



Northfield St Nicholas Primary Academy

Curriculum Intent

At Northfield St Nicholas Primary Academy our bespoke 'A SUPERHERO' curriculum is designed to provide children with the knowledge and skills needed to enable them to become lifelong learners who have high aspirations for themselves and the wider community.

The whole curriculum is rooted in our school ethos of 'Look Smart, Think Smart, Be Smart' underpinned by 'Think Kind Thoughts, Have Kind Behaviour, Say Kind Words'. The National Curriculum forms part of our curriculum which is underpinned by an understanding of our own locality and community and seeks to develop aspiration for themselves and our community. We seek to develop a knowledge and understanding of fundamental British values as well as developing the skills and knowledge in PHSE and SMSC to enable our children to be well rounded and successful local and world citizens.

Basic skills in reading, writing and maths underpin our curriculum since the acquisition of these skills is fundamental to children being able to meet their potential. These skills will be learnt and applied across a range of subjects through unique learning themes that are related through our literacy book themes.

We will offer an inclusive curriculum that meets our children's needs and look to overcome all barriers that prevent pupils from succeeding with an active use of strategies that support hard to engage learners such as Thrive, Nurture provision and SEAL (social and emotional aspects of learning). We are a Restorative Practice school that is committed to maximising our engagement with and support from local services, specialist professionals and families.

We will strive for the highest pupil standards both in conduct and learning, academically and creatively by having high expectations of all and through appropriate levels of challenge and support to enable all children to make clear progress from their varying starting points. We will teach for progress not coverage, based on accurate assessments of the children's different starting points. We promote that learning is made from making mistakes and that by engaging reflectively in our mistakes we become better, more resilient successful learners who can remember and apply what we have learnt.

Our curriculum reflects our commitment to the Reach2 Touchstones of Leadership, Integrity, Enjoyment, Learning, Responsibility, Inspiration and Inclusion and these touchstones permeate our curriculum and school life.

We will support our children to develop a wide range of skills to enable them to succeed through the use of our eight learning behaviours of: Try new things, Work hard, Concentrate, Improve, Push yourself, Imagine, Understand others, Don't give up as well as developing skills in articulating and understanding their own learning and the next steps needed.

We are committed to Reach 2's 11B411 scheme and have ensured that each year group undertake at least one of these activities each year. Therefore, if a child is at our school from Nursery through to Y6, they will have had the opportunity to engage with all 11 'promise' activities on at least one occasion.

We will provide a range of high quality opportunities and enrichment to supplement and enhance our curriculum offer to include current affairs, a knowledge and understanding of topical issues, healthy lifestyles and extra-curricular clubs and experiences.

Curriculum Implementation

Our bespoke 'A SUPERHERO' curriculum utilises principles that have been specifically chosen to meet the needs of our children and community. Each half termly topic is planned around these principles and uses clear learning sequences to enable children to acquire new knowledge but also gives children opportunities to embed and revisit prior learning.

The 'A SUPERHERO' principles are:

A (aspiration)	What aspects of this topic/learning will we use to explicitly promote pupils' awareness that they can have greater ambition.
S (sensory)	How will this learning have explicit opportunities for Visual, Auditory and Kinaesthetic learning especially including beyond the traditional classroom setting
U (unforgettable)	How will we know that the child can know more, remember more and be able to do more?
P (progress)	How does this learning build on previous learning - is the sequence clear across year groups; build for future learning; increase ability, fluency, independence and skills?
E (exciting and engaging)	What are the motivators that make this learning 'irresistible' and interesting for our learners? What evidence will there be that the children agree?
R (relevant)	How is this learning explicitly shared in a way that shows it has relevance to the lives of our children? What links to the locality are to be positively promoted? Why are we teaching it / why do they need to learn this? How will they articulate this?
H (hope)	Does the learning empower our children to have a sense that they can control some of the outcomes/gain transferable skills they can use outside of the classroom? How is this to be shared explicitly/demonstrated so the children believe it?
E (emotional literacy)	What elements of the learning complement the schools Restorative Practice ethos? What are the explicit links with PSHE and SMSC learning? Are there links to the current Safeguarding themes? What philosophy for children questions/ideas can be developed via the POR text?
R (reading)	What new subject related vocabulary will be promoted? What texts/books will be shared? What reading genres will be promoted/supported within this learning? At the end, which books/stories will the children be able to identify as having enhanced/supported their learning?
O (opportunity)	Is this learning inclusive for all in your class? What SEND/SEAL adjustments are needed to ensure all pupils can access/benefit from this learning? What are the opportunities for British Values to be taught/referenced/ or explicit Multicultural references? How will SMSC aspects learning be promoted and how will all these opportunities be presented/displayed/referenced so the children remember them even after this topic is complete?

Curriculum Impact

Children will be challenged to reach their full potential both academically and in terms of the personal skills they possess. All children will make at least good progress academically from their different starting points and their knowledge, skills and understanding, across a range of subjects, will be embedded equipping them for secondary school and beyond. They will be respectful to all, be emotionally aware of themselves and others and have the necessary aspiration, skills and resilience to overcome the challenges they may face in the future. They will have hope for the future and have a sense of how they fit into their own community and that of the wider world.