



**ARDLEIGH GREEN**  
INFANT AND JUNIOR SCHOOLS

# Curriculum



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## Our School

Imagine an Adventure Park for the mind that keeps on growing and improving. The park belongs to a community of people who are responsible, caring, considerate and committed to learning.

Notice how adults and children respect and value each other and how well they work together as a team. Notice how they relate positively with one another through their work, the problems they solve together and the hopes and dreams they have for the future. Marvel at the music, drama and artwork on display and be amazed at the talents of adults and children as they are encouraged to develop their abilities and achieve their personal best.

Feel the calm, purposeful atmosphere of the park and smile as you hear the children, happy and confident as they play, learn and achieve together. Notice the high expectations, the fun, laughter, the high standards of work and behaviour. Notice the awards received the special events and celebrations of achievement and the appreciation of visitors and the general public. Notice the infectious enthusiasm, dedication and commitment of adults and children who are proud to be associated with the Adventure Park.

This is Ardleigh Green School! An Adventure Park for the mind, with staff, children, parents and governors, Working Together, Learning Together and Growing Together as lifelong learners. Admission is free, opening hours are 8.00am to 6.00 pm Mondays to Fridays, with special evening and weekend events throughout the year. Activities take place throughout term time but the lessons learnt, the friends made, and the memories created last a lifetime.

### **Our Values**

Excellence, Enjoyment, Respect and Equality.

### **Our Vision**

Working Together, Learning Together, Everyone Grows.

### **Our Learning Behaviours**

Resilience, Reflectiveness, Readiness, Resourcefulness and Responsibility.

### **Our Mission**

To put children **FIRST** to ensure that they are:

**Fit for Life.**

**Inspired to Learn.**

**Ready to participate.**

**Safe and Secure.**

**Trained for Work and Play.**

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## Curriculum statement of intent

Ardleigh Green Schools seek to develop our children's learning potential so that they become resilient, resourceful, respectful and reflective learners. Our vision, aims and values seek to develop caring, considerate, compassionate individuals who aim to achieve their personal best in whatever they do. As a school we are passionate about teaching and learning, committed to children achieving their full potential and determined to provide innovative and inspirational learning opportunities to ensure that our pupils can become the best that they can be.

As a school we recognise that our aims and values can only be achieved through parents, children, staff and governors, "Working Together, Learning Together and Growing Together."

**Working Together-** This involves maintaining a **Learning Climate** based on high expectations, trust, respect and mutual understanding, ensuring our vision and values permeate the life of our school.

**Learning Together-** This involves maintaining a **Learning Culture** that builds on the past, learns from the present and embraces the future, ensuring that teaching and learning continues to be characterised by high expectations, excellence and enjoyment.

**Everyone Grows-** This involves maintaining a **Learning Ethos** where high expectations, positive relationships, together with appropriate support and encouragement, ensures that pupils and staff achieve their full potential.

The curriculum at Ardleigh Green Schools is planned as a stimulating, creative and progressive learning journey. Working together and learning together staff and pupils engage in purposeful learning experiences designed to develop responsible, reflective and resilient learners fully prepared for the next stage of their learning journey. Collaboration, communication, creativity and critical thinking are at the heart of all that we do, encouraging children to take risks and to develop positive relationships to support their own learning.

Our broad and balanced curriculum seeks to develop the knowledge, skills and attitudes necessary for our pupils to thrive in the ever-changing world in which we live. The curriculum, which is constantly under review, provides opportunities for all pupils to learn and to achieve irrespective of social background, ethnicity, gender or ability. As schools we place an emphasis on the development of the whole child recognising the importance of spiritual, moral, social and cultural development alongside academic success. Our values of excellence, enjoyment, respect and equality permeate the whole curriculum which aims to:

- Develop and foster creativity, confidence and motivation.
- Develop a Growth Mindset in staff and pupils.
- Develop the intellectual and physical potential of every child.
- Develop spiritual, cultural, moral and social values.
- Promote excellence, enjoyment and high achievement across the curriculum



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## **Curriculum map**

### **Intention**

- Ensure national curriculum coverage.
- Plan a progressive and sequential learning journey from Reception to Year 6.
- Plan the knowledge and skills that will be taught in each lesson.
- Ensure that prior knowledge is taught before a unit of work.
- Plan experiences which support and broaden the curriculum.

### **Implementation**

- Annually, the curriculum for each year group is mapped out.
- Subject co-ordinators ensure coverage and progression within their subject area.

