



*The
Parkland
Federation*

**Our
Curriculum**



The Parkland Federation
Aim High, Work Hard, Dream Big

Our Approach

At The Parkland Federation, our curriculum is designed to be sequential, ensuring that students build upon their existing knowledge and skills. This approach allows for a deep understanding of each subject, as pupils are able to connect new concepts to their prior learning.

Beyond being sequential, the curriculum is also designed to be fun and engaging, making learning a positive and enjoyable experience. Our schools strive to create a learning environment that is inspiring and aspirational, motivating children to reach their full potential. By fostering a love of learning and providing opportunities for growth, the curriculum equips pupils with the knowledge and skills they need to succeed in the future.



Our Approach

Our curriculum is designed to be flexible and responsive to the needs and interests of its students. Most year groups work through three overarching topics a year which allow for meaningful connections, links between subjects and a deeper understanding of the world. The school values the importance of fun and engagement in learning, creating a positive and enjoyable educational experience. Through a variety of activities and projects, students develop essential skills and knowledge in a variety of areas. Regular assessment and review ensure that pupils' progress is monitored closely, allowing teachers to provide targeted support and guidance. Teachers use PKC, Jigsaw, Charanga, Language Angels and White Rose to support and enhance their planning.



Our Approach

Our curriculum is firmly rooted in the National Curriculum (KS1 and KS2) and **Development Matters (EYFS)** , ensuring that students receive a comprehensive and well-rounded education. By incorporating British values into the curriculum, the school aims to foster a sense of citizenship and belonging among its students. Additionally, the school is committed to presenting material that represents and celebrates diversity, ensuring that all students feel valued and included. The curriculum promotes kindness, respect, and tolerance, fostering a positive and inclusive learning environment. We hope our knowledgeable pupils will grow into independent citizens who can think critically, behave morally and contribute positively to society.



Sequencing Our Curriculum

The curriculum is thoughtfully sequenced to ensure that students build upon their prior knowledge and skills. Each lesson revisits relevant concepts from previous learning, providing a solid foundation for new material. New vocabulary, skills, and knowledge are introduced gradually, allowing students to grasp each concept before moving on to the next.

Opportunities are provided for students to apply their new knowledge and skills in practical and meaningful ways, connecting learning to real-life situations and the outside world. Whenever possible, the curriculum links to overarching topics, creating a cohesive and interconnected learning experience.



Sequencing Our Curriculum

Our curriculum is carefully sequenced to ensure a seamless progression of learning, from lesson to lesson and year to year. Cross-curricular links are integrated throughout the curriculum, allowing students to see the connections between different subjects and apply their knowledge in various contexts.

A strong emphasis is placed on early reading, writing, and mathematics skills, as these foundational skills are essential for supporting further learning across all subjects. By developing a solid understanding of these core skills, students are equipped to tackle more complex concepts and challenges throughout their academic journey.



