

# The Badbury Park Primary School Curriculum



Be Adventurous



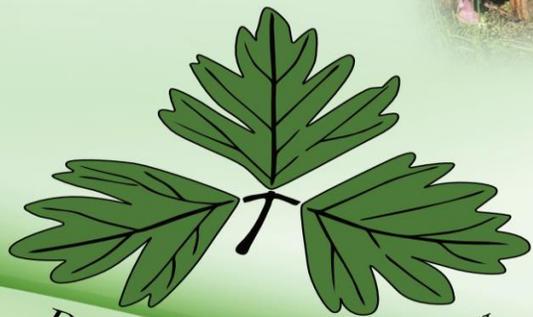
Be Ambitious



Be Curious



Be Kind



Badbury Park Primary

# Our Aims

- Our school is a vibrant, friendly place where the children are at the heart of everything we do. We believe in teaching skills, sharing knowledge and building special memories that children will take with them through the rest of their lives.
- We believe that through inspirational teaching, determination, love and laughter, the children in our school can achieve their greatest potential, regardless of their starting points in life. We aspire to do this through a creative, knowledge and skills led curriculum, with outdoor learning and play at it's core, promoting confidence, collaboration and engaging curiosity. We believe in teaching, modelling values and preparing children for life in the 21st Century, giving them a solid foundation for their future.
- We will teach the knowledge and skills of the National Curriculum and Early Years Framework with an additional focus on outdoor learning and Forest School.
- We will carefully follow our teaching and learning policy and embed learning behaviours and values through the school motto- the 4 B's.



Be Adventurous



Be Ambitious



Be Curious



Be Kind





Be Adventurous



Be Ambitious



Be Curious

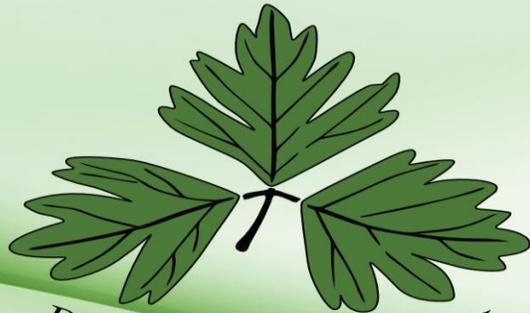


Be Kind



# Be adventurous

- We encourage children to take risks in their learning.
- To have and go and use a 'growth mindset'.
- We encourage them to try new things and provide experiences that help them develop these skills.
- We will provide Forest School session to develop new skills and opportunities to take risks to develop confidence and self esteem.
- Challenge all children to reach their potential with high expectations and bespoke planning
- Show their understanding of knowledge and skills by creatively applying learning to new situations.



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Be Adventurous



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Be Curious

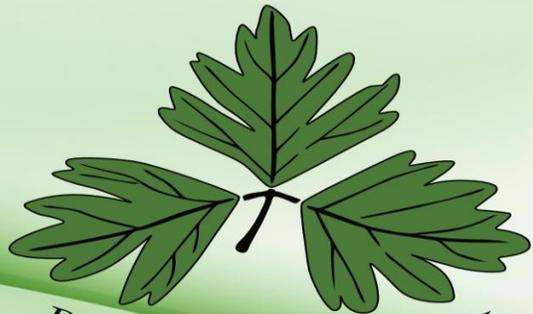


Be Kind



# Be ambitious

- We will provide opportunities for children to be the best version of themselves.
- To challenge themselves to work hard and strive for excellence.
- Challenge all children to reach their potential with high expectations and bespoke planning
- We will prepare them for their next stage of schooling and to be well rounded citizens in our world



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Be Curious

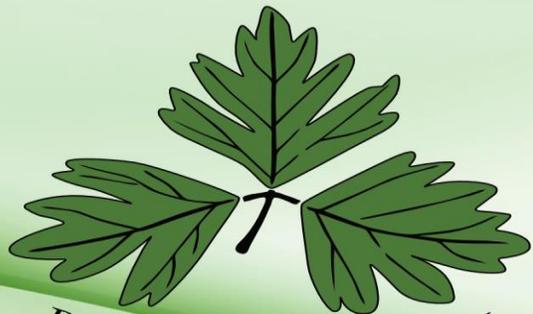


Be Kind



## Be curious

- We will develop opportunities for the children to question and explore things to deepen their knowledge and learning.
- We will provide open ended tasks and challenges alongside experiences that provoke imagination and a thirst for knowledge.
- We will ensure children build special memories and a curiosity for different cultures and learning styles so they can celebrate differences.



