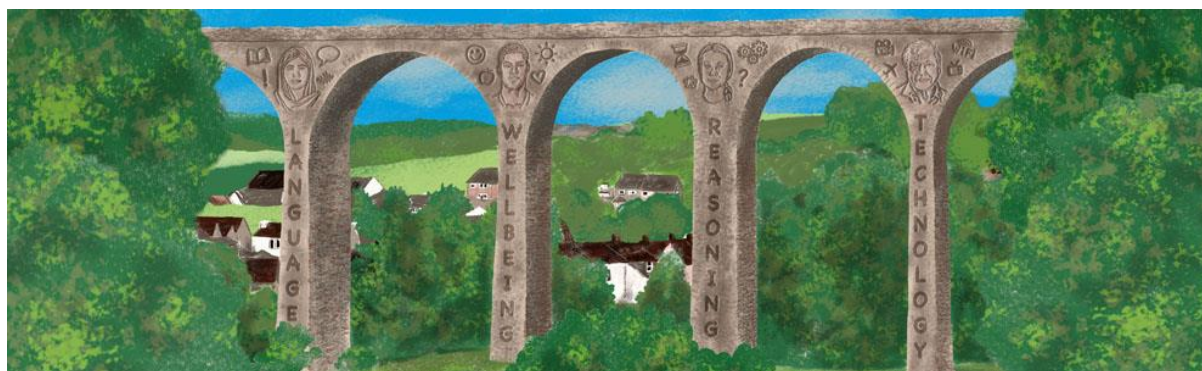


# The Four Pillars of the Pensford Curriculum



**Wellbeing** Children developing personally and socially as healthy citizens who make a positive contribution

**Language** Oracy and Literacy – development of an extensive vocabulary with which to articulate thoughts and ideas

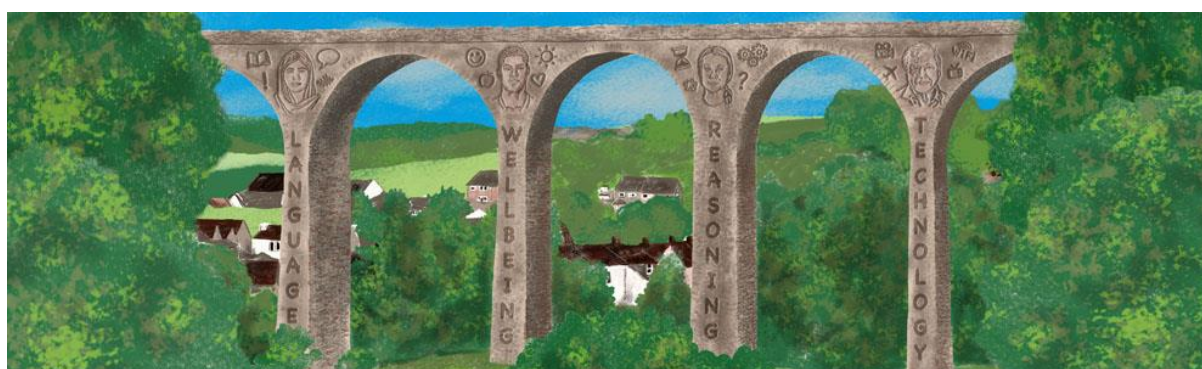
**Reasoning** Mathematical and logical problem solving skills to be applied in practical and theoretical situations

**Technology** Safe and effective use of technology to make the most of 21<sup>st</sup> century inventions

## Rationale

*We believe that the characteristics of pupils who typically attend our school will be particularly well supported by these four pillars of our curriculum. For example, there is a history at our school of us successfully supporting children with speech and language needs, including social communication difficulties. The pillars of personal and social development on the one hand, and language development on the other both support this very well.*

*We also have an excellent record of enabling good progress for pupils from disadvantaged backgrounds. Research tells us that there is an association between income and vocabulary; our focus on strengthening the range of words our pupils use supports all our children.*



## Further information about the Four Pillars

At Pensford, our curriculum is centred around four key strands, or 'pillars'. In line with our 'Happiness first' value, children's Personal, social and health development is the central theme throughout all the teaching that we do.

Development of language is essential to that, of course. So our teaching of the English language, including strong development of oracy and a wide vocabulary is our second pillar.

Mathematics can be an abstract subject but is one that has led to people solving a vast number of practical problems over many centuries. We care very much that our pupils will leave primary school with the ability to do just that – solve problems. Our third pillar of mathematical understanding supports the development of reasoning skills useful for 'real life' as well as the arithmetical fluency that is so often essential to problem solving in a range of contexts. Our philosophy lessons in KS2 are one way that we encourage wider use of reasoning skills.

Our fourth pillar of the curriculum is about technology. This has become so pervasive in all our lives that we believe it is essential for children to learn how to use it safely, confidently, effectively and imaginatively. We have noticed that our children are fairly proficient at using some internet-based tools, but are much less confident when it comes to the practical skills of producing documents, graphics or numerical data in a way that is useful to them and others. That is why we have built our own programme of skills development to cover word processing and presentation, as well as the use of spreadsheets, alongside e-safety and guided use of the internet.