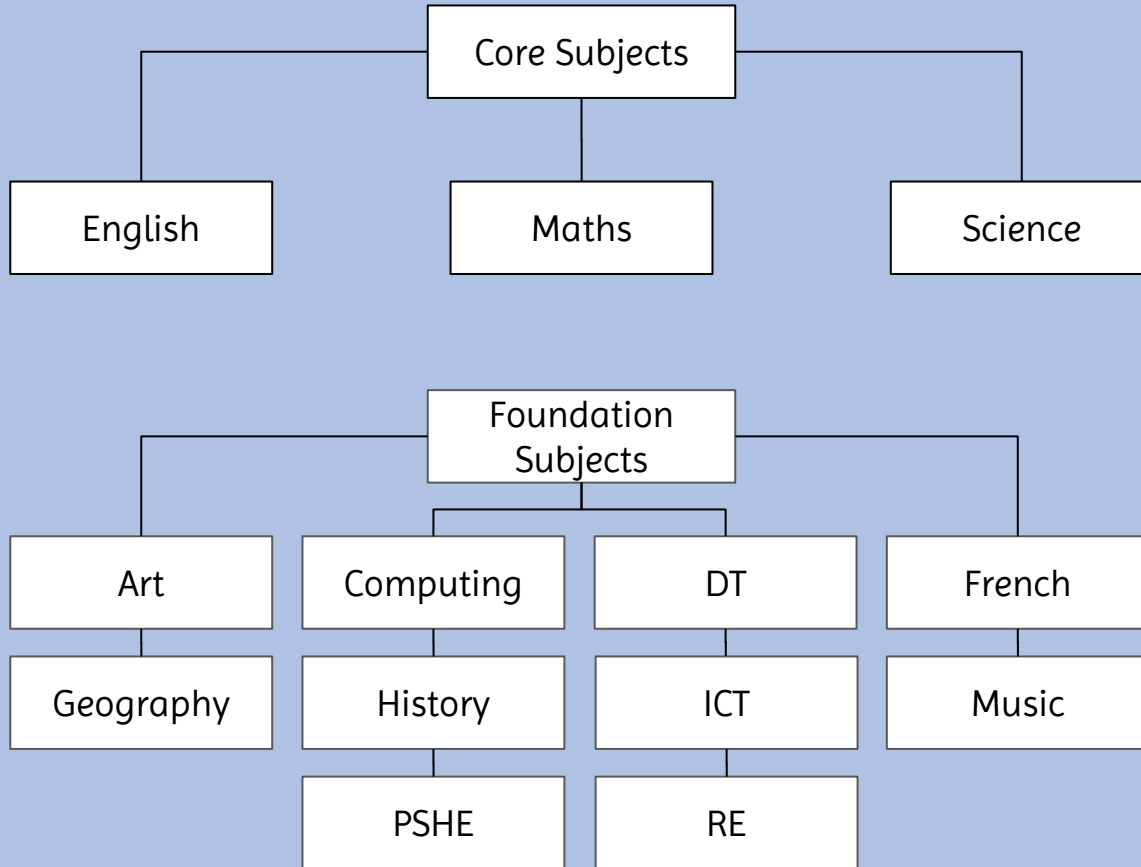


Planning Our Curriculum

Our school carefully plans the curriculum to ensure a coherent and progressive learning experience for all pupils. We collaborate closely with other teachers within our school and, where appropriate, across our Trust, to align our curriculum with national guidelines and ensure a seamless transition between key stages. This collaborative approach allows us to plan for the sequence of learning, ensuring that students build upon their existing knowledge and skills in a logical and systematic manner. Teachers use their knowledge of their pupils to plan differentiated or scaffolding learning activities for those who require additional or different support.

By carefully considering the progression of learning, we aim to equip children with the tools and understanding they need to succeed academically and beyond. Our knowledge progression documents can be found on our website.

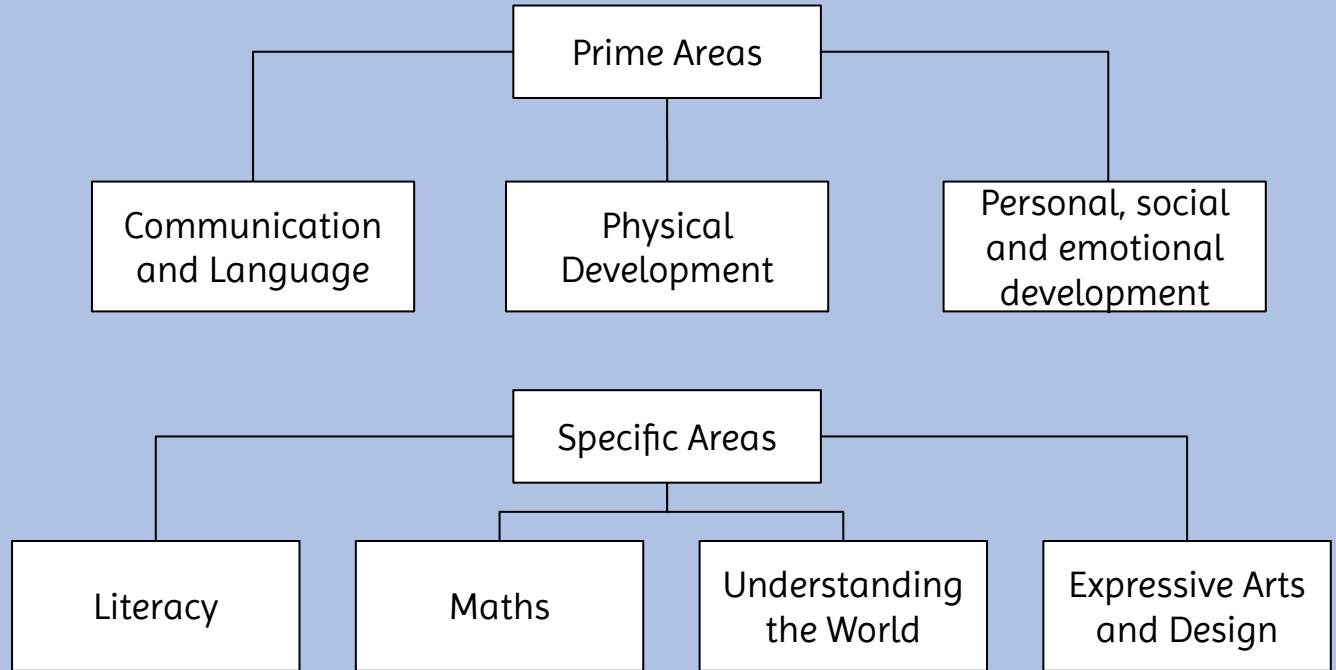
What do we teach?





Reception

Our two Reception classes follow the Early Years Foundation Stage (EYFS) curriculum. The curriculum is designed around prime and specific areas.



Reception

Reception teaching is guided by the Early Years Foundation Stage (EYFS) curriculum and informed by ongoing assessment. Staff use observations and assessments, recorded and shared on Tapestry, to plan engaging lessons that build upon children's existing skills and introduce new concepts. The learning environment is designed to foster child-initiated learning, with plenty of opportunities for exploration and discovery. However, teachers also incorporate adult-directed activities to introduce specific skills or concepts. Through this balanced approach, children are able to learn at their own pace and develop a strong foundation for future learning. Each child's progress is documented in a learning journey, which showcases their achievements and highlights areas for further development.



