



# The Curriculum at Tittensor First CE (VC) School

## Our Philosophy:

At Tittensor First CE (VC) School we believe that a First school should be a safe and nurturing setting that children enjoy coming to; where learning takes place both inside and outside of the classroom, through a mixture of exploration, discovery, creativity, curiosity and a variety of sensory experiences which encourage children to become life-long learners for the advancing technological world that we live in. Our curriculum saturates and informs every aspect of our practice and our Christian culture: from academic content, safeguarding and the development of spirituality which will equip children in living well-rounded, fulfilled and happy lives.

Children will learn the essential English and Maths skills needed to set them up for their years in education and beyond. Our children will be encouraged to be curious and use their reasoning skills to innovate, be creative and problem solve. They will develop the first understandings of employment and entrepreneurship. Our primary education will set up learners for life, with the knowledge and skills to be resilient individuals, emotionally and physically healthy, with an appreciation for, and a generosity towards: people, the world and the universe around them.

## Curriculum intent

The aim of our curriculum is to provide opportunities for children to develop as well-balanced, independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider society. We pride ourselves in developing children's moral, spiritual, social and cultural understanding. Our broad and balanced curriculum has been carefully designed and mapped out to ensure coverage and progression that is pertinent to the children of Tittensor. It has a project-based, thematic approach and provides children with a range of exciting and memorable learning experiences.

## Aims

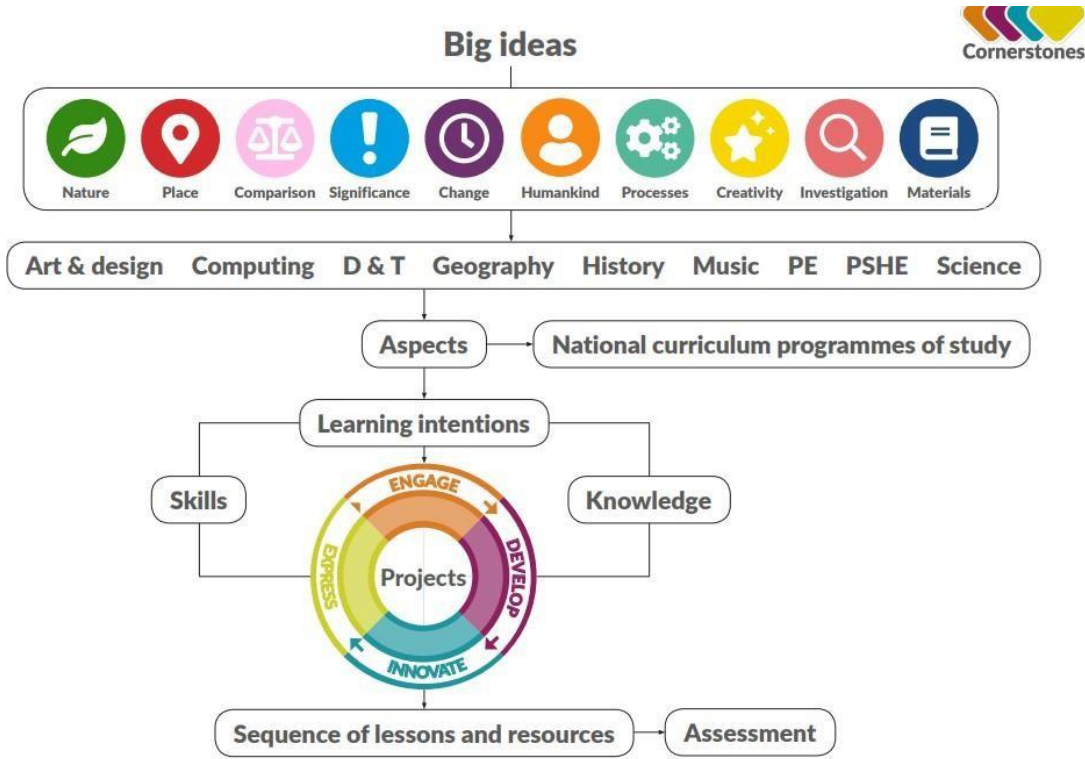
1. Engage children through relevant topics and hands-on activities.
2. Make meaningful links between subjects.
3. Ensure that children know, understand and retrieve their learning so that they are well prepared for the next steps in their education.
4. Make purposeful connections to the real world.
5. Help children to think creatively and problem solve.
6. Develop children's capacities to work independently and collaboratively.
7. Enable children to have ownership of their learning.

