



# Curriculum Intent

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At Mosaic Jewish Primary School, we believe in a broad and balanced curriculum where all subjects are valued. A broad and balanced curriculum will equip our children with a breadth of knowledge and skills in all areas of the curriculum.

## **Curriculum Intent**

At Mosaic, we aim to build on what has previously been taught and learned to ensure that academic achievement, physical and mental wellbeing, growth of character and personal development are intrinsically linked for the purpose of equipping our pupils with firm foundations of knowledge, skills and strength of character needed to be successful in life.

Our curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum. We then enhance the National Curriculum by ensuring that it relates to our locality and the heritage of our pupils. In addition, we enrich learning through providing opportunities, visits, visitors and experiences that build real-life learning.

To ensure that pupils develop secure knowledge, skills and understanding that they can build on, our curriculum is organised into a progression model that outlines the knowledge, vocabulary and skills to be taught in a sequentially coherent way in each year group. All aspects of the curriculum are carefully mapped out to ensure that pupils build on secure prior knowledge so that they can make meaningful connections. Each subject taught has its own progression grid, designed by the curriculum leader for that subject.

When covering each subject, the progression grids will be carefully followed by each year group team when mapping out long-term plans. Knowledge, vocabulary and skills will then be planned for at a greater level of detail in medium term plans. All subjects are delivered through subject specific teaching organised into blocks under a theme. Meaningful links with other subjects are made to strengthen connections and understanding for pupils.

## **Our Aims**

The overall aims of the curriculum are to:

- Enable all pupils to understand that they are all successful learners.
- To be involved, understand and embrace Jewish values.
- Enable pupils to understand the skills and attributes needed to be a successful learner.
- Enable pupils to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school, and acquire a solid basis for lifelong learning.
- Teach pupils the basic skills of literacy, numeracy, ICT and science.
- Enable pupils to be creative through art, dance, music, drama and design and technology.
- Enable pupils to be healthy individuals and appreciate the importance of a healthy lifestyle.
- Teach pupils about their developing world, including how their environment and society have changed over time.
- Help pupils understand the fundamental British values, and enable them to be positive citizens in society who can make a difference.
- Teach pupils to have an awareness of their own spiritual development, and to understand right from wrong.

- Help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Enable pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Enable pupils to be passionate about what they believe in and to develop their own thoughts on different topics.
- Enable pupils to develop their intellect including their emotional development, ask questions and take appropriate risks.
- Enable pupils to experience playing a musical instrument.
- Teach pupils about the importance of forming healthy relationships with friends, family and peers.

Through the aims outlined above, pupils will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that failure is part of the road to success.
- Being rewarded for academic successes.
- Being supported with their next stages in education and feeling prepared for life after school.
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Becoming critical thinkers.
- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another inside and outside the classroom.

## **Curriculum Implementation**

Skills and knowledge are taught discreetly in subject areas so that our children gain a broad understanding of each subject and know exactly which subject they are studying. However, the curriculum is designed to embed transferable skills throughout, without weakening essential skills based learning. The outstanding quality of our classroom environments serves to stimulate and engage higher order thinking.

We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child, striving to ensure that all tasks set are appropriate to each child's level of ability. Our lesson plans make clear the expected outcomes for each lesson. We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.

All learning will start by revisiting prior knowledge. This will be scaffolded to support children to recall previous learning and make connections. Staff will model explicitly the subject specific knowledge, vocabulary and skills relevant to the learning to allow pupils to integrate new knowledge into larger concepts.

Teachers support children to practice new learning, questioning for understanding, checking for misconceptions and giving clear and appropriate feedback. This moves children from supported practice to independence at the correct pace for them, ensuring all children are challenged.

Day-to-day, on-going assessment is a crucial method of assessment which provides instant feedback to the teacher and ensures progress within every lesson. AfL strategies are used in all lessons. These strategies provide a clear picture of a child's level of understanding and, ensure that teachers can quickly assess when a child does not understand and needs greater support. Lessons should be flexible enough to allow teachers to adapt to the needs of the child. AfL should also be used to inform planning for subsequent lessons.

Progress is assessed regularly. At the end of each term, assessment data is gathered and progress is checked by subject coordinators and the Senior Leadership Team. Children are expected to make good or better progress in all subjects and this individual progress is tracked. In cases where children are identified as making 'slow progress' in English or Maths, rapid interventions are put in place to address gaps in learning.

## **Subjects covered**

The school will have due regard to the national curriculum at all times throughout the academic year.

The school will have due regard for the 'Statutory framework for the early years foundation stage'.

The school will ensure every pupil has access to the following core subjects:

- English
- Maths
- Science
- Jewish Learning
- Relationships and Health Education

The school will ensure pupils also have access to the following foundation subjects:

- Art and design
- ICT
- Design and technology
- MFL– Spanish/ Hebrew Clubs
- Geography
- History
- Music
- PE
- Sex education

## **Trips & Experiences**

We value the importance and necessity to offer our children experiences, ones that are relevant, wonderful and unforgettable. Where possible, units are enhanced by school trips or workshops. This is an opportunity for children to deepen their learning.

## **Parents**

Parents are informed about what their children are learning in school and how they can support the learning through the Year Group Handbooks and through a half termly Curriculum Overviews which are sent out to parents. We welcome and invite parents to be involved with topics, especially those with relevant skills and interests. During the year, parents are invited to attend parent and carer book looks where they get the opportunity to look at the fantastic work that takes place in the classroom.

## **Curriculum Impact**

Children leave Mosaic Jewish Primary School as happy, confident learners who have developed a love of reading and writing with the key skills and knowledge necessary for the next stage of their learning. They have high aspirations and are confident in the art of speaking and listening, able to successfully use discussion to communicate and further their learning.