



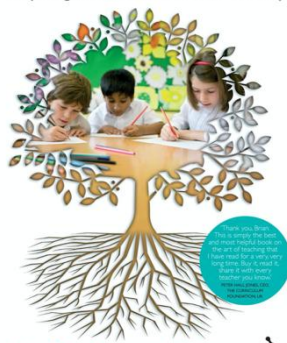
Curriculum Intent

Intent

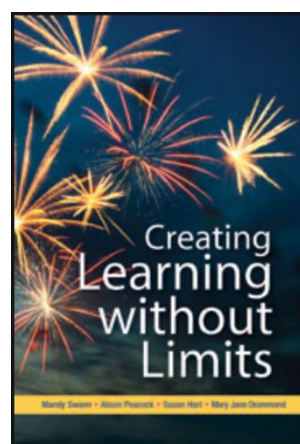
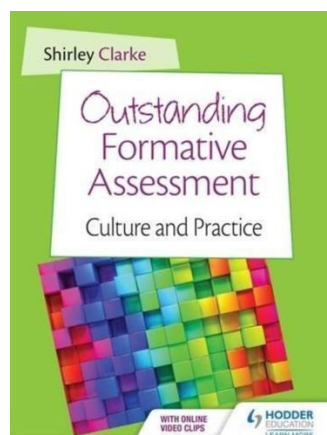
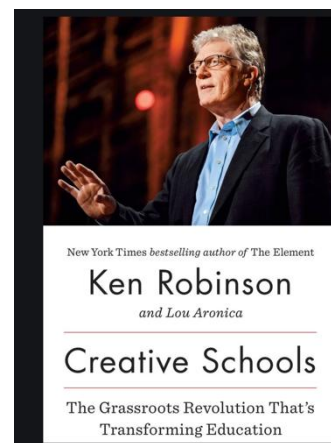
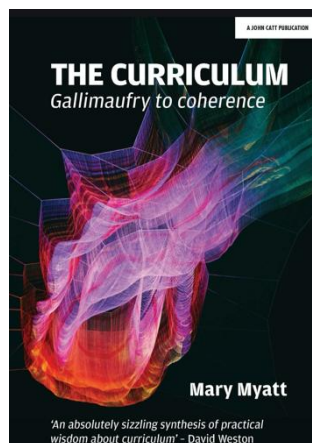
The curriculum at Colmers Farm is based on research (see the books below), examining curriculum content at other schools and consultation with staff, parents, governors and pupils. We are a reflective school and continually strive to improve our teaching and learning. Regular consultation will play an important role in the future further evolution of our curriculum.

