

Curriculum at Kings Copse

Meaningful and memorable learning

At Kings Copse, we strive to deliver knowledge and skills through exciting, enriching and engaging projects that broaden and deepen children's knowledge and understanding in order to be lifelong learners.

Our curriculum intent is to provide children with experiences that makes their time at Kings Copse memorable. For us, it is about meaningful learning that helps them to see their place in the world and care about the mark they make on all that is around them, whether this is through the wider curriculum, wellbeing sessions or personalised projects. Our pupils not only acquire knowledge, but are provided with independent opportunities to apply skills and make connections between what has happened before, what they are learning now and the direction in which they want to go. It is vital to us that we foster a love for learning so that children take pride in all they achieve. We achieve this by:

- teaching children to speak, read and write fluently through a rich text-driven English curriculum. We aim to create empathetic learners who can communicate their ideas and emotions purposefully to others using a wide vocabulary. We aspire for children to better understand themselves, their communities and the wider world through a love of reading.
- teaching a rich and progressive maths curriculum, which enables the children to make sense of the world around them. The focus is on children advancing their fluency in maths by developing their arithmetic, reasoning and problem solving skills.
- using thought provoking questioning in our Science, which allows children to investigate problems and work as scientists to solve scientific enquiries.
- adopting 'Golden Nugget' principles that ensure learning across the curriculum has clear intentions and children meet statutory requirements, while inspiring and **motivating** them to want to learn more about different curriculum areas.
- implementing learning journeys that meet the needs of specific individuals, ensures a high level of inclusivity and promotes **independent** learning.
- adopting an Early Years approach with child-led project based learning across the school that gives a sense of freedom, chance to question global events and a choice in what they are learning. This allows pupils to engage with projects that enthuse them, interest them and make them **curious** about the world they live in.
- giving all pupils opportunities to work **collaboratively** across many areas of the curriculum. We encourage this through cross phase sessions, house team tasks and class based activities that enables children to develop a mutual **respect** for each other as well as tolerance no matter age, social values, faith or ethnic origin.
- taking risks to ensure learners are engaged with the work they are completing and have regular awe and wonder pit-stops along the way. Through this, our children develop **resilience** skills so that they also feel safe to take risks of their own within a range of learning opportunities.
- developing Social, Moral, Social and Cultural learning (SMSC) sessions that focuses on the wellbeing of pupils, their place in the world and health, while also supporting them in setting high aspirations for themselves and developing transferrable skills for life beyond primary education.
- inviting visitors to school and planning trips to further enrich the learning and deepen our projects in a way we cannot simply do in the classroom – from rocket-powered workshops, to Stone Age carving or visiting museums.
- preparing learners positively for life in modern Britain and promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs and for those without faith.

Our key goals are to inspire children to want to learn more and to set aspirations beyond what they have already experienced. They are the drivers of our curriculum.