## Our approach:

1. Develops the whole child to ensure they reach their potential.
2. Encourages children to find their passions and interests.
3. Supports children's acquisition of knowledge, skills and understanding.
4. Helps children to develop intellectually, emotionally, spiritually, socially, physically and morally.
5. Assists children in becoming independent, responsible, useful, confident and considerate members of the community.
6. Promotes a positive attitude and a joy of learning, so children enjoy coming to school.
7. Helps children to acquire the foundations for lifelong learning.
8. Creates and maintains an exciting and stimulating learning environment.
9. Enables children to flourish within a culturally diverse society.

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## Our Curriculum Design



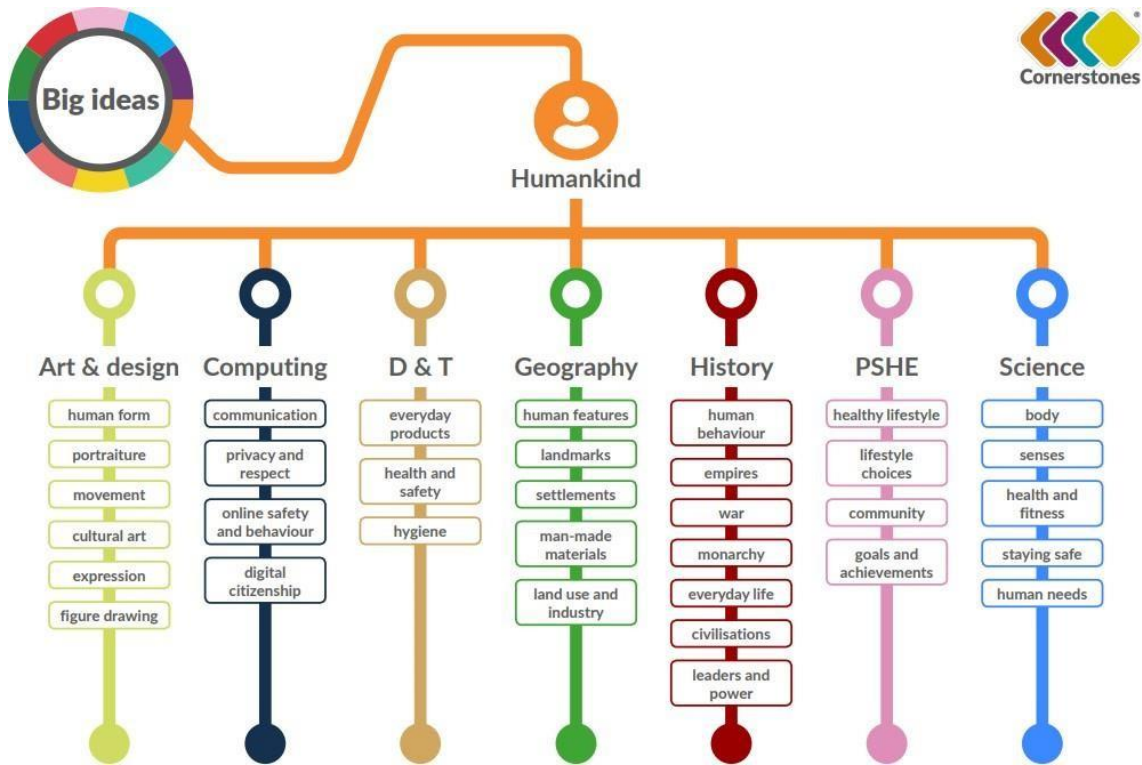
## Our Big Ideas

Big Ideas				
<p><b>Humankind</b></p> <p>Understanding what it means to be human and the cause and effect of human behaviour.</p>	<p><b>Processes</b></p> <p>Understanding the many dynamic and physical processes that shape the world around us.</p>	<p><b>Creativity</b></p> <p>Understanding how everyday and exceptional creativity can inspire and change perceptions.</p>	<p><b>Investigation</b></p> <p>Understanding the importance of asking questions, formulating hypotheses, gathering information and analysing evidence.</p>	<p><b>Materials</b></p> <p>Understanding the unique and physical properties of all matter and how we interact with them.</p>
<p><b>Nature</b></p> <p>Understanding the complexities and interdependence of the plant and animal species that inhabit the world's many ecosystems.</p>	<p><b>Place</b></p> <p>Understanding the visual, cultural, social and environmental aspects of different places around the world.</p>	<p><b>Comparison</b></p> <p>Understanding how and why things are the same or different.</p>	<p><b>Significance</b></p> <p>Understanding why significant people, places, events and inventions matter.</p>	<p><b>Change</b></p> <p>Understanding why and how things have changed over time.</p>

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## An Example of How Our Big Ideas Thread Through Our Curriculum.

