

Bounds Green is a happy and successful school community because:

- We **challenge** every child to be ambitious and achieve success in their learning.
- We **value** respect and responsibility, individuality and inclusivity, confidence and kindness.
- We **nurture** each unique child to value themselves and develop self-worth in order to thrive in life

Bounds Green Curriculum Statement
Bound to Succeed because we believe we can!

Intent

We foster a love of learning where all our children are equipped with the skills to engage and succeed in a global community with ambition and high expectation. We are an outward-looking school with a strong sense of community and a curriculum designed to meet the needs of all our children.

We aim to provide children with:

- A rich and varied curriculum through a range of experiences enabling children to make meaningful connections across all areas of learning, encompassing the values and ethos of Bounds Green.
- A creative approach encouraging curiosity, challenge and enquiry, responding to individual needs, aspirations and interests of our children.
- Coverage of National Curriculum and EYFS requirements in skills, knowledge and beyond.
- Knowledge and content through carefully considered curriculum sequencing in each subject and across the curriculum
- Essential skills in reading, writing and mathematics applicable to the real world and beyond their time in education
- The motivation to learn through a range of activities and types of learning which make full use of the indoor and outdoor environments where possible.
- Exposure to challenges which embed a culture of learning that develops collaboration, independence and resilience.
- Opportunities to promote their personal development and understanding of their own emotional and physical well-being and to learn to express themselves clearly and articulately as unique individuals
- The skills, attitudes, values and behaviours which will enable them to be active citizens in the local and world community

Implementation

All areas of our curriculum are designed to provide depth of learning and mastery of content so that pupils have a sound understanding of the content before moving on.

All children learn English and Mathematics daily and Science, Computing, DT, MFL, Music, Physical Education, Art, History and Geography on a weekly basis. In Key Stages 1 and 2, some subjects are taught by subject specialists (Spanish, Music, PE and Art) while others are taught through themes so that children can benefit from the links between them.

The EYFS curriculum is delivered in line with the Foundation Stage profile, covering all 7 areas of learning, through a meaningful and personalised approach.

In addition to these subjects, children receive a bespoke statutory provision in PSHE and RSHE (Relationships, Sex and Health Education). Home Learning is set regularly throughout the school across the year.

At the heart of our planning, we hold our children in mind ensuring equitability and inclusivity. Our lessons ensure:

- Delivery of lessons by reflective, passionate and expert teachers
- Each individual learner's uniqueness, needs and interests are valued and nurtured
- Meaningful curriculum cohesion with opportunities to revisit prior learning in different ways
- Subject-specific teaching pedagogies and model sequences
- Medium-term planning tailored to the interests and needs of the children in our school
- Differentiated material and a range of teaching approaches to meets the need of the children
- Consolidation through experiential learning, including a range of trips, workshops, artefacts, role-play, exciting books and after-school activities
- Progression of knowledge, skills and understanding which is continually evaluated and adapted ensuring that learning is built upon and embedded over time

We provide a challenging and creative curriculum through continuous evaluation and monitoring.

Details of each subject area can be found on the school website under Curriculum and Year group overview on the year group pages. Please note overviews may change or be adapted from time to time.

Hyperlink the below to each subject map and vision (not detailed MTP)

English

Maths

Science

Computing

PSHE – Personal Development

History

Geography

RE

ART

DT

PE

Spanish

Music

Impact

Children will leave at the end of KS2 with sound foundations in all aspects of their learning and personal development making academic, emotional, social and physical progress over their time at BG. They will:

- Be ready for the next phase of their education and their development as unique individuals
- Have strong communication skills, both oral and written, and will be respectful and understanding of the views of others
- Have acquired the knowledge and skills set out in the primary national curriculum at the end of KS1 and KS2
- Take pride in what they do, striving to do the best they can

- Be kind, honest and have inclusive attitudes and a sense of their role in the wider world community
- Demonstrate the ability to reflect, be resilient and take responsibility for their own learning
- Be confident, curious and independent learners

Bounds Green Curriculum Overview - ([hyperlink to year group curriculum maps](#))

The National Curriculum – 2014 ([hyperlink to full national primary curriculum documents](#))

For further information or inquiries, please email Liz Luka eluka@boundsgreen.haringey.sch.uk

Feedback from Mark

- structure of the curriculum pages on the website is good.
- I like the way you can fork through and between the yeargroup pages, and subject pages from the overall intent statement.
- Feels quite navigable for a parent newbie, as well as a more knowledgeable user
- Year pages. Excellent from a parents perspective. Thought the explanations of assessment were partic helpful. Only concern is there's a lot of year-specific content here that could get stale.

To consider

- I'd have like to see more explicit threads between the school's vision and values statement, and the narrative in the intent statement and the individual section pages. I see some, but I'd have liked to see more explicit linkage
- Transition to KS3/beyond is in the impact statement, but not the intent section (minor point)
- Some of the language in the intent statement is a bit jargony – pedagogy etc. Prime user is a parent, I'm assuming
- References to 'bespoke PHSE' seem to be a dead end – ie phse curriculum maps are nowhere to be found. This came up with Helen on a link call today – understand it's a work in progress but it is conspicuous by its absence, esp mandatory stuff like RSE and british values
- Subject pages. Some are inconsistent – don't have curriculum maps where others do (geog, phse). Overall, these pages feel a little light. Your idea of adding more content (a slide?) on 3is sounds like a good one, again, ideally, tying back to the overall intent statement and our vision itself