

## **Maltby Lilly Hall Curriculum Intent**

Every child who comes to Maltby Lilly Hall is unique. They come to school with their own combination of experiences, understanding and learning which it is our job, and privilege, to build upon. We believe that every child has the right to make the absolute most of their abilities. We aim to enable our children to overcome any barriers they face, including any social disadvantages they might experience both in primary education and beyond. To enable our children to do this we will –

- Ensure they develop strong social skills and an understanding of how to interact positively and confidently in different contexts.
- Provide tailored programmes to enable pupils to build their expressive vocabulary and speaking and listening skills.
- Provide a wealth of rich opportunities for children to build their general knowledge through the provision of high-quality tailored programmes of teaching and learning.
- Engage learners through a wide range of first-hand opportunities for learning and guaranteed enrichment experiences.
- Help to raise their levels of aspiration and ambition through the range and scope of learning experiences and an unerringly positive ethos.
- Ensure that those children who experience the most significant disadvantages are supported through an imaginative and evidence-based approach to Pupil Premium allocation.
- Ensure that learning has purpose and meaning, and that meaningful and explicit links are made between the subjects taught.
- Provide a wide range of opportunities for debate and discussion to enable children to build their understanding of the issues and knowledge being taught and enable them to build their own opinions.
- Ensure that high expectations are embedded within the policy and practice of the school, and that excellence is standard
- Ensure that children understand the area in which they live, how it has developed and how major events have helped to shape it.
- Help children to build their cultural understanding and appreciation of British Values and how they underpin the society in which we live.

We recognise the challenge presented by ensuring that all our children have their needs met by the programmes of learning we offer. Our goal is to build on the multitude of talents they bring with them to school, developing the skills they need to be both successful learners and productive contributors to society. We will do this by delivering an aspirational curriculum which promotes academic excellence, builds a rounded general knowledge and understanding of the world, and promotes strong moral understanding built on British Values.

## **MLHA Core Characteristics**

Through our curriculum, we aim to educate the whole child, building character and knowledge together. In order to promote this, we have identified eight characteristics we aim to nurture within our children. Everything we do will promote the development of these core qualities which we feel are central to ensuring our children develop into well rounded, well-educated young people who are prepared for success in their next phase of education. Our core characteristics are:

### **1) The Knowledgeable Child**

Our children will build a strong knowledge of the areas studied and a wider general knowledge. They will form a bank of strong, retained knowledge which will stay with them on their life-long learning journey. In order to achieve this, we will:

- provide a range of visits to museums, galleries, performances and culturally significant locations.
- read a range of high-quality texts which will widen understanding of the world and the breadth of literature.
- provide a rich and varied, question led curriculum which built upon strong, core retained knowledge.
- provide excellent teaching and learning which consistently delivers memorable experiences.

### **2) The Resilient Child**

Our children will be resilient learners who do not give up. They will enjoy being challenged and know the range of resources they can draw on in order to overcome any difficulties they are faced with. They will know and understand that failure is part of the learning process and be able to talk about their failures in a positive way. Through this they will be able to tackle the challenges they will face in the later stages of their educational journey confidently. In order to achieve this, we will:

- provide challenge in a safe environment where it is acceptable to fail.
- enable children to deal with conflict and disputes in a supportive way.
- provide a wide range of experiences which enable children to stretch their preconceived limits and learn to keep on trying.
- ensure that children take part in a wide range of competitive sporting activities which stretch their abilities and limitations.
- Give every child the opportunity to learn a musical instrument during their school journey.

### **3) The Confident Child**

Our children will build confidence in their own ability and those of others. They will be exposed to situations which give them the chance to flourish and celebrate their achievements. They will be optimistic and positive about themselves and their abilities – they will have the self-esteem needed to take risks and test their limitations. In order enable this, we will:

- provide opportunities for children to celebrate their talents both within and beyond school.
- give every child regular opportunity to perform in front of an audience and build their self-esteem.

- ensure every child succeeds and builds on the areas of the curriculum where they have natural talent.
- provide a range of opportunities for children to learn in different ways and places; learning will regularly take place outdoors.
- ensure children learn how to speak with confidence and understand how to express their opinions.
- teach children to use a wide vocabulary and expose them to a depth of language.

#### **4) The Moral Child**

Lilly Hall children will have a strong sense of what is right and wrong. They will discuss and debate, and know they need to question what they see, read and hear. They will be steeped in British Values and develop a strong moral compass. We will achieve this by:

- ensuring children are provided with a range of opportunities to discuss moral questions and form their opinions and arguments.
- providing children with the opportunity to learn about social and moral dilemmas faced by people in history and across the world.
- providing a strong moral and social education and equip children to recognise and challenge prejudice and inequality.

