

## **Curriculum Intent**

Our curriculum aims to be robust and is planned and delivered within the framework created by our values. We base our learning on these Learning Values:

*Tolerance*

*Pride*

*Love*

*Respect*

*Determination*

*Kindness*

*Honesty*

The curriculum is broad and balanced and provides significant opportunity for children to apply and express their knowledge and understanding across subject areas. Due to the fact that our approach is project based and thematic, it provides children with a range of rich and memorable learning experiences. We believe that a rich diet of learning experiences is undoubtedly the best way to develop well-rounded, happy children who are able to face all of life's challenges and opportunities.

## **Our Aims**

- To engage children through interesting topics and hands-on activities
- To make meaningful links between subjects whenever possible
- To develop children's skills, knowledge and understanding of a range of themes and concepts
- To make effective connections to the real world
- To help children to think creatively and solve problems
- To develop children's capacities to work independently and collaboratively
- To enable children to make choices about their learning
- To take account of children's interests and fascinations

## **Implementation: Our Curriculum Approach**

Our curriculum at DBJA is based on our scheme 'Prospectus'. At the heart of Prospectus there are exciting, high-quality learning experiences for children, which aim to inspire, engage, motivate and excite both teachers and pupils.

A large proportion of our curriculum is based on the 'POWER Projects' where learning is delivered through 'investigative projects' both at school and at home. These are linked to the curriculum topics for each year and children are encouraged to create a family project

at home. All home learning that is brought in is shared with the class and is incorporated in celebratory displays of the class learning at the end of the project. At the end of each half term, teachers choose children who have created an 'Outstanding Family Learning Project' and this work is celebrated with the whole school in assembly. This promotes our Learning Values of Determination, Pride and Respect.

Each POWer Project lasts for half a term and focuses on the key knowledge and skills promoted in the National Curriculum thus ensuring interesting and robust lessons that children enjoy and remember. All work is suitably differentiated to ensure that all children are able to make good progress. To ensure that we are giving children as many learning opportunities as possible, we make full use of our varied outdoor learning areas and commit to taking children in years 3-6 on at least 3 trips outside school each academic year.

## **Maths**

Maths at DBJA is structured around the White Rose Maths. The White Rose approach to Maths has been influenced, inspired and informed by the work of leading maths researchers and practitioners across the world. The aim is to develop a whole new culture of deep understanding, confidence and competence in maths – a culture that produces strong, secure learning and real progress. We also allocate additional gap filling sessions, additional work on timestables and provide cross-curricular links where possible. Maths and Science week is a yearly event at DBJA. Mathletics is used to support home-learning. The PiXL timetable app is also used at home.

## **English**

Literacy at DBJA involves retelling stories, creating stories and using Talk4Writing in non-fiction units. We ensure that genre coverage is broad and balanced and each half term children will have the opportunity to write to entertain, write to persuade and write to inform. Where possible, we make links with the wider curriculum topics being learnt.

To engage and inspire children, in reading, we use a whole class approach which follows Destination Reader. Children are given the opportunity to read both age appropriate books, which are enjoyed as a whole class, and ability appropriate books. The approach allows for key skills to be modelled and embedded while increasing the children's reading mileage and love of reading. When phonics teaching is required, we use the FreshStart scheme to support children. BugClub is used at home to support home-learning,

## **Foundation Subjects**

To enable children to have the opportunity to investigate and develop skills in depth, each investigative project focuses in detail on 2 or 3 foundation subjects. These foci are carefully mapped to ensure that there is full curriculum coverage of the whole curriculum across each year group. At the end of each term, children are assessed as to their level of attainment against the school's year group expectations in each foundation subject area. Personal, social and health education (PSHE), Religious Education (RE), Physical

Education (PE) and, for KS2, French as modern foreign language, are taught consistently throughout all terms.

### **Geography & History**

At DBJA, each year group will learn about Geography and History based topics throughout the year. Every year group will have the opportunity to learn about topics that will expand their knowledge of Great Britain and the world. In addition, each year group will take part in exciting trips/activities that are related to Geography and History.

### **Science & Healthy Schools**

At DBJA we believe that scientific investigation is one of the most powerful ways to learn; developing curiosity and perseverance as well as challenging what we know about the world. The National Curriculum provides a structure and skills progression for the Science curriculum taught and assessed throughout the school, which is linked, where possible, to the theme topics providing a creative scheme of work, which reflects a balanced programme of study. We aim to make Science as practical as possible, linking it to real life contexts and giving a meaning to our learning. Science lessons are open ended and practical in nature, allowing children to use a wide range of resources to lead the learning and make their own discoveries. Our annual Science and Math's week and Healthy Eating week at the school maximises the children's learning experiences and raises the profile of Science by immersing the children in fun Science enquires. This allows children to develop the key skills of investigation, problem solving and team work; empowering children to question the world around them and become scientific thinkers. Scientific thinking is not just limited to the classroom; we encourage children to continue their enquiries at home with parents through our termly science projects.

### **RE, PSHE & SMSC**

At DBJA, our RE curriculum is based upon the six major religions and the local authority school 'Learning for Life' with each year group focussing on a different theme each year, such as worship or clothing. This allows the children to experience a greater understanding of a range of religions. All year groups visit a place of worship as well, such as the year 5 visit to the Buddhist temple. In PSHCE, children attend a PSHCE themed assembly weekly, which follows a medium term plan which meets all objectives. This is followed up by an in-class assembly, which allows children to discuss what they have learnt, using techniques such as circle time or debates. The children also participate in a two hour P4C lesson every fortnight, which allows them to develop into effective, critical and creative thinkers and to take responsibility for their own learning in a caring and collaborative environment.

## **The Arts**

At DBJA we are committed to children accessing a range of lessons including The Arts. Children have attended The Young Voices concert at the O2, performing in front of hundreds of people, we have attended the local authority Music Festival hosted by other schools. In Year 5 all children learn the violin. Children listen and appraise music weekly with the opportunity to compose their own piece of music at the end of each term. Charanga is used to support Music across the school. Further to this, we hold an annual The Arts Week at the school, where the children are fully immersed in The Arts which include creating an art piece to sell to their parents at the end of the week, creating drama pieces and listening to music based on their topic. We have had themes of 'Colours' and 'Around the World' which the children have enjoyed.

## **11before11**

Introduction to REAch2 11b411 at Dorothy Barley Junior Academy

“Dare to be different. Be a pioneer. Be a leader. Be the kind of person who in the face of adversity will continue to embrace life and walk fearlessly toward the challenge.”

- Oprah Winfrey.

Life is an adventure.

As part of REAch2 Academy Trust we are a school committed to the 11b411 initiative. REAch2 are ambitious for our children to have broad horizons in life and high aspirations for themselves. We want our children to be inspired and challenged so that each one can develop their unique potential to the full.

To this end, we have developed the 11 before 11 set of promises, to empower our children to take the driving seat in their own lives. 11 before 11 is designed to take our children beyond the usual school experiences to deliver a range of memorable events that surprise and delight the child; both realising and releasing their potential in a wide range of contexts. 11 before 11 ensures that the touchstone of enjoyment is central to our children's learning as they progress through our family of schools.

11 before 11 will take our children beyond the usual, to open opportunities in life and inspire them to move forward in their own life's adventure.

Our School Adventure Ambassador (SAA) brings the promises to life at our school, through planning the adventures into the school's curriculum; seeking sponsorship; funding; resources and links within and beyond the community. Our Adventure Ambassador also has access to Trust brokered partnerships such as the Scouts Association, Country Trust, Prince William Award, and Sport for Schools.