



## Our Curriculum

The staff at Wakefield Grammar Pre-Preparatory School plan with four key drivers at the forefront of their thinking in order to ensure that learning is as relevant as possible for our children. The key drivers underpin all aspects of the curriculum, they are: Reading, High Aspirations, Creativity and Child Initiated/Play Based Learning.

These drivers are underpinned by the school motto: 'Where big futures start'.

Our vision is, "Big futures start at Wakefield Grammar Pre-Preparatory School. We provide a happy, safe and secure learning environment where everyone is valued and shown respect. We strive for high expectations through a curriculum which ignites the children's curiosity, builds on their interests and develops their talents and passions. Our play based, child initiated approach instills a desire to achieve. We inspire a lifelong love of reading and enthusiasm for learning."

Progress is defined as the securing of essential knowledge, skills and understanding. This means that pupils in school will experience the same content over and over again, each time in a richer and more challenging context, thus extending their understanding further. We do not rush to introduce new content as it is important that pupils are able to evidence that they are able to apply knowledge and skills first and then master them in diverse and unfamiliar contexts.

We use the curriculum to teach and infuse a rich vocabulary - in an effort to ensure that the assimilation of language is not simply chance. A language rich curriculum forms the basis for children developing better reasoning skills, greater inference and pragmatic abilities. The more words our children can use in the right context, the more academic success they will have and in turn the greater their chances of employment become during adulthood.

The curriculum carefully plans for progression throughout Foundation Stage and Key Stage 1. It also links carefully to the Key Stage 2 curriculum that both our boys and girls will experience, ensuring that there is a cumulative approach to teaching which builds upon skills and knowledge gradually; providing our children with a variety of contexts to practise and apply, then refine and improve.

Provision is designed to advance understanding, gradually, throughout a key stage. Lessons are not necessarily an 'event' in themselves. They are part of the process of learning which will carry on over several days or even weeks until a pupil is showing the required level of understanding. Some lessons may involve multiple learning objectives. Learning is not linear and children do not make equal steps of progress in all areas.

We aim to challenge, support, extend and embed children's understanding within each area of the wider curriculum with accuracy and fluidity.

We use children's interests and passions to ignite and enthuse our pupils and develop opportunities for children to embed and showcase their knowledge through play based learning.