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Be Curious

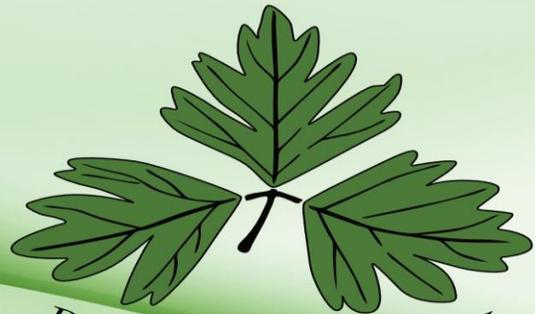


Be Kind



## Be kind

- We will teach and embed British Values and provide opportunities for self reflection, and regulation and develop personal and social skills so children know how to be kind to themselves and each others ensuring inclusion.
- We will celebrate our diversity and heritage and support one another.
- We will teach understanding of the environment and empathy to key issues.
- We will have a carefully planned PSHE curriculum and opportunities for Emotional Literacy sessions to ensure all children are ready to learn



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Be Kind



## SMSC

We recognise that the personal development of children, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that gives children opportunities to explore and develop these areas. Children are encouraged to develop curiosity and creativity through an exciting and rich curriculum, which includes many visits and extra-curricular activities. These experiences help children to extend their interests further and become reflective, mindful young people.



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## British Values

British Values are promoted through our 4 B's and subjects such as ESR, history, RE, Geography, PSHE and English, with some units of work having a very obvious impact. British Values –including how these relate to our recognition boards and celebration certificates are celebrated in the hall. In addition to this, valuing ourselves, our families and other relationships is seen through assemblies, PSHE lessons and our work towards being an Eco-school, in our wildlife areas and Forest school, this remains high profile. We ensure we have multi cultural books on our book shelves and proactively looks for opportunities to celebrate cultural diversity. Children are encouraged to be aware of national and world news items, important sports competitions and anniversaries of major events.

# Organisation and Planning

Our curriculum is a framework for setting out the aims and objectives of our programme of education, including the knowledge, skills and understanding to be gained during each year group or each stage (intent), is delivered over time and carefully planned to ensure that the content is matched to the needs of each class (implementation) and includes a clear programme of assessment used to evaluate what knowledge, skills and understanding children have gained against expectations (impact).

## A Thematic and Outdoor approach

There is evidence that teaching subject knowledge and skills as part of a wider topic based curriculum allows pupils to make useful links between areas of learning, and consolidate skills. Children are also likely to be more engaged in their learning if it has a context and theme that runs through it. Our curriculum has been adapted so that children not only understand their place in the local community but also the wider world at large. Studies show that outdoor learning delivers many benefits...reducing stress, improving moods, boosting concentration, and increasing a child's engagement in school. Exposure to natural settings appears to have an intrinsic effect on our emotional and cognitive functioning. We believe outdoor learning is essential as it gives children first hand experience of the world; a chance to become immersed in their environment.



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# The Forest School and Local Area

## (Be Adventurous, Be Curious, Be Ambitious, Be Kind)

Our own Forest School has been created by using a stretch of woodland at the back of the school's grounds to enrich this culture. Every child will have the forest school experience; this improves their confidence, self-esteem, collaborative and enquiry skills. 'Children who play in nature have more positive feelings about each other' (Moore 1996). We will also utilise our school field for sports and PE lessons and dedicate an area for growing vegetables for cooking. Coate Water Country Park is right on the school's doorstep and will be used as a teaching resource across the curriculum. A short walk from the school is the Richard Jefferies Museum, based on Swindon's most famous author. Badbury Park's curriculum will have elements from his writing woven through it and we hope our children will be inspired by the same surroundings as he was. The children will also be able to enjoy frequent visits to his 'hidden farmhouse' on the edge of the park. 'Natural environments stimulate social interaction between children' (Bixler et al. 2002).

Children learn a variety of skills including fire lighting and tool use and work towards Forest School Passports which ensure they get a variety of skills, knowledge and experiences throughout their time at Badbury Park.