Additional Development Opportunities

Going beyond the National Curriculum, our school strives to provide additional development opportunities for all students. One such initiative is the weekly teaching of Makaton signs, a language program that uses signs and symbols to support communication, particularly for those with speech and language difficulties. This promotes an inclusive environment where all students feel valued and supported. Additionally, pupils participate in the Mindfulness Mile, a walking or running activity on our all-weather track designed to promote mindfulness, reduce stress, and improve focus. By incorporating these extra activities into our curriculum, we aim to nurture well-rounded individuals who are equipped to thrive in a diverse and challenging world.





Additional Development Opportunities

We also understand the importance of providing leadership opportunities within our schools. Our School Council provides a platform for students to voice their opinions, make decisions, and take responsibility for their school community. Representatives are voted into post by their peers and meet regularly with our School Council Lead. By participating in the School Council, pupils can develop leadership, communication, and problem-solving skills.



The Eco Committee, on the other hand, focuses on environmental issues and sustainability. Through initiatives such as recycling programmes, energy-saving campaigns, and community gardening projects, children can learn about environmental stewardship, teamwork, and advocacy. Both committees offer valuable opportunities for students to grow as individuals and contribute positively to our schools and community.

Animal Care

Our school's unique approach to education extends beyond the classroom, as it is home to a variety of animals including ducks, chickens, llamas, and bees. The school has developed a specialised bee curriculum, written by the passionate headteacher, that is taught to each year group, providing students with a hands-on understanding of these fascinating creatures.

Pupils are actively involved in the care of the animals, learning about their needs, feeding them, cleaning their enclosures, and even walking the llamas. This immersive experience fosters a sense of responsibility, empathy, and a deep appreciation for the natural world.



Enrichment

School trips offer a fantastic way to bring learning to life and enhance the curriculum. Visits to places like Knockhatch, the Sea Life Centre, and Drusillas provide unique opportunities for hands-on exploration and discovery. These trips allow Parkland pupils to experience different environments, and develop their curiosity and understanding of the world around them. Additionally, the school makes excellent use of the local area, with trips to Hampden Park and the beach providing opportunities for physical activity, teamwork, and appreciation for the natural environment.

Year 6 students have the exciting opportunity to embark on a residential trip filled with adventure and fun. The trip typically includes a variety of activities, such as abseiling down towering heights and soaring through the air on a giant swing. These thrilling experiences not only foster teamwork and problem-solving skills but also help students to build confidence and step outside of their comfort zones.



Enrichment

At Parkland, we use visitors to enhance our school's curriculum and learning experience by providing firsthand knowledge and unique perspectives. Fully immersive days, where experts from various fields come to the school for a day, offer students the opportunity to engage in hands-on activities and ask questions directly.

Dress-up days, themed around historical periods, professions, or cultural events, can help students step into the shoes of different people and understand their experiences. Immersive days at Parkland include **Ancient Greek Day, WWII Day and Dino Day**. By immersing the children in topical activities, staff aim to create a more engaging and memorable learning environment.



After-School Clubs

At Parkland, we are very proud to offer pupils a range of extra-curricular clubs. These clubs provide children with opportunities to explore their interests and develop new skills. Clubs on offer may vary from term to term but can include Animal Care, choir, Lego Club, 3D printing, football, gardening and arts and crafts. During these sessions, pupils develop social, leadership and empathy skills whilst boosting their knowledge about a particular subject. Our clubs are led by staff members or our Brighton and Hove sports coaches and can be aimed at different age groups.

By offering a diverse range of after-school clubs, The Parkland Federation hopes to create a more engaging and enriching learning environment for all students.





Music Tuition

We understand the value of giving children a wide range of opportunities to discover and develop new skills and passions. At Parkland, there are lots of ways children can explore their musical talents. For a cost, instrumental tuition is offered to pupils during the school day. This includes violin lessons and Rocksteady lessons, whereby pupils play various instruments and create a band.

Alongside this, children in Year 3 often have the chance to learn the recorder, a simple but versatile instrument that can introduce them to basic musical concepts. In Year 6, students may have the opportunity to learn the drums, a rhythmic instrument that can help develop coordination and a sense of timing. Learning a musical instrument can have numerous benefits, including improved cognitive function, enhanced emotional expression, and increased self-confidence.

Assemblies

Assemblies at The Parkland Federation help to foster community, learning and personal development. Key themes and skills, inspirational figures and important days and festivals are taught and discussed which allow children to continue to learn outside the classroom. Please see below for our assembly rotas.

	Monday	Tuesday	Wednesday	Thursday	Friday
Infants		Focus: Spinnaker (Year 2 - fortnightly)	Focus: Key adults, important days and festivals, British Values		Focus: Celebration Assembly
Juniors	Focus : Keeping Safe Careers Aspirations	Focus: Spinnaker, PSHE/Wellbeing /Mental health	Focus: Key adults, important days and festivals, British Values	Focus: Singing Assembly	Focus: Celebration Assembly