### **Impact**

- Ardleigh Green's curriculum is broad and balanced.
- A full national curriculum is delivered.
- Lesson objectives focus on the development of skill and application of knowledge.
- Children leave Ardleigh Green as well-rounded individuals ready for the next stage in their education.



## Pupil Passports

### Intention

- The Pupil Passport communicates core curriculum expectations to pupils and parents.
- All pupils receive a printed Passport to which they can refer as they make progress on their journey through the year.
- We encourage parents will also read the Passports so they can support their children more effectively.



### Implementation

- Passports are issued at the beginning of each school year.
- A mid-year review of the passport targets ensures that all parties are aware of the progress being made towards the end of year expectations.

### Impact

- Pupil passports inform pupils and parents of the key end of year expectations in the areas where parents will be able to have the greatest impact supporting their child.

### YEAR 6 PUPIL PASSPORT


*On an eight year journey, from Nursery to Year 6, it is important that you know where you're going, every step of the way.*


*We believe that pupils, parents and teachers need clear guidance on what is expected at each stage of the Hacton Primary voyage. We believe that we should support parents in helping extend their child's learning at home. We believe that by working in partnership, our children will be able to achieve and exceed our high expectations.*

*This pupil passport informs pupils and parents of the key end of year expectations in the areas where parents will be able to have greatest impact supporting their child. Now you know the destination and have the support that you need, get ready to enjoy the journey!*

- ★ Use negative numbers in practical contexts (temperature) and solve problems including calculating intervals across zero.
- ★ Compare, order, read, write and round (to the nearest 10, 100, 1000, 10,000 and 100,000) positive, negative, decimal and whole numbers up to 10,000,000.
- ★ Add and subtract whole and decimal numbers up to 3 decimal places using formal column methods (understanding the place value of each digit).
- ★ Fluently multiply numbers up to 4 digits by a two digit number using the long multiplication method and apply it alongside other operations to solve multi-step problems.
- ★ Use long division with two digit divisors and apply it alongside other operations to solve multi-step problems.

- ☉ Read a range of texts for enjoyment but with a developing sense of which genre or style you particularly enjoy - and be able to provide reasoned justifications.
- ☉ Participate in discussions about books, building on and challenging the ideas of others in a courteous manner.
- ☉ Consider different accounts of the same event and discuss viewpoints (both of authors and fictional characters) within and across more than one text.
- ☉ Use technical language to discuss authorial devices used in text (analogy, imagery, alliteration, personification) and be able to explain the purpose and effect of them.
- ☉ Demonstrate skill at information retrieval across a range of texts for a variety of purposes: geographical information, timetables, leaflets for museums, theatre programmes etc.







## Boarding Pass

### Intention

- To plan an 'experience entitlement' that will serve to enrich pupils' learning at Ardleigh Green and provide opportunities to develop a stronger social, moral, spiritual and cultural understanding.
- The pass is a reminder of authors studied for the year.

### Implementation

- Boarding passes are issued at the beginning of each school year to outline the experience entitlement for each year group.
- Boarding pass texts are available in class libraries.
- Year group authors are displayed and promoted around school.

### Impact

- Children are involved in experiences outside of the national curriculum.
- Children leave Ardleigh Green as well-rounded individuals who are ready for the next stage in their education.
- High quality, age-appropriate texts are read.

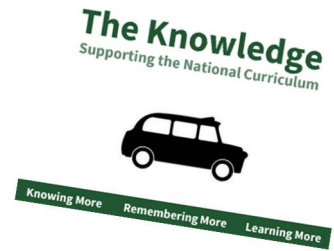




## The Knowledge

### Intention

- To outline the knowledge required for each unit of work.
- To share curriculum content with parents.
- To build upon prior learning in content and chronology.
- If children have the knowledge required for each unit of work, lessons are able to focus on developing and applying the necessary skills.



### Implementation

- At the beginning of each unit of work, booklets are issued to children to take home and share with their parents.
- Each booklet outlines the knowledge that children need to be able to draw upon in order to be successful in any given unit of work.
- Booklets are referred to throughout a unit of work as the content relates directly to the knowledge required to access lessons.

### Impact

- At the beginning and end of each unit of work, children are tested on the 'knowledge'.
- Progress in knowledge is evidenced through increased test scores; therefore, ongoing foundation assessments focus on how skills are implemented.

### Key Facts

- Protein:** help your body grow and repair itself examples include red meat, yoghurt and beans.
- Carbohydrates:** They give you energy e.g. potatoes and pasta.
- Fats:** Give you energy e.g. nuts and oils
- Vitamins:** keep your body healthy e.g. sweetcorn and spinach
- Fibre:** helps you digest food e.g. cereals and lentils
- Water:** helps to move nutrients in your body

### Key facts

**Anatomy** is the study of the bodies of living beings. This can be people, animals, or plants. It is like taking the body apart, and looking at its parts (organs, muscles and bones). People who study *anatomy* then look where a certain organ (or bone, or muscle) should be, or where it normally is.

The history of anatomy dates back to 1600 BCE when Egyptians began studying human anatomy. They discovered the functions of many organs like the liver, spleen, kidneys, heart etc. and were the first to discover the structure and functions of the lymphatic system.

### Key Facts



### Key Vocabulary

- Skeleton:** The set of bones on a human or animal, joined together to make our structure.
- Tendon:** A tough, elastic tissue which connects the muscles and bones.
- Involuntary muscles:** Muscles not controlled by an individual's will.
- Voluntary muscles:** Muscles whose actions are controlled by an individual's will.



## Worldly Wise

### Intention

- For pupils to flourish they need to be able to draw upon a wide body of general knowledge. By knowing 'a little about a lot' they will be able to place events and ideas in context.
- To provide a learning experience that goes beyond the limits of the National Curriculum.
- Broadening the range of topics covered will maximise pupil's natural curiosity as they seek to become 'worldly wise'.



### Implementation

- A whole school approach launches each booklet.
- Using videos, images and text we aim to make it as accessible as possible for all pupils.
- Parents have access to the materials via the school website - or a paper copy sent home.
- Subject specific vocabulary - and the idioms in which they are applied - will be explored in each unit.
- Each half term there will be a new focus to the 'Worldly Wise' booklets. These will be published on our websites and provided to pupils.

### Impact

- Pupils have an increasingly wide general knowledge.
- Pupils are exposed to topics and ideas outside of their experience which they can draw upon in different contexts.
- Half termly quizzes enable pupils to showcase their newly widened knowledge.

<p><b>Theseus and the Minotaur</b> Deep beneath Crete, in a <b>treacherous</b> labyrinth, lived a ferocious creature. To free his people, Theseus would have to kill the Minotaur.</p>  <p>To stop attacks by King Minos, Athens had been forced to send young people to Crete to be <b>devoured</b> to the Minotaur - a half bull, half man beast. The Prince of Athens, Theseus, vowed to save the people and kill the Minotaur.</p> <p>Helped by a Cretan princess - Ariadne - Theseus survived the labyrinth, killed the Minotaur and freed Athens.</p>	<p><b>The Legend of Prometheus</b> The Gods believed that fire was too powerful for humans, but Prometheus thought it should be shared... so he stole it.</p>  <p>Greeks thought Prometheus was a <b>Titan</b> - a race of giants who existed on Earth before mankind. Titans helped to create man, but they didn't have a gift to give him. Birds could fly... what could man have?</p> <p>Prometheus stole fire from the Gods, giving it to man. For this, he was punished for <b>treason</b> by Zeus, King of the Gods.</p>
<p><b>Daedalus and Icarus</b> In Greek <b>mythology</b>, Daedalus was an amazing inventor who worked for King Minos of Crete designing a <b>labyrinth</b> that was used to imprison the Minotaur.</p>  <p>Minos imprisoned Daedalus and his son, Icarus, to prevent them from working for anyone else. Daedalus had to flee to give his son a proper life. Inspired by seagulls, he created wings so they could fly down from their prison tower.</p> <p>As they soared out of their prison, Icarus ignored his father's warning and flew too close to the sun.</p>	<p><b>Pandora's Box</b> When Pandora was married, Zeus gave her the gift of a closed jar or <b>urn</b>. Pandora was told not to open it. When she peeked inside, something terrible happened.</p>  <p>Zeus wanted to punish Man for accepting the gift of fire. His Gods created a beautiful woman - Pandora. Sent to marry a man, Pandora was given on <b>tempting</b> wedding gift: a jar that she must not open. Of course, she couldn't resist.</p> <p>When she opened the vase, horrible things came out: envy, sickness and hate. Last of all was a fairy called Hope.</p>
<p><b>King Midas</b> Midas was a king who wished that everything he touched would turn to gold. However, he hadn't realised the terrible consequences of his <b>insatiable</b> appetite for wealth.</p>  <p>Dionysus - God of Wine - visited Midas and was impressed by his generosity. He granted the king one wish. Midas asked for everything he touched to turn to gold.</p> <p>When the wish was granted, tables, roses and bread all became gold. Just after he hugged his beautiful daughter, Midas realised he was <b> cursed</b>.</p>	<p><b>The Labours of Hercules</b> In a fit of madness, Hercules (known by the Greeks as Heracles) killed his own wife and child. As a punishment, he had to complete 12 incredible challenges over 12 years.</p>  <p>Sentenced to serve King Eurystheus, Hercules' first task was to kill the lion of Nemea. Its hide was <b>impervious</b>, so our hero had to choke it to death. In his second labour, Hercules <b>overpowered</b> the Hydra - a nine-headed serpent. After completing nine more tasks, Hercules was required to capture Cerberus - the dog guarding the underworld. Once this was achieved, Hercules was free.</p>