We also use 'Alfresco Learning' which is a bank of lesson plans encouraging outdoor learning



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ALFRESCO  
LEARNING



Forest School  
Association

# The Forest School



Level 1 and 3  
trained staff



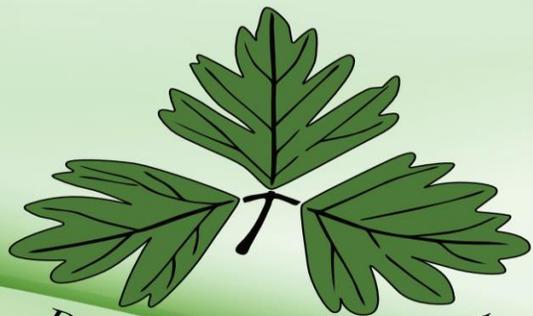
Forest passports  
for KS1 and 2



On site Forest  
school



Local Forest  
School visits



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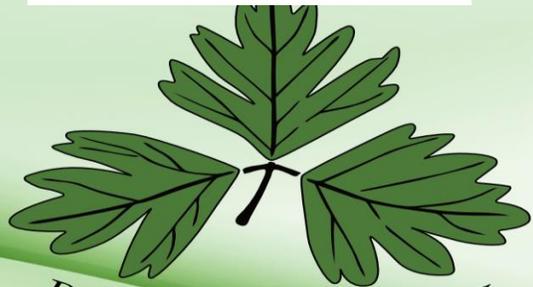


# Education for Social Responsibility (ESR)

At Badbury Park we provide our children with education for Social Responsibility; giving children the skills they need to look after the planet and it's people. The children take part in primary citizenship and environmentalism preparing them for the future with lessons which give them the skills to care for the world they will inherit.

From climate change and fragile ecosystems to ethical trade, finite resources and living fulfilled lives, our ESR curriculum is designed to help children prepare for the future. The children will learn about many challenges the world is facing and we aim to give them the inspiration and passion to improve and preserve the future of our planet, and help them to live happy, healthier, kinder lives.

Social responsibility means thinking about the bigger picture and living your life in a way which benefits society at large – including those living in other parts of the world. Teaching children to be socially responsible is vital for ensuring they can live happy, healthy, safe lives in the future.



# What does learning look like?

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, reflecting on how they learn, identifying what helps them learn and what hinders learning, beginning to identify the next steps for future learning.

When observing good learning in a lesson we would expect to see the children engaged in some of the following:

- **Feelings:** Engaged, Enthusiasm, Energy, Enjoyment
- **Behaviour:** Good behaviour, Quick transitions, Managing distractions, Make own choices, Perseverance, Independence, Coping with mistakes positively
- **Learning:** Sense of purpose, Taking risks, Trying things out, Use imagination, Questioning, Respond to challenge, Sufficient level of challenge
- **Collaboration:** Good communicator, Responding to adults, Responding to children, Working with others, Answering questions,
- **Linking:** Solving problems, Using equipment effectively, Apply something out of context, Relating to past experience/learning, Reflective – self evaluating, Reasoning

Anna Ephgrave

*'When children are deeply engaged, their brain is developing and new synapses are forming i.e. they are making progress'*

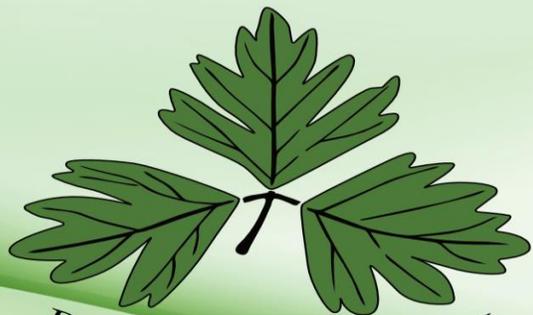


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# Our Teaching and Learning Policy is based on the Six Areas of Expert Teaching

1. Challenge- high expectations (but low threat)
2. Explanation- acquire new knowledge and skills
3. Modelling-how to apply knowledge and skills
4. Questioning- think hard with breadth, depth and accuracy
5. Feedback-to encourage further development of skills and knowledge
6. Scaffolding- supporting children to succeed



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# Retrieval and deliberate Practice

Children need to retrieve and use information to commit it to their long term memory. Repeating things at our outer reaches of ability leads to mastery and fluency. Teachers will plan activities and time to promote retrieval of knowledge and deliberate practice of skills. Knowledge organisers may be used, presentations or opportunities to teach others, daily timetables or handwriting practice. Simple recap of knowledge and skills at the start of a lesson will also allow teachers to assess what has been learnt.

*'The aim of all instruction should be to improve the long term memory. If nothing has changed then nothing has been learnt'. C Sealy*

Teachers will plan opportunities for the children to use transferable skills and make links or connections with other subjects therefore practicing skills.



# Learning environment

We believe that a stimulating learning environment sets the climate for learning and well designed classroom promotes independence skills and high quality work by the children. We aim for our classrooms to be welcoming by providing a peaceful and calm atmosphere enabling an enriched and challenging curriculum to be taught to all. All classrooms have good quality equipment and a well-stocked book corner. Each classroom also has an interactive white board.

We agree our learning environments should:

- be welcoming and inviting and filled with natural, authentic resources
- support and challenge learning through accessible resources and adults
- celebrate achievement and effort through our recognition boards
- be safe, warm, comfortable and clean and free from hazards
- encourage cooperation, collaboration and good working relationship
- well organised and unclutter to develop curiosity and wonder
- have consistent boundaries' clear expectations and routines



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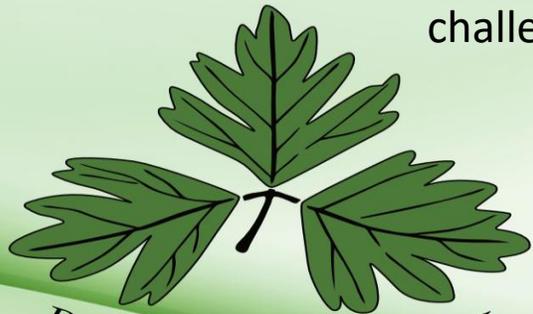


# Early Years

Our Early Years provision at Badbury Park begins in our Nursery Class and is primarily focused on learning through play. We focus on child-led learning and follow the children's interests to plan engaging activities that support the development of their next steps. Our classroom environment is designed to spark curiosity through authentic resources. We have created a safe, happy and inspiring place for children to learn, develop and take part in experiences that will develop a love of learning.

Activities are planned throughout the week, to ensure that children are given the opportunity to explore and develop across all areas of the Development Matters Framework as well as following their personal interests. The Prime Areas of learning are hugely valued in our setting and provide the foundation for everything we do. Communication and language are supported through play and quality adult interactions that develop children's listening and speaking skills. Friendships and lifelong personal and social skills are also modelled and encouraged in the children's play.

To support early writing, children develop their gross motor skills through Dough Disco and Squiggle Wiggle sessions. Opportunities for mark making and maths are provided in all areas of the environment and children are challenged through adult interactions to develop their early skills.



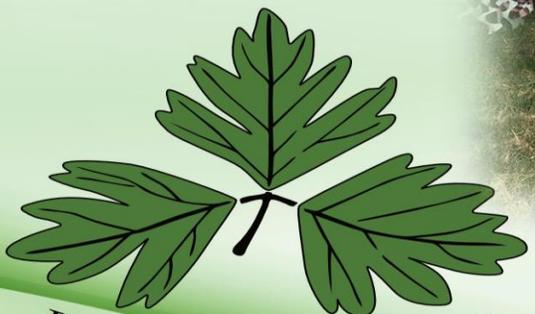
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# Early Years Be Curious

## Nursery

Welly days, forest school, child-led learning, authentic resources, early phonics, mark making, wiggle while you squiggle, dough disco, early Maths and role play.

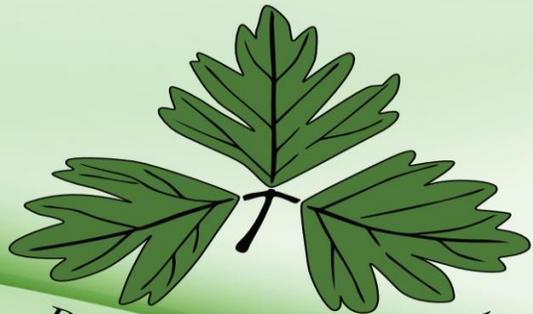


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# Early Years Be Curious

## Reception

Welly days, forest school, child-led learning, authentic resources, Story Time Phonics and 'sparkle' marks, dough disco, White Rose Maths and role play.



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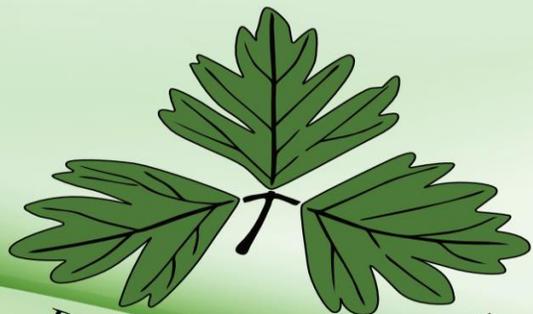
# English (Be Adventurous Be Ambitious Be Curious)

At Badbury Park we begin our Literacy journey by encouraging a love of books and reading. Our inspirational phonics scheme introduces the children to 40 plus quality books with the Phonics Fairy. The children quickly develop a love of reading; desperate to grow their book wings.

