



Dene House Primary School

Curriculum Intent



Reading

To acquire the reading skills and language knowledge to read increasingly complex books; develop fluent, confident, lifelong readers who read for pleasure and for information; use reading as a vehicle to understand the world around them and their place within it.

Writing

To develop increasingly accurate word, sentence and text knowledge and skills so that they can write with increasing accuracy and confidence for a wide variety of purposes and audiences; access engaging, relevant, and purposeful writing experiences that link to our reading curriculum; experience regular opportunities to reflect on their work and edit and refine their writing independently both during and after the writing process; develop skills that will contribute to future employment and success.

Maths

To acquire and consolidate increasingly complex mental agility and written calculation skills (arithmetic) and apply these to solve problems; to ensure that children gain increasingly complex mathematical language and thinking skills in order to solve reasoning and problem solving tasks confidently and independently; access a coherently planned and sequenced curriculum that provides cumulative knowledge and skills which support future learning and employment.

Science

To acquire and build on increasingly complex scientific language, knowledge and understanding; develop inquisitive learners who ask questions and consider how Science impacts on the world around them; consolidate science understanding through scientific investigation and enquiry; instil a love of learning in the Science field.

Art & Design

To develop and apply skills and techniques of increasing difficulty to a range of art and design mediums; to ensure children study and know about different artists and designers from own cultural background; other cultures and periods in history.

History

To develop knowledge and understanding of their own, local, British and World history and how events and people have shaped the world in which they live; ensure children have an understanding of chronology by teaching history in "time order" within year groups; provide children with the skills to compare and contrast different periods and their impact; give meaningful opportunities for the development of critical and reflective thinking.

Design Technology

To design and make products of increasing complexity drawing of a range of skills including: drawing on knowledge from other subjects, critical thinking, innovating, risk taking, evaluating.

Geography

To enable children to become responsible citizens they will learn about their "place"/"location" in the world, starting with their own locality, country, continent and finally wider world; ensure children are able to compare and contrast physical, cultural, environmental differences around the world (both terrain and marine) and economic/trade similarities and differences of places around the world. Ensure children understand how humans affect their environment and vice versa.

RE

To enhance their spiritual, moral, social and cultural development so they are honest, respectful, compassionate citizens; develop an understanding of, and respect for, the beliefs, values and traditions of individuals, communities, societies and cultures, both local and global; make reasoned and informed judgements about religious and moral issues.

Music

To engage with music through listening, performing, composing and evaluating music of different forms and styles, initially linked to their own experiences, traditions and "pop-culture" and then accessing music beyond their own cultural experiences, and from different periods in history; ensure children develop increasingly precise skills for performing and critically evaluating different forms of music.

Computing

To engage in a relevant, broad, vibrant and ambitious computing curriculum; access high quality teaching and learning experiences that are relevant, engaging and creative; contextualise learning by linking knowledge and skills to real life; develop increasingly sophisticated knowledge of digital systems and programming; become digitally literate across a range of mediums; understand the benefits, drawbacks and dangers associated with different forms of communication technology.

PE

To develop increasingly complex movements and skills linked to different sports and activities; develop inter-personal skills such as co-operation and leadership; have positive experiences of PE, being active and participating in sports; compete and strive for excellence while also being able to cope with a variety of outcomes; to engage with local community sport to further encourage active lifestyles and a love of sport; have the ability to make informed decisions which enable them to adopt a healthy lifestyle.

French

To access a relevant, broad and ambitious foreign languages curriculum through a variety of topics and themes that will inspire them; develop vocabulary at word and sentence level to enable engagement in conversation, reading, comprehending and writing in another language; link learning to prior knowledge and skills and contextualise learning through engagement in active learning experiences; explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them.

PSHCE

To acquire the skills, knowledge and understanding to prepare them for their role in the wider community as reflective, responsible global citizens; develop an understanding of themselves, the wider world and their place in it; discuss social, moral, spiritual and cultural issues taking into account the rights and opinions of others and demonstrating empathy; express feelings and opinions with confidence and respect; develop the knowledge, skills and attributes which support social and emotional well-being, and help them to stay healthy and safe.