## Times Table Journey – Key Stage 2

Times Table Journey



Name:   
ARDSLEIGH GREEN

### Intention

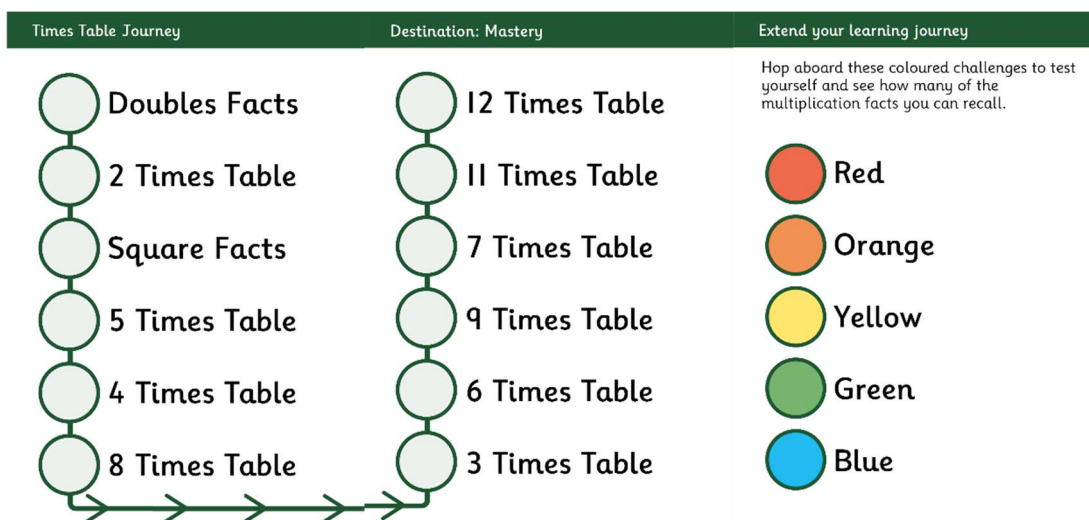
- For pupils to learn and recall multiplication facts up to 12x12.
- For small steps to be taken so pupils can link multiplication facts making them more memorable.

### Implementation

- An evidence informed Times Table programme which provides structure and depth to times tables teaching.
- Times table booklets used daily in Year 3 and 4. Each booklet introduces new facts in small steps with consolidation built in to recap previous learning.
- Daily Times Table sessions to provide opportunities for pupils to rehearse and recall as a class and independently.
- Regular assessment opportunities to help monitor the progress of each child and additional interventions can then be planned for.

### Impact

- Pupils are motivated to learn multiplication facts and they can be recalled confidently.
- Pupils are prepared for Year 4 MTC and future Maths learning.
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## My Personal Best



### Intention

- To enhance our curriculum and encourage our children to ‘compare performances with previous ones and demonstrate improvement to achieve their personal best’, so that it is more pupil-focused, and links with a short block of athletic skills lessons.

### Implementation

- All Infant and Junior classes use the My Personal Best card in lessons once per term. Each pupil has their own recording card, and works as a group to practise, perform and record a number of key running, jumping and throwing skills. In addition, pupils achieve 'stamps' as they demonstrate leadership skills within a lesson or to younger pupils, and take part in new PE-related experiences specific to each year group.

### Impact

- Pupils are more excited and motivated to practise, demonstrate and improve their physical skills. Teachers are more focused on developing and celebrating the personal improvements of every child. Progress in Physical Education is evidenced in a meaningful way