The Primary Curriculum Design Handbook

Preparing our children for the 21st century



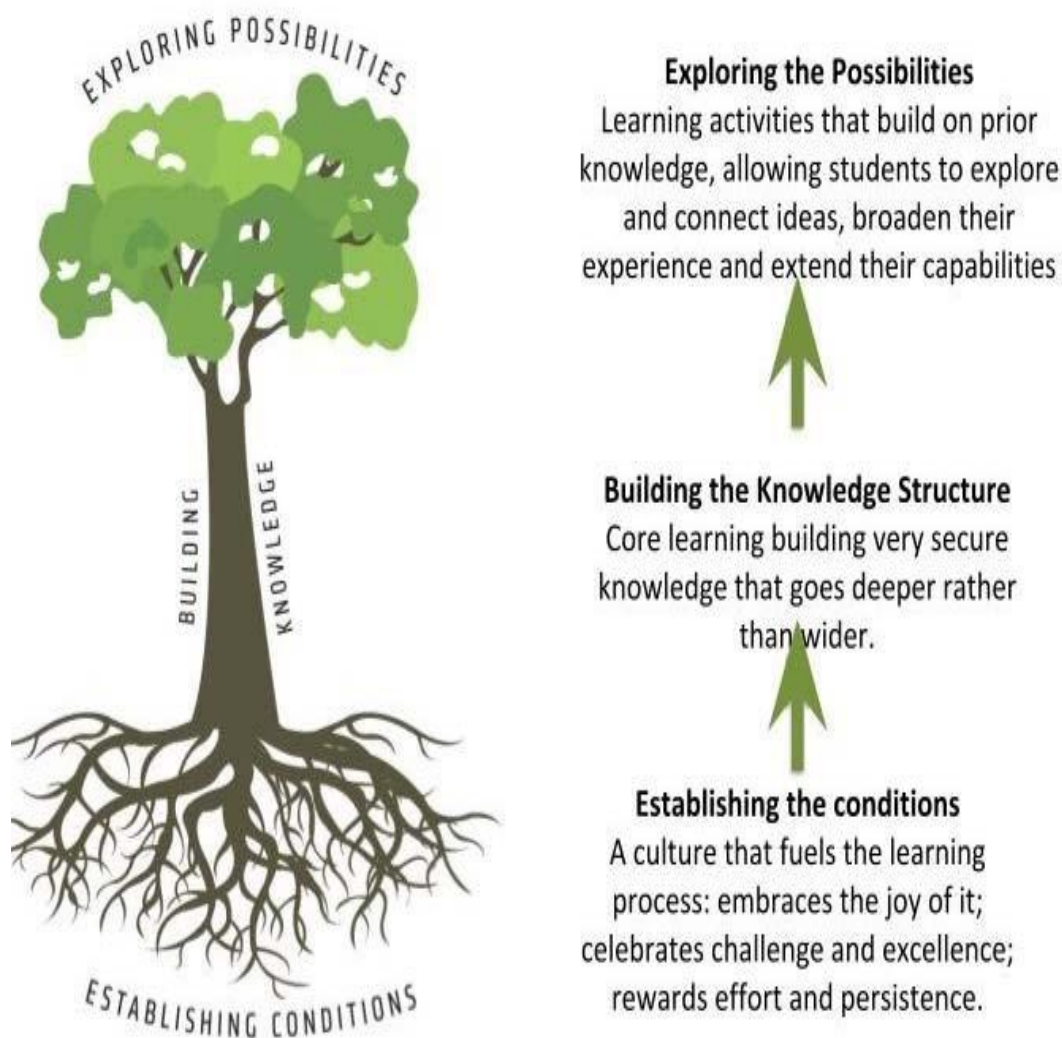
Brian Male Foreword by Mick Waters



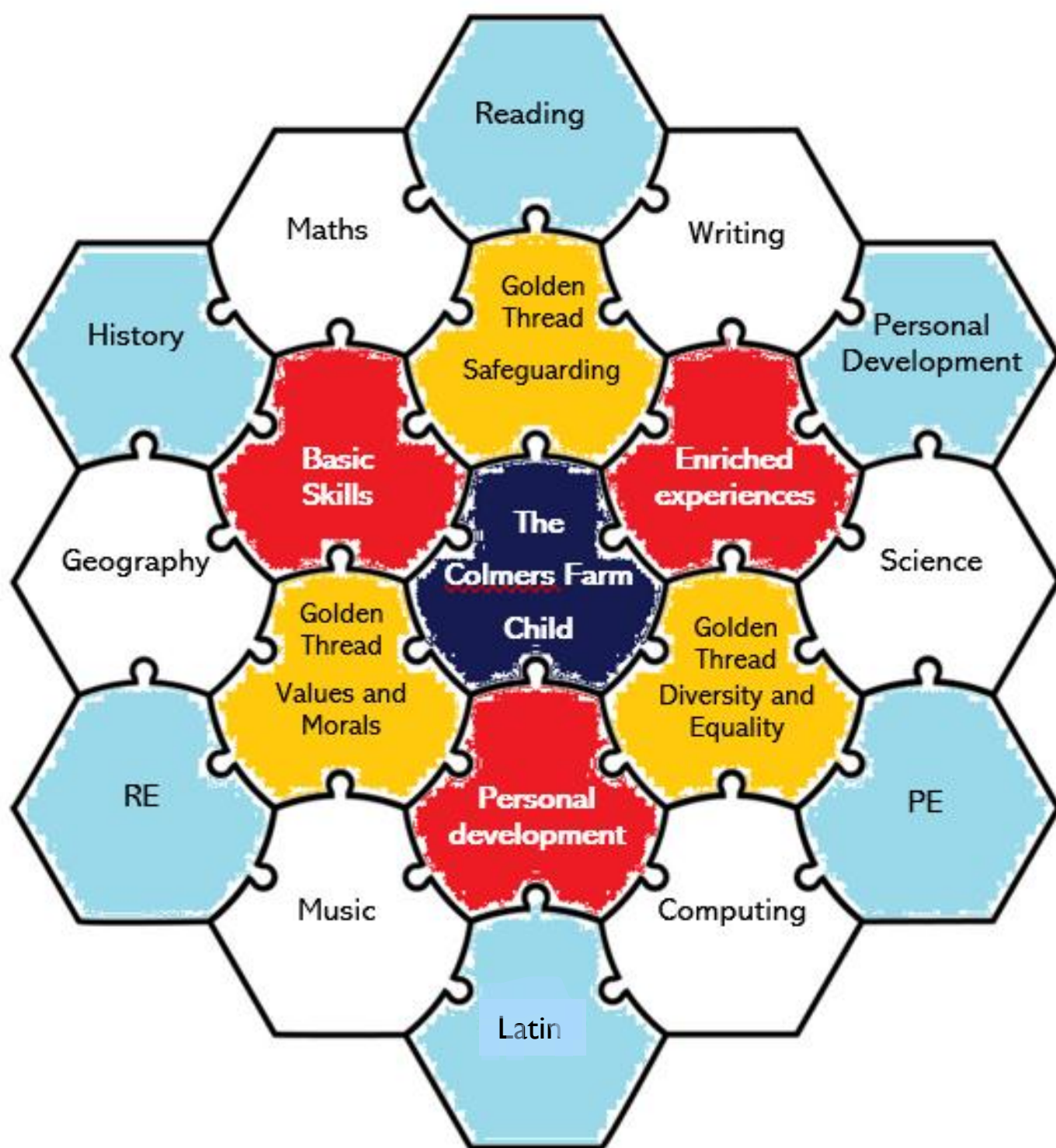
Our curriculum aims to produce aspirational, confident, well-rounded individuals who are effective communicators and who show tolerance, acceptance and respect for other's beliefs and values. It instils the requisite knowledge, skills and cultural capital, in our pupils, so they can question and engage with the world; to express their personal opinions and to achieve their potential in the next

stage of their education. Our curriculum is designed to be inclusive, promote diversity and accessible by all of our pupils.

While the curriculum at Colmers Farm adheres to the principles and aims of the National Curriculum, the content of it is broader than this which enables us to more closely meet the needs of our pupils, within this community.



Our Cornerstones and Golden Threads



Through consultation with stake holders, our three curriculum cornerstones were identified. These were personal development, basic skills and enriched experiences for our children.

Basic Skills - Helping our children to develop transferable skills through reading, witing and maths to facilitate their access to a wholesome curriculum.

Our aim is to empower our pupils to be fully engaged in their learning; to attain and make progress; prepare them for the next step of their education; help them to be capable decision makers and equip them for successful participation in all aspects of modern society.

Personal Development - *Nurturing children to acquire the knowledge, understanding and skills they need to manage their lives, now and in the future.*

Personal Development is a whole-school approach which underpins all our learning as it seeks to promote personal and social development, directly impacting on the overall educational experience. Moving beyond the setting of the school, the PD education programme looks at what skills and qualities our pupils need to thrive as individuals, family members and citizens within the wider society. In rapidly evolving times, PD in this school equips pupils with the capabilities to face forthcoming opportunities, challenges and manage expectations all with responsible actions.

Enrichment Activities - *Providing opportunities for new learning and varied activities which develop character, resilience, and aspiration.*

Within the classroom, enrichment should take the form of generating a deeper understanding of the learning and create perspective. Beyond the classroom, enrichment provides wider experiences and opportunities to bring greater enjoyment to the learning and generate a culturally rich curriculum. The child, from this, will form interpersonal skills including teamwork, confidence and independence, and set a deeper appreciation for culture and community. The aim of the school is to create a child who will set themselves high aspirations and strive to achieve them, equipped with the right know-how.