#### **5) The Independent Child**

Our children will develop their independence and ability to both think and take risks by themselves. They will think for themselves, form their own opinions and try things out. In order to achieve this, we will:

- Give children the opportunity to learn away from the classroom and away from home, experiencing unfamiliar and different environments.
- Equip children to become self-sufficient, self-motivated learners and promote a love of learning.
- Enable children to take risks in controlled conditions, encouraging them to stretch themselves and build their ability to understand what are acceptable risks to take.
- Equip children with the knowledge of how to find things out so they can develop a breadth of study and education.

#### **6) The Sociable Child**

Maltby Lilly Hall children be confident and comfortable in social situations. They will have good speaking and listening skills and a strong vocabulary. They will have the general knowledge and empathy needed to hold conversation and be comfortable speaking to a range of different audiences in a range of different situations. In order to achieve this, we will:

- enable children to develop strong social skills and understand how to behave in different situations
- expose children to a range of situations where protocols and expectations must be followed and help them to recognise these
- give children opportunity to speak in public, increasing their confidence to ensure their voice is heard.

- Give children the opportunity to meet people out of their normal experience, for example, elderly members of the community, and gain confidence in speaking with them.

### **7) The Inquisitive Child**

Our children will be given the opportunity and skills to ask questions of the world around them. They will ask questions and find the answers to them, building their understanding, knowledge and learning skills.

- We will provide a curriculum which highlights exciting, interesting facts, taught in imaginative, inventive ways.
- We will expose children to engaging, exciting experiences and contexts for learning which inspire children to want to know more about the areas covered.
- We will ensure that learning is relevant and give realistic contexts which enable learners to see a purpose behind what they are doing.

### **8) The Ambitious Child**

Ambition will be nurtured in our children. They will understand the opportunities which are available beyond their immediate community, building a sense of aspirations and setting goals. They will know how to achieve their dreams and understand the importance of hard work and motivation. To achieve this, we will:

- expand children's horizons and help them to reach beyond the perceptions of their limitations through providing aspirational learning experiences and great adult role models.
- be unerringly ambitious for all children, no matter their abilities or talents, working ceaselessly to ensure all children fulfil their potential.
- work with parents, stakeholders and other agencies to ensure all children have the support they need to reach their true potential and overcome any difficulties they face.

## Curriculum Guarantees

At Maltby Lilly Hall we aim to develop our identified characteristics in learners through providing them with a depth of experience as part of our curriculum offer. To help to ensure that this is delivered we guarantee to provide a range of experiences which will foster these in our children and grow them both intellectually and as strong, purposeful characters.

By the end of EYFS (Foundation 2) children will have:

- Cared for an animal
- Baked food for someone else
- Bought something from a shop
- Seen where their food comes from by visiting a farm
- Seen an animal be born/hatch
- Visited the seaside and built a sandcastle
- Been to a theatre performance either in or outside school
- Built a shelter outside
- Splashed in puddles
- Played in autumn leaves
- Been taught popular poems and nursery rhymes
- Taken part in a performance
- Visited a nature reserve

By the end of key stage one, children will have:

- Visited a museum
- Performed in front of an audience
- Had their art work exhibited
- Raised money for charity
- Grown food and eaten the result
- Been pond dipping and caught something
- Written to a person of national importance
- Visited a zoo or wildlife park
- Visited a castle or ruin which illustrates deep history
- Spoken to someone outside their usual social group (for example an OAP)

By the end of lower key stage two, children will have:

- Visited an art gallery
- Been on an extended visit (beyond the normal school day) to somewhere further away
- Visited the countryside and gone for a long walk
- Visited a church
- Been to a performance at a theatre
- Performed on stage
- Read their own work in front of their peers
- Learned to swim
- Visited a stately home
- Raised money for an issue which is important to them
- Made something and sold the resulting product to make a profit

- Learned to play a musical instrument
- Made extended contact with someone outside their social group (eg an OAP)
- Worked to improve the environment of the school and surrounding area

By the end of upper key stage two, children will have:

- Visited a nationally important art gallery and museum
- Visited a large city
- Visited a cathedral
- Stayed away from home overnight
- Performed Shakespeare
- Performed in front of a larger audience
- Identified an issue, written to influential people to express their opinion and raised money to support it
- Seen a theatre or concert performance in a major venue
- Worked to contribute to vulnerable people in the local community
- Tried an activity which they find demanding in an outdoor environment
- Worked with the local community and businesses to contribute positively to the community of Maltby