lessons, lesson observations, staff discussions and pupil interviews. Feedback given is used to inform the future planning cycle to ensure the children are always challenged to reach their highest potential.

Music

Brookhurst School prides itself on valuing music education and strongly believes that it



OUR CURRICULUM

strengthens relationships, improves well-being and enhances the ability to 'think and grow.'

This belief is supported in the 'The Importance of Music, a National Plan for Music in Education', published in 2011:

'The Benefits of Music (academic literature review)

141. Music can make a powerful contribution to the education and development of children, having benefits which range from those that are largely academic to the growth of social skills and contribution to overall development. It is a unique form of communication that can change the way pupils feel, think and act. Ofsted say that children's involvement in music engages and re-engages pupils, increasing their self esteem, and maximising their progress in education and not just in music

PSHE (including SRE)

- Children will know more and remember more about PSHE.
- Children will recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.
- Children will demonstrate a healthy outlook towards school and behaviour will be good.
- The large majority of children will achieve age related expectations across the wider curriculum in addition to the core subjects.

Religious Education

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

Religious Education should encourage all participants to reflect on their own beliefs and values and to acknowledge that others hold beliefs different from their own.

Religious education forms part of the school curriculum policy to provide a broad and balanced education to all children. Consequently, through our religious education teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.



OUR CURRICULUM

We enable pupils to have access to the full range of activities involved in learning religious education. Where children are to participate in activities outside the classroom, for example, a visit to a place of worship, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupil.