

Stenbury Federation

‘We Learn and build the future together’

We follow the DfE national requirements and programmes of study for all the core and foundation subjects through our creative curriculum. Each year group personalises their curriculum depending on the needs and interests of each new cohort so our topics are continually evolving.

Our School Aims					
Challenge	Achieve	Respect	Enjoy		
We will provide an engaging, relevant and challenging learning environment that encourages curiosity, enabling all of our children to reach their true potential.	We will nurture and encourage our children to become confident and resourceful individuals.	We will encourage our children to become responsible citizens who make a positive contribution and develop a sense of belonging, both locally and globally.	Our aim is to support, motivate and develop a love of learning for all of our children and prepare them for life beyond school.		
Our key learning behaviours to shape our future					
Resilience	Self-regulation	Independence	Boundaries	Respect	Focus
Fundamental British values					
Democracy	The Rule of Law	Individual Liberty		Mutual respect for and tolerance of those with different faiths and beliefs and for those with no faith	

Curriculum						
Intent				What do we want for our children?		
<i>The knowledge, skills and attributes we want our children to have</i>						
Breadth Depth Relevance						
<i>Captivate the children and build enthusiasm for learning</i>	<i>Stunning starts through hooks, visits and visitors</i>	<i>Personal development and progress</i>	<i>Carefully planned curriculum relevant to our children</i>	<i>Relevant statutory requirements – key skills</i>	<i>Needs and interests of the children</i>	<i>Parental participation</i>
An immersive, progressive, enquiry based curriculum that drives ongoing development and improvement in all curriculum subjects						
Engaging, connected learning journeys	Recognise links and opportunities to explore diversity and inclusivity in our country and the world around us	Recognise children’s prior learning, provide first hand learning experiences and focus on the development of language and vocabulary	A range of approaches that allows all children to access the curriculum, especially our vulnerable groups	A curriculum that promotes and encourages parents and carers to take an active role in their children’s learning		

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Implementation			How will we achieve this?				
Teaching							
Through EXPLORE CREATE DISCOVER, ensure we give time to all areas of the curriculum to explore depth of knowledge and enhance skill sets		Develop rich learning journeys and environments that inspire and motivate the learning	The 'Big Picture' Previous knowledge and skills remembered and understood through the key concepts		Leaders will have a clear vision for their curriculum focus and promote conceptual links across subject areas	Teachers will have a good knowledge of the subjects they teach and a clear understanding of the key skills for progression	
Assessment for Learning							
Questioning to deepen and embed understanding		Appropriate next steps from effective assessment for learning	Quality feedback to improve learning and progress		Moderation to share and develop a clear understanding of what the learning should look like	Objectives and success criteria to encourage focussed learning	
Planning the Journey							
What skills do we need to be successful?		What vocabulary will we need?	What would you like to know?		How will we get there?	Can we make links to other areas of our learning?	
Organisation							
Units of work based on key questions and concepts	Enrichment activities to build on and support the learning	Stimulating classrooms and outside learning environments		Children's own ideas and interests to inspire meaningful and relevant learning	Partnerships across schools, local community and businesses	Engaging and effective hooks Real and purposeful outcomes make it real	
Impact			How will we know?				
Evaluation							
Memorable connections Does the learning excite to create memorable moments? Does the learning make links with prior and current learning within the subject and across the curriculum? Is the learning relevant to our children? Are there relevant contexts for high quality learning outcomes in English, maths and IT?		Curiosity to learn Does the topic/unit promote deeper learning and develop creative thinkers and reflective learners? Do the children have choices? Does the learning journey allow children to generate and adapt ideas? Does the learning challenge thinking? Are there opportunities to try things out? Do the children ask questions? Does the journey build in time to look back and learn, share the learning, look forward and plan collaboratively?		Equity and enrichment Is there equity; are all children able to access the curriculum? Are there high expectations for all? Does the task design enrich children's experiences? Are their opportunities to link the learning to the interests of the children? Do all children experience the whole curriculum? Are leaders monitoring and ensuring there is curriculum consistency across all year groups?		High quality outcomes for all Are children challenged to think and evaluate their learning? Has the learning journey led to a purposeful outcome? Do all adults have high expectations of all of our children? Are there clear assessment criteria linked to the development of knowledge and key skills?	Broad and balanced Is there a cohesive planned curriculum across the school? Is each subject/area given integrity and taught well? Are children able to relate their values and experiences to British values? Does the curriculum ensure unlimited possibilities to practise and hone English, maths and IT skills?

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Covid -19 20-21 Recovery curriculum

As part of our transition back into school, we are aiming to identify gaps from the previous year's learning, whilst at the same time ensuring the current year group expectations are provided. We will ensure that children's mental health, wellbeing and social/emotional needs are identified and met and planning reflects a need for flexible and adaptive teaching and assessment. Continuing Professional Development (CPD) training will support all staff to prepare for and meet the needs of our children and provision will continue to be in place for remote learning, where children receive appropriate work during any periods of self-isolation or local lockdown.

English

Maths

Science DT STEM

Cycle 1

EXPLORE
Geography Focus
'Our Beautiful Isle'



Our Island – The Isle of Wight
Beauty, Belonging, Change

Our Country - The British Isles
Dreams, Aspirations, Vision, Spirituality, Resilience

Our World – The Earth
Freedom

CREATE
The Arts Focus
'An Exotic Forest'



Our Island – Ventnor Botanical Gardens
Wellbeing, Tranquillity, Peace, Responsibility

Our Country – The Eden Project
Sustainability, Transformation, Diversity, Community

Our World – The Rainforests
Individuality, Truth, Choice, Influence

DISCOVER
History Focus
'Cats Rule in Egypt'



Our Island – Kings and Queens (Victoria)
Love, Loyalty, Class, Equality

Our Country – The Monarch's Official Birthday
Duty, Influence, Strength, Tradition

Our World - Egypt
Justice. Power, Wealth, Value, Belief

Autumn 1	Autumn 2	Spring 1	Mini project	Spring 2	Mini Project	Summer 1	Summer 2
<i>Go with the flow</i>	<i>Special Rocks</i>	<i>Journey through an exotic forest</i>	<i>Chocolate!</i>	<i>Land of Imagination</i>	<i>The Big Red Bus</i>	<i>Wonder woman</i>	Cats rule in Egypt
Can fish swim uphill?	Is the Moon made of Cheese?	Why is there a Rang Tan in my bedroom?	Can I grow a chocolate tree?	Is imagination more important than knowledge?	What does it mean to be British?	What makes a good queen?	Who is the pharaoh of them all?
Mountains Rivers and Coasts	The Moon/Planets - (Science links) Rocks and soils - (Science links) Our World – equator northern and southern hemispheres Stonehenge - (History links - Stone Age to Iron Age)	Artist Study Henri Rousseau- woman walking in an exotic forest Ventnor Botanical gardens The Rainforests	Eden project Chocolate by Michael Rosen (History – Ancient Mayans)	Artistic movement Colour Theory Abstract Art - Wassily Kandinsky/Surrealism Gustav Klimt – The tree of life Blackgang Chine	London focus Shakespeare Anglos and Saxons	Rulers - Celts and Romans Boadicea –Queen of Celts Queen Victoria	History / Science Ancient Egypt – Ancient civilisation Science links– water cycle, growing History - settlements
School value Enjoy		Challenge		Respect		Achieve	
British value Individual Liberty – Black History month Remembrance		Mutual Respect		Rule of Law		Democracy – New Head boy and girl	
PSHE	Rules and responsibilities	Healthy Relationships	Keeping safe	Caring for the environment	Healthy lifestyles	Money	Feelings and emotions
						Feeling and changing	Valuing difference