










## Garden Village Primary Academy Curriculum Overview: Soaring to Excellence



<b>Vision, Values and Aims</b>	<b>Our Vision</b>	<p>Our vision for Garden Village Primary Academy is to work in close collaboration with parents, the local and wider community to enable every child in their learning journey, <b>'Soaring to Excellence'</b>.</p> <p>In all pupils, we will foster an absolute feeling of belonging, self-worth, high aspiration, and independence alongside the self-belief that there are no limits to what they can personally accomplish. We will bestow the experiences, resources, structures, and systems to enable all to engage, all to progress and all to achieve their full potential, living their life to the full.</p> <p>Our curriculum ethos will reflect the Fierté Trust values: <i>we care, we leave no one behind, we celebrate individuality, and we are brave.</i></p>								
	<b>Aims</b>	<p>Garden Village Primary Academy's Curriculum, is aligned to the following evidence informed principles:</p> <ul style="list-style-type: none"> <li><i>Deep, broad and balanced.</i></li> <li><i>Coherent and progressive through and across key stages, subjects and year groups building on children's prior learning.</i></li> <li><i>Ambitious; underpinned by the highest of expectations.</i></li> <li><i>Founded on developing knowledge, understanding and skills.</i></li> <li><i>Inspiring so pupils are equipped with the 'cultural capital' they need to succeed.</i></li> <li><i>Flexible, inclusive, and responsive to needs.</i></li> <li><i>Memorable and sensitive to the local context.</i></li> <li><i>Rich in outdoor learning experiences for all.</i></li> </ul>								
	<b>The Big Ideas (Curriculum Key Concepts)</b>	<b>Sustainability</b> 	<b>Opportunity</b> 	<b>Appreciation</b> 	<b>Resilience</b> 	<b>Inquiry</b> 	<b>Nature</b> 	<b>Global</b> 	<b>Technological Advancement</b> 	<b>Observe Critically</b> 
	<b>Key skills and vocabulary associated with the Big Ideas.</b>	Problem Solving, Environmental, Responsibility and Empowerment.	Citizenship, Spiritual, Moral, Social and Cultural, Creativity, Preparation for the Future and Aspiration.	Diversity, Inclusivity, Identity, Cultural Awareness, Beliefs, Belonging and Difference.	Change, Courage, Determination, Continuity, Physical and Emotional Well-being, Self-awareness, Positive Relationships, and Collaboration.	Curiosity, Investigation, Exploration.	Natural world, Conservation Behaviour and Personality.	Interconnectedness, Communication, Global Citizenship, and Community.	Problem Solving, Information Literacy, Digital Literacy, Innovation.	Critical Thinking
	<b>Specific subjects where the Big Ideas will be taught.</b>	Science Geography	Music, Physical Education, Personal, Social and Health Education.	Religious Education, Personal, Social and Health Education, Music, Art, Design & Technology.	Music, Modern Foreign Language, Physical Education, Personal, Social and Health Education, History and Geography.	Computing, Science, Art, History and Geography.	Science, Geography and Personal, Social and Health Education.	Music, Modern Foreign Language, Personal, Social and Health Education, History and Geography.	Music, Science, Computing, Design & Technology and Mathematics.	Art and Design, Science, Computing
<b>Our Virtues</b>	<p><b>Moral Virtue:</b> The ability to make choices that uphold the good for ourselves and our communities.  (Sustainability, Opportunity)</p>		<p><b>Civic Virtue:</b> The virtues that enable us to live successfully and harmoniously in groups, communities, and societies.  (Appreciation, Global)</p>		<p><b>Intellectual Virtue:</b> The virtues that enable us to solve intellectual problems and become more technically skilful.  (Sustainability, Inquiry, Nature, Technological Advancement, Technological Advancement, Observing Critically)</p>		<p><b>Performance Virtue:</b> The virtues such as resilience that enable us to get things done.  (Resilience)</p>			

<b>Curriculum Intent</b>	<b>Golden Virtues (Character Education)</b>	<b>Respect</b> We will listen to and show respect to ALL in school.		<b>Kindness</b> We will have kind hands, kind feet and kind words to all.		<b>Courtesy</b> We will walk sensibly and quietly around school showing politeness to others.		<b>Determination</b> We will be determined to be the best learners and the best friends we can.		<b>Care</b> We will care for our classroom, our school, and our local community.				
	<b>EYFS Framework</b>	Personal, Social, Emotional Development		Communication and Language		Physical Development		Literacy		Maths		Understanding the World	Expressive Art and Design	
	<b>Key Stage One Curriculum</b>	English	Maths	Science	Computing	Geography	History	Art and Design	Design and Technology	Physical Education	Music	Religious Education	Personal, Social and Health Education	
	<b>Key Stage Two Curriculum</b>	English	Maths	Science	Computing	Geography	History	Art and Design	Design and Technology	Physical Education	Music	Religious Education	Personal, Social and Health Education	French
	<b>British Values</b>	Democracy			The Rule of Law			Social			Cultural			
	<b>Spiritual, Moral, Social and Cultural Development</b>	<b>Spiritual</b> To be reflective about their own beliefs (religious or otherwise); gain knowledge of, and respect for, different people's faiths, feelings and values; enjoy learning about themselves, others and the world around them; use of imagination and creativity; reflect on their experiences.			<b>Moral</b> To recognise the difference between right and wrong and respect the law of England; understanding of the consequences of their behaviour and actions; investigate and offer reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others.			<b>Social</b> Use of a range of social skills in different contexts; to participate in a variety of communities and social settings, including by volunteering, co-operating well with others and being able to resolve conflicts effectively; acceptance of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; develop and demonstrate skills and attitudes to participate fully in and contribute positively to life in modern Britain.			<b>Cultural</b> Understanding and appreciation of cultural influences; develop knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain; to participate in and respond positively to artistic, musical, sporting and cultural opportunities; understand, accept, respect and celebrate diversity.			
	<b>Curriculum Enrichment (Personal Development)</b>	Trips and in-school visitors		After school clubs		Lunchtime Clubs		Forest School		Curriculum Events		Swimming		Parental engagement