Our Golden Threads

We have three golden thread which permeate our curriculum. These are safeguarding, diversity and equality and values and morals.

Safeguarding - **Protecting** the health, wellbeing, and human rights of our children so they can grow and develop emotionally, socially and academically, in a safe and effective learning environment.

Equality and Diversity - Including everyone while providing everyone with a space to celebrate their identity and be proud of who they are; using this effectively to become representatives of change.

Morals and Values - Our British Values are our values, so our children are Ready to learn, Respectful to all those around and Safe in the learning environment. They bond the children in a spirit of community, self-discipline, and citizenship.

Implementation

Personal Development

The personal development of our pupils is crucial to our vision at Colmers Farm. It is key to developing our pupils' awareness of themselves and others and it helps them in terms of understanding and forming effective relationships both within and outside of our school.

Our personal development curriculum is reflected in our school ethos, behaviour practices, our pastoral care and other wider experiences. Our PSHE program is delivered to our pupils through weekly lessons, visits, outside visitors and through assemblies. Our bespoke personal development curriculum aims to help children deal with real life issues which they face as they grow up and are central to their wellbeing: nutrition, physical activity; drugs, alcohol and tobacco; sex and relationships; emotional wellbeing and safety.

Our curriculum also allows pupils to build character and to discuss matters of personal concern, manage their feelings, build appropriate relationships and develop social skills with adults and peers and have a sense of belonging whilst also making their own positive contribution to a community. Our pupils learn skills of self-awareness, collaboration, reasoning, discussion, critical thinking and decision making; they actively use these to help themselves and others. Pupils learn to stay healthy and safe, take responsibility for their own actions and respect British Values.

Within our personal development curriculum at Colmers Farm, one of the vehicles that we use to explore and teach equality is the No Outsiders scheme. These lessons cover the protected characteristics within the Equalities Act 2010. Each week there is a No Outsiders assembly which allows the exploration of on an equalities story in the news.

English

English

The overarching aim for English in the National Curriculum is to promote high standards of oracy and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

Phonics

Phonics is taught in EYFS and KS1 using the government-approved *Read Write Inc. Phonics* programme, which supports pupils to read, write and spell. As a result, pupils perform well in the phonics screening check and most become fluent readers by the end of Year 2. KS1 pupils also take part in whole-class reading sessions to build vocabulary and comprehension. Teaching focuses on developing fluent and confident readers through systematic synthetic phonics, linking sounds to letters and supporting word recognition and language comprehension.

Reading KS2

Colmers Farm's pupils are taught through daily reading lessons. Our Reading curriculum is designed based on two broad approaches: *Close Read* as inspired by Doug Lemov's approach, and *Just Read* inspired by research from Sussex University.

Close Read

Our Close Read approach is built around carefully selected engaging and high-quality texts, also used as the driver for our writing curriculum, and is enriched by exposure to a wide range and breadth of supplementary and thematically related texts across genres. This structured method of reading encourages pupils to engage deeply with the chosen text through multiple readings, analysis and discussion. The approach teaches children to:

- Read and re-read a text to uncover deeper meaning.
- Focus on language, structure, and literary features.
- Develop critical thinking and interpretive skills.
- Move beyond surface-level comprehension to explore themes, vocabulary, and author's intent.

The approach prioritises factors that support deep comprehension, including explicit teaching of vocabulary, sentence and text structure, fluency, background knowledge, and clear modelling of metacognitive strategies, as outlined in *The Reading Framework*.

Just Read

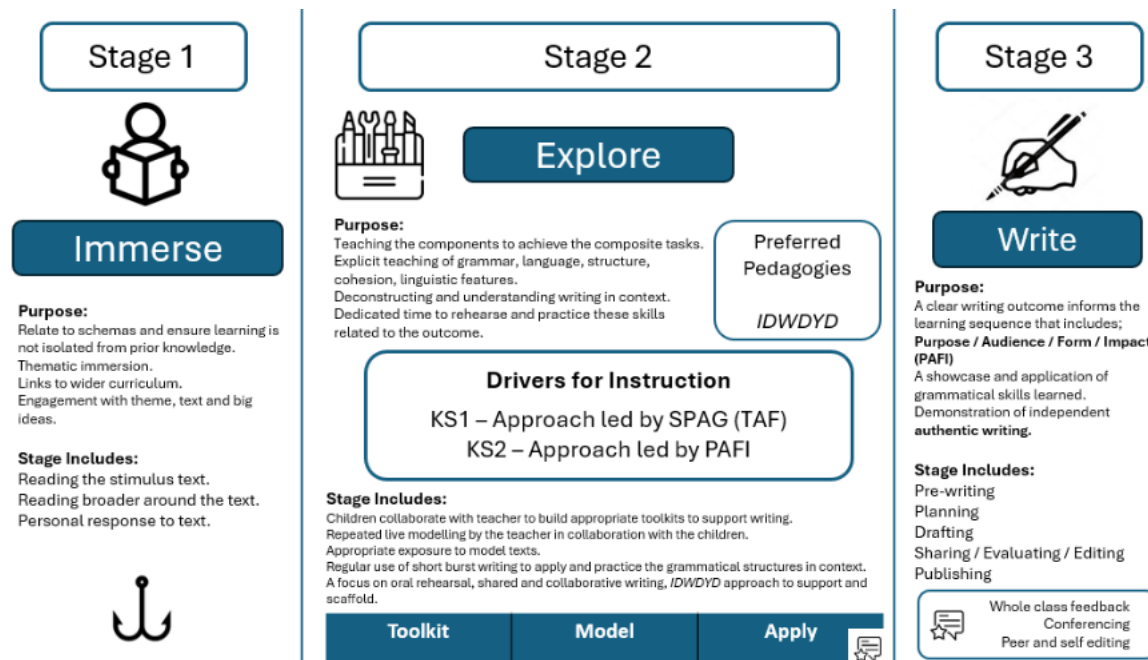
The Just Read approach develops reading comprehension, interpretation and engagement for all pupils, including struggling readers, through immersive whole-text reading of diverse, high-quality novels. Teachers read aloud with prosody, explicitly model reading strategies, and lead dialogic discussion, enabling children to access and enjoy challenging texts, build reading stamina, and increase exposure to rich literature. This is enhanced through regular class story times, author visits and events such as World Book Day, fostering a strong love of reading.

Writing

Our intent is to develop confident, skilled and purposeful writers through a carefully sequenced, text-led curriculum from EYFS to Year 6. Writing is taught through a progressive *Immerse-Explore-Write* approach, enabling pupils to read like writers and write like readers. Children engage with high-quality texts to build knowledge and imagination, analyse authorial craft and grammar in context, and produce writing for clear purposes, audiences and impact. Explicit teaching of grammar, sentence structure, handwriting and spelling is embedded through daily practice and dictation, supporting accuracy and fluency. Frequent opportunities for rehearsal, application and writing across the wider curriculum ensure all pupils can develop and demonstrate the craft of writing.

The approach to the teaching of grammar and punctuation is through the lens of a *contextualised* approach, with a focus on *sentence level instruction*, allowing for explicit teaching of grammatical knowledge within the understanding of both the model text and the intended purpose, audience, form and impact of the writing outcome.

Explicit handwriting and spelling instruction is embedded and rehearsed through the approach of daily dictation across all key stages. This approach also provides opportunities for regular rehearsal of syntactical patterns and grammatical structures that have been previously explored and learned.



Oracy

Oracy is taught both explicitly and discretely. It is embedded in all that we do and entwined throughout the curriculum, to develop our pupils' confidence, articulacy and capacity to learn. High quality oracy education empowers pupils, regardless of their background, to find their voice for success in school and in life.

Oracy is something which is present throughout the curriculum. Opportunities for developing these skills are actively planned in all areas of the curriculum and pupils are actively encouraged to speak in full, accurate sentences, using a range of sentence starters.

Oracy is taught deliberately and progressively. We focus on four key strands:

- Physical (voice projection, clarity, and body language)
- Linguistic (vocabulary, grammar, and rhetorical techniques)
- Cognitive (organising ideas, reasoning, and building arguments)
- Social and Emotional (active listening, turn taking, and empathy)

Teachers actively correct mistakes made. Pupils use oracy talk tactics in class to initiate discussion, show their agreement or disagreement with answers to questions made by their peers and to build upon an answer. Pupils can work towards certification to acknowledge their progress in Oracy. Our Speak Up curriculum challenges pupils to speak in front of different audiences for different purposes.

Maths

At Colmers Farm we ensure that all pupils achieve their full mathematical potential through the teaching of deep and sustainable learning. Pupils will manipulate and use concrete resources and apparatus to explore problems; delving into a process of mathematical thinking. Through representations and pictorials, pupils' progress and demonstrate their own learning - enabling them to access more abstract concepts - whilst continually building and making links to prior learning. Therefore, it is of utmost importance that every child's individual needs are met in each lesson and that any gaps in learning are catered for.

Mathematics at Colmers Farm both encourages and empowers pupils to construct a mathematical knowledge base, formed upon fluency, reasoning and problem-solving skills, which will prepare them for their lives far beyond that of primary school.

We equip pupils with the awareness and mindset to believe and realise their hopes, dreams and wishes. If they put their minds to it, there is nothing they cannot accomplish.

Science

Science stimulates and excites pupils' curiosity about phenomena and events in the world around them. It also satisfies their curiosity with knowledge. Because science links direct practical experience with ideas, it engages learners of all ages.

We encourage children to be inquisitive throughout their time at the school and beyond. The science curriculum fosters a healthy curiosity in children about our universe and promotes respect for the living and non-living. We believe science encompasses the acquisition of knowledge, concepts, skills and positive attitudes.

Throughout the programmes of study, the children will acquire and develop the key knowledge that has been identified within each unit and across each year group, as well as the application of scientific skills.

We ensure that the working scientifically skills are built-on and developed throughout children's time at the school so that they can apply their knowledge of science when using equipment, conducting experiments, building arguments and explaining concepts confidently and continue to ask questions and be curious about their surroundings. Our science lessons also involve the pupils finding out about famous scientists and their legacies.

Religious Education (RE)

At Colmers Farm, we believe that religious education provides pupils with key life skills and the ability to develop a greater understanding, respect for and tolerance of themselves and others. It is our role, through our religious education curriculum, to enrich pupils' own spirituality and to develop the skills and knowledge that will enable pupils to flourish in the world at large with all people and communities. This includes developing pupils' knowledge of significant people, key festivals, practices, artefacts and places of worship.

All of our pupils from Years 2 to 6 visit a place of worship each year which reflects one of their RE topics. These visits help to create a deeper understanding and respect of the religions being studied.

Through the R.E curriculum, we strive to help pupils to understand and appreciate all the key religions and the rich variety they bring to our city, country and world. We do this by following the Sandwell RE curriculum.

Topic (art, DT, geography and history)

Our high-quality topic curriculum has been developed and evolved over several years through engagement with a range of stakeholders, including pupils on a regular basis. All topic themes are either history or geography led. Our pupils also have an art or design technology lesson each week (one subject blocked per half term) delivered by a specialist teacher as part of our PPA provision.

The learning produced in these lessons links with the topics studied and broadens the development of knowledge within these.

Skills and knowledge for all subjects have been planned to be developmental across the year groups. English (writing and reading sessions), maths and science lessons are used as important mediums for developing our history and geography topic knowledge as they link, wherever possible, with these topics. This allows pupils to be immersed within topics and to explore them in greater depth.

All topics are designed to be motivational, inclusive, engaging, and to broaden the often-limited experiences of our pupils. This occurs throughout the topics: from the wow starter, which each topic begins with; the first-hand experiences and enrichment that high-quality trips and visitors provide; through creative lesson planning and delivery; to the end product for each topic.

Physical Education (PE)

At Colmers Farm, we follow the 'Get set 4 PE' curriculum for our physical education clubs.

We recognise the role that physical education and sport must play in promoting a healthy lifestyle. As a school we intend to provide a high-quality physical education program, which inspires our pupils to succeed and excel. Our vision is for Colmers pupils to be happier, healthier and more successful through physical education and the physical curriculum. We aim to make PE and sport an integral part of the curriculum, using it as a vehicle to help pupils develop physical skills, exercise, build friendships, have fun, learn about teamwork, fair play and improve self-esteem.

We provide take part in a variety of competitions against other local schools. Opportunities to compete in sport (both intra and inter school) help to build character and help to embed values such as fairness and respect. We hope that this provision will foster an environment where pupils will develop appropriate levels of confidence, competitiveness, a sense of fair play and resilience, whilst embedding crucial values, creating a well-rounded individual.

Our provision for PE is also enhanced through a variety of after school clubs.

Computing

At Colmers Farm, we follow the 'iCompute' scheme of work for computing.

Our computing curriculum is split into four areas: computer science, information technology, digital literacy and e-safety.

The computer science aspect of the curriculum teaches computational thinking. This area of the curriculum will involve coding and data representation. Computational thinking should not exclusively be taught using a computer; many topics are primarily introduced using unplugged activities.

Information technology involves using a variety of software and a range of devices, including the internet, to accomplish goals and manipulate digital content. Our pupils are lucky to have access to a range of technological resources, including iPads. This allows teachers to incorporate IT into all lessons.

Teaching digital literacy ensures that all pupils can use technology safely and respectfully. In this strand, pupils learn about how computing relates to their wider world and how to evaluate software and technologies critically.

E-safety is taught at Colmers Farm through the computing curriculum, the personal development curriculum and through assemblies. This helps to ensure that our pupils make the right choices online and that they know what to do if they encounter an issue online.

Teaching a well-rounded computing curriculum, we will help to prepare pupils for their futures outside of school and help them to use computers and other digital devices safely and creatively for leisure, education and for professional purposes.

Music

For our music curriculum we follow the 'Charanga' scheme (EYFS follow the Bring the Noise Scheme). We also supplement this with lessons led by Services for Education: Music Service, who teach recorders in Years 1 and 2.

The music curriculum ensures students sing, listen, play, perform, review and evaluate and understand and explore how music is created. This is embedded in the classroom activities and the learning of instruments. The elements of music are taught in the classroom lessons so that pupils are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed.

They also learn how to compose focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music.

Languages (Latin)

At Colmers Farm, we aim to prepare our learners for the future by giving them the opportunities to gain knowledge and develop skills which will equip them to safely navigate an ever-changing world. At Colmers Farm Primary School, we recognise the value of studying Latin as part of the Maximum Classics scheme and have therefore implemented the teaching of Latin for KS2 pupils (Years 3 to 6). The study of Latin provides rich opportunities to explore language, history and culture, supporting pupils in making links across the wider curriculum. It enhances pupils' understanding of English vocabulary and grammar, strengthens literacy skills, and deepens their appreciation of the classical world and its influence on modern society.

At Colmers Farm Primary School, we will use a variety of teaching and learning styles in our Classics lessons. Our principal aim is to develop pupils' knowledge, skills and understanding through engaging and structured learning. KS2 pupils receive regular Latin lessons following the Maximum Classics scheme, ensuring clear progression in language acquisition, translation skills and cultural understanding.

SMSC and British Values

SMSC (along with British Values) is threaded throughout the curriculum and forms the main focus in some of our topics. This is also taught and explored within our assemblies (including those led by outside speakers) and through other activities that are carried out in school, such as our school wide election for head pupil.

Impact:

The impact of our curriculum is evidenced in the written work pupils produce; their attainment yearly in school, and key-stage national, assessments; through their spoken and creative work; their engagement in the school and wider community and through discussing their learning with others. We also use staff, pupil and parent voice to evaluate this.