### Humankind Throughout The Curriculum

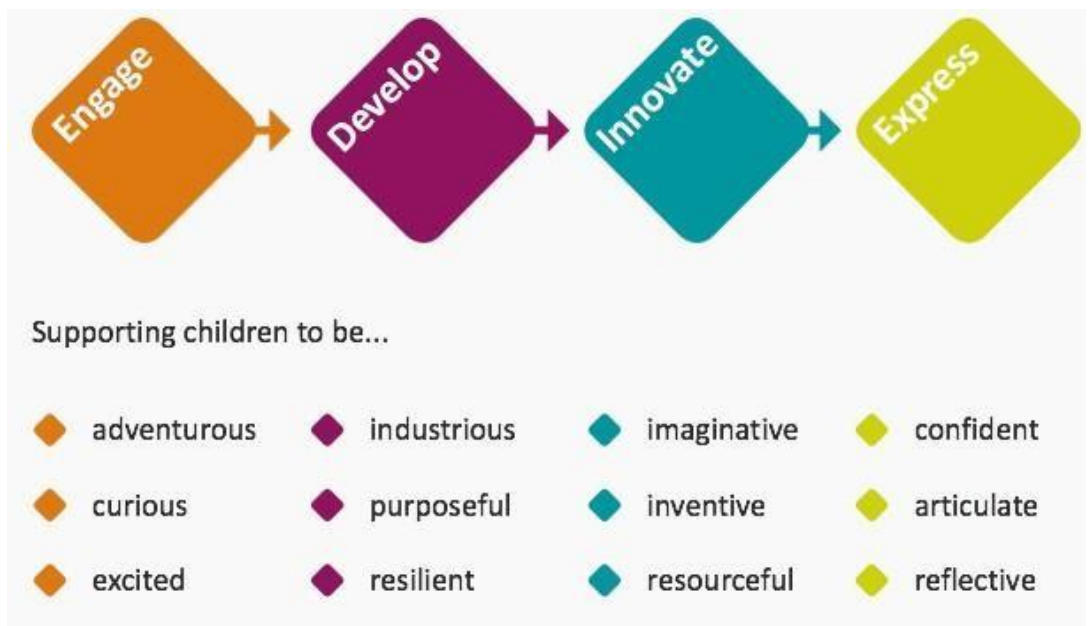


### Structure: (Implementation)

Our curriculum is built on The Four Cornerstones of Learning: Engage, Develop, Innovate and Express. These are four distinct stages that actively promote children’s learning and thinking

The Four Cornerstones of Learning link explicitly to pupils’ spiritual, moral, social and cultural (SMSC) development.

The focus for teaching and planning in each Cornerstone is as follows:





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## Engage

1. Hooks learners in with a memorable experience.
2. Set the scene and provide the context.
3. Ask questions to provoke thought and interest.
4. Use interesting starting points to spark children's curiosity.

## Develop

1. Teach knowledge to provide depth of understanding.
2. Demonstrate new skills and allow time for consolidation.
3. Provide creative opportunities for interactive learning and questioning.
4. Deliver reading, writing and oracy across the curriculum.

## Innovate

1. Provide imaginative scenarios for creative thinking.
2. Enable and assess using retrieval skills.
3. Encourage enterprise and independent thinking.
4. Work in groups and independently promote problem solving and reasoning.

## Express

1. Encourage reflective talk by asking questions.
2. Provide opportunities for shared evaluation.
3. Celebrate success.
4. Identify next steps and challenge in learning.

## Memorable Experience

Each Knowledge Rich Project (KRP) begins with a memorable experience that stimulates children's curiosity and prepares them for a new theme. A memorable experience often involves an educational visit out of school or a visitor coming into school to share their expertise with the children.

## Cultural Capital At Tittensor

At Tittensor CE (VC) First School we view 'cultural capital' as the characteristics, knowledge and skills that promote social mobility, both now and in the future. We ensure that children are exposed to a wide range of experiences that will develop their cultural capital and make them positive role-model for their future employment.