



Curriculum Intent Statement

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Dunstable Icknield Lower School is committed to safeguarding and promoting the welfare of children and young people.



Dunstable Ickniel Lower School



2019-2020 Curriculum Intent Statement

Pupils' learning and development should be at the heart of every school's curriculum; it should be broad and balanced and equip pupils with the skills necessary to succeed in life after school.

This curriculum intent statement outlines how the school has created its curriculum and the benefits it will bring to pupils' learning and self-improvement. It shows the curriculum subjects we teach in each year group and the extra-curricular activities open for pupils.

1. What the curriculum is designed to do

At Dunstable Ickniel Lower School we have designed our curriculum with pupils' learning at the centre and the Artsmark principles run through all learning experiences. The seven Quality Principles of Artsmark are:

1. Striving for excellence and innovation
2. Being authentic
3. Being exciting, inspiring and engaging
4. Ensuring a positive and inclusive experience
5. Actively involving children and young people
6. Enabling personal progression
7. Developing belonging and ownership

We recognise that a curriculum must be broad, balanced and offer pupils opportunities to grow as individuals as well as learners.

Through a combination of learning techniques, we aim to ensure pupils enjoy learning and feel prepared for life. We also intend to offer our pupils new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem.

We recognise that pupils should be challenged in their schooling; learning from failures and celebrating successes. We intend for our curriculum to be empowering, enabling pupils to develop their interpersonal skills, creativity and independence.

2. How the school intends to deliver the curriculum throughout the school

We intend to deliver the curriculum through a variety of methods that are both classroom-based and extra-curricular. Below, we have outlined how we intend to deliver this promise. We promote equal opportunities to all of our pupils in line with the Equality Act 2010 throughout our practices.

Classroom-based learning: Our staff value the different ways in which pupils learn and plan lessons to account for these differences, this includes the use of educational visits, activities and themed curriculum events such as 'Art Week'. We encourage teachers to make cross-curricular links where possible within their lessons, so that pupils can draw upon knowledge from different subjects and understand how each topic plays a part in everyday life.



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Teachers use different learning resources and techniques to teach core content; for example, educational videos, guest speakers and drama. By using different techniques, we intend to keep pupils engaged with learning and accommodate pupils who learn differently from their peers.

The school provides individual and small group teaching interventions for pupils who require additional support and the school prioritises pupils who need the most help. Within these interventions, TAs or teachers deliver the content of the learning to suit individual needs for learning. This allows pupils to get individualised time with the TA, ensuring personalised support to match their needs. It is important to note that these interventions supplement the work of the teacher and **do not** replace it.

Extra-curricular activities: We provide a variety of extra-curricular activities for pupils that enhance their learning experience. The activities range from after-school clubs, to educational visits and activities – an example of extra-curricular activities on offer is shown below. Extra-curricular activities are designed to enhance pupils' learning experience, form personal connections between pupils and their peers, and give real-life context to learning.

3. How the school involves parents and carers, pupils and the local community in curriculum planning and delivery

Our school values the input of its pupils, parents and carers and the local community with regards to the shaping and evolution of the curriculum and its delivery. Subject leaders and school councillors gather opinions and thoughts from pupils about the school environment and how challenging and enjoyable they find their learning.

Parent questionnaires are sent out each year and many year groups find opportunities to involve parents and carers and visitors in the learning in school. As digital communication and social media become an intrinsic part of modern life, we send out electronic newsletters every week to keep parents and carers informed of events and celebrations, and these newsletters are also available as a hard copy from the school office. Our website and Twitter account continue to develop to reflect this change. We invite parents and carers in to visit school to find out more about what we do and how parents and carers can further support their child's learning at home.

We engage with the wider community, reaching out and celebrating the knowledge and skills the community has and can share with the children with visits from the Fire Brigade, Police and community nurses. The Parent Teacher Association (PTA) is an enthusiastic and passionate group of parents and carers and staff who support the delivery of education for the school through fund raising events through the year. The PTA plays a huge role in ensuring the children have access to a rich and diverse extra-curricular programme. Each year the PTA cover the cost of coach hire for one educational visit for every year group, enabling access to wider variety of cultural experiences for every child.



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4. How the curriculum benefits pupils' learning and personal development

Our curriculum has been designed for a range of learners, providing equal opportunities for all. Using this approach, pupils will benefit in the following ways:

- Learn how to lead safe, healthy and fulfilling lives
- Understand that failure is part of the road to success
- Be rewarded for positive academic and pastoral behaviours
- Be supported with the next steps in their learning
- Become responsible, empathetic individuals who contribute to community living and the environment
- Achieve to the best of their ability
- Acquire a wealth of knowledge and experience
- Become creative as well as critical thinkers
- Find a sense of belonging to the school and its community
- Learn how to cooperate with their peers and respect one another inside and outside the classroom.



5. Delivering the Curriculum:

We deliver teaching and learning using the Early Years Foundation Stage Profile and National curriculum 2014. Below are the areas that are covered in each key stage.

EYFS	<p>Children in Nursery and Reception are taught through the Early Years Foundation Stage Curriculum. The Early Years Foundation Profile measures development across 7 different areas. There are three prime areas which are <i>Personal, Social and Emotional Development, Communication and Language, and Physical Development</i>. Good development in these prime areas support the development in the four specific areas which are <i>Literacy, Maths, Understanding the World, Art and Design</i>. Each area is then broken down into different aspects of learning. There are a total of 17 different aspects of learning and all learning activities and opportunities support these aspects. The 17 aspects are shown below.</p>					
	<p><u>PRIME AREAS</u></p> <p><i>Personal, Social and Emotional Development:</i></p> <ol style="list-style-type: none"> 1. Self-confidence and self-awareness 2. Managing feelings and behaviour 3. Making relationships <p><i>Communication and Language:</i></p> <ol style="list-style-type: none"> 4. Listening and attention 5. Understanding 6. Speaking <p><i>Physical Development:</i></p> <ol style="list-style-type: none"> 7. Moving and handling 8. Health and self-care 			<p><u>SPECIFIC AREAS</u></p> <p><i>Literacy:</i></p> <ol style="list-style-type: none"> 9. Reading 10. Writing <p><i>Mathematics:</i></p> <ol style="list-style-type: none"> 11. Numbers 12. Shape, space and measures <p><i>Understanding the world:</i></p> <ol style="list-style-type: none"> 13. People and communities 14. The world 15. Technology <p><i>Art and Design:</i></p> <ol style="list-style-type: none"> 16. Exploring and using media and materials 17. Being imaginative 		
Nursery Themes	All About Me	Celebrations	Traditional Tales	People Who Help Us	Dinosaurs	Under the Sea
Reception Themes	Marvellous Me	Let's Celebrate	Out of this World!	Planes, Trains and Automobiles	Growing	All Creatures Great and Small
Key Stage 1 (Y1 & Y2)	<p>Teaching and learning from Y1 to Y4 follows the National Curriculum 2014. Teachers develop children's knowledge and skills in maths, English, science, computing, art and design, geography, history, music, PE, RE and PSHE through cross-curricular learning opportunities delivered in themes or topics.</p>					
Y1 Topics	Super Me	Starry, Starry Night	Land Ahoy!		Nature Detectives	
Y2 Topics	Victorians		All creatures great and small		Battling Britons	
Key Stage 2 (Y3 & Y4)	<p>Once the children reach Y3 they are also taught a modern foreign language, which in our school is French.</p>					
Y3 Topics	Europe – Modern Europe		Ancient Civilisations		Stone Age	
Y4 Topics	Romans		China		London	



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6. Extra-curricular activities:

Extra-curricular activities include clubs and other activities outside of the classroom. Below are some of the alternative learning opportunities and educational visits we offered in 2018-2019.

Nursery	Reception	Y1	Y2	Y3	Y4
Teddy Bear's Picnic	Ashridge Estate	Woburn Safari Park	Priory Church	Tring Museum	Museum of London
		Community Carol Singing		Massed Choir Performance at the Grove	Residential 3-day visit
	Whole school picnic	Whole school picnic	Whole school picnic	Whole school picnic	Whole school picnic
Whole school sports day	Whole school sports day	Whole school sports day	Whole school sports day	Whole school sports day	Whole school sports day
	Joint schools' sports event	Joint schools' sports event	Joint schools' sports event	Joint schools' sports event	Joint schools' sports event
	World Book Day at the Grove	World Book Day at the Grove	World Book Day at the Grove	World Book Day at the Grove	World Book Day at the Grove
	EOY Graduation Assembly	Class Assembly	Class Assembly	Class Assembly	Class Assembly
Christmas Song Concert	Christmas Song Concert	Year group performance	Year group performance	Year group performance	Year group performance
Whole School Concert	Whole School Concert	Whole School Concert	Whole School Concert	Whole School Concert	Whole School Concert
Optional clubs					
		Breakfast and after-school club	Breakfast and after-school club	Breakfast and after-school club	Breakfast and after-school club
				Hotshots	Hotshots
			Art Club	Art Club	Art Club
			Lego	Lego	Lego
			Zumba	Zumba	Zumba
			Violin lessons	Violin lessons	Violin lessons
		Tennis	Tennis	Tennis	Tennis