



Bridge Junior School Curriculum

At Bridge, we want all children to **S.H.I.N.E.** which is at the heart of all that we do. We believe that every child can succeed and all member of our school community have high aspirations and feel confident about the future, looking forward to the opportunities it will bring.

Our curriculum is designed with these values underpinning it;

- S**trive for excellence
- H**appy and engaged
- I**ndependent learners
- N**urtured and safe
- E**quality and fairness for everyone

Our curriculum is broad, balanced and relevant to the children in our school. It follows the statutory guidelines set out by the government in the National Curriculum (2014). We review our curriculum regularly to ensure that it is engaging and relevant. We have designed our curriculum to suit the needs of the children at Bridge, taking into account their background and previous schooling, working with the feeder infants school, to ensure progression and continuity. Our curriculum enhances the experiences of the children, teaching them a wide range of topics and skills that will benefit them in later schooling and ultimately in life making a positive contribution to society. It is adaptive and flexible to the needs of all children, including those with SEND needs, to ensure that they make good progress. The units of work are adapted and used to broaden horizons and give the children experiences they may not have outside of school.

The teaching and organisation of our curriculum.

Across the year groups at Bridge, the children are taught all of the subjects of the National Curriculum. Some are taught in discrete units. However where purposeful and relevant links can be made, these are used to bring engagement and context to subjects.

In English, the children read a wide variety of carefully selected texts and through units of work, learn reading, grammar and writing skills that culminate the writing and editing of a piece of work in specific text types. These skills are readily applied in all other relevant areas of the curriculum. Reading skills are taught explicitly in reading lessons and as part of the English curriculum, with this is a whole school culture of reading for pleasure.

In Maths, we use the White Rose as the basis for our teaching. This is adapted by teachers to suit the children and is taught in units of work sequenced across a year group. Lessons follow a sequence of learning, looking at processes and procedures, applying learning, exploration, using manipulative resources, reasoning and mastery.

For other subjects, we have used the National Curriculum to split the knowledge and skills down into progressive objectives that are used to ensure learning is sequential and advancing the children's learning as they move up the school. In some cases, we have used schemes of work from other sources, however these are adapted and all have similar progressive objectives.

Each subject has a long term plan that details when each unit is taught, these are planned with a variety of considerations. These can be from the time of year, weather to where they can mesh with other areas of work. The long term plan feeds into a Medium Term plan, which maps out the sequence of learning across the subjects and which objectives are taught.

The curriculum is further enriched by trips, visits and visitors that help supplement the curriculum and provide the children with experiences they may not have had. They provide real life context to the lessons and valuable learning experiences.

Our Outcomes.

By the time they leave Bridge Junior School, the majority of our children will read, write, speak and listen with confidence. Our children ask questions with an enquiring mind to solve problems, understand the difference between right and wrong and appreciate other cultures and traditions and to respect others.

They leave the school with the skills and knowledge in all areas of the curriculum that provides them with a springboard in their secondary school life and to make a positive contribution to society. Through the consistent use of the SHINE code, promoting the social skills and values, our children engage with further learning after leaving our school and are able to make positive choices about their future.

Management of the Curriculum.

The responsibility for the Bridge Junior School Curriculum lies with the Deputy Head and Head Teacher. For core subjects, English and Maths, there are Subject Leaders and for other subjects, there are Subject Co-ordinators. The school's curriculum for all subjects is routinely reviewed by SLT, Subject Leaders and Subject Co-ordinators.