

Our Vision for Leighswood's Curriculum

1. The curriculum raises standards in reading, writing and maths because it challenges children to apply and develop their skills in different contexts
2. Children and staff are excited about learning because of varied and engaging learning experiences
3. It develops a love of learning , encouraging children to enquire, ask questions and explore
4. It enables children to initiate learning and make choices
5. Teaches children a variety of life skills for - thinking, research, social skills and emotional well-being, working with others and team work, oracy, creativity and physical development
6. It builds on Leighswood's strengths; outdoor learning, international links, Shakespeare and drama
7. It enables children to have a sense of identity and pride in their locality
8. Creates opportunities for deep learning and children take pride in their learning

Three statements were seen as a means to achieving the above 8

9. It is cross-curricular. Curriculum tells a story which is meaningful to children and staff.
10. Texts are important to Topics and children are stimulated to write from their knowledge, understanding and enjoyment of Topics
11. There is a consistent structure to Topics eg sensational start, middle and fantastic finish

Our curriculum will be successful when children:

- Achieve high standards in reading, writing and maths
- Are able to develop a love of reading and a love of books
- Are emotionally intelligent and socially skilled
- Are able to work with others and as part of a team
- Are able to learn with confidence
- Are able to make choices and initiate learning
- Are able to distinguish between right and wrong and fair and unfair

The curriculum will develop individuality/individual strengths through enabling children to:

- Be enterprising
- Be creative and use their imaginations
- Be able to think and think creatively
- Be able to develop a sense of awe and wonder
- Become knowledgeable about the world, their locality and ecological issues