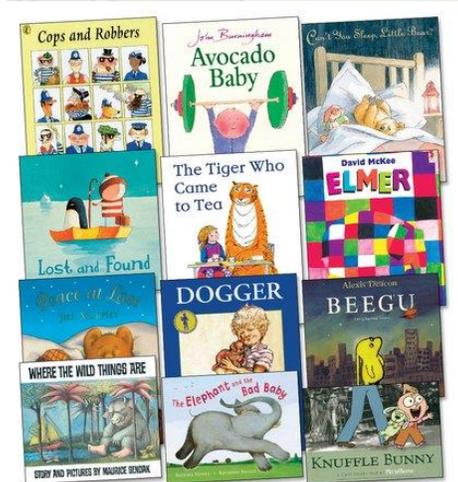
Children write for a variety of purposes in our school and in Key stage 1, We begin each term with a Poetry and vocabulary unit. Spelling and grammar are taught through the different genres. Children follow the principles of 'Talk for writing' so they read and rehearse their writing before putting pen to paper. The Pie Corbett reading spine ensures that book caves are full of quality age appropriate texts.



- Reading- Big Cat Collins and Song bird phonic readers
- Writing- purposeful, variety of genres
- Grammar including spelling
- Phonics- Story Time Phonics based on real books
- Pie Corbett's Reading spine
- Talk for writing
- Nature inspired writing
- Writing about Forest School



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# English



Reading



Writing



Handwriting



Oracy



Spelling,  
Punctuation  
and Grammar



Phonics



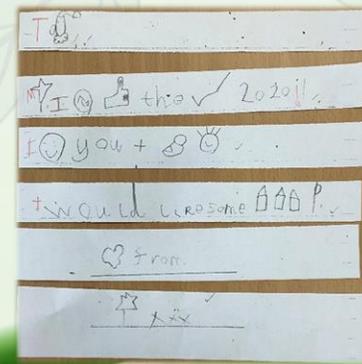
*Children explore language through play and have a cosy reading cave to enjoy books.*



*Children explore spelling through engaging activities such as word searches, rainbow writing, word pyramids and 'boxing up'.*



*Children learn to write through the 3 phase process of imitation, innovation and creation with real contexts.*



Planning, learning and writing letters to Father Christmas.

# Maths (Be Ambitious)

At Badbury Park, we relate Maths to the outside world making the learning purposeful. We follow the White Rose Maths scheme as a starting point for learning to ensure continuity and progression. As a school, we enhance this with the Alfresco Planning Hub to embed our love of the outdoors. As a result, models and strategies can be displayed on a larger scale and all children become involved physically as well as mentally. Resources are used to encourage curiosity, prompt mathematical discussion and embed a deep, long-term and adaptable understanding; this is known as 'mastery'.

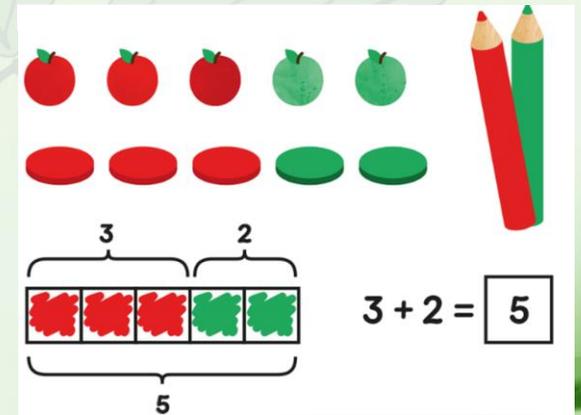
We recognise and value the skills involved in reasoning and problem solving and this is an integral part of each child's Maths journey. We create opportunities for the children to become independent problem solvers as well as facilitating collaborative maths and promoting cross curricular links through other subjects.



- As a school, we have produced a calculations policy which provides guidance for all when selecting and using strategies for addition, subtraction, multiplication and division.

We ensure that Maths is explored and introduced through the use of 'manipulatives' in the first instance. When appropriate, these representations will become pictorial and as a final step, they will be abstract for example: numbers and symbols.

- We encourage children to develop a life-long love of Maths and this can be nurtured through the use of games and programs such as Times Table Rock Stars.



# Maths



Number



Concrete  
Pictorial  
Abstract



Calculations



Fluency



Geometry



Measurement



Data handling



Reasoning  
and problem  
solving



Times tables  
and number  
facts

“I’ve noticed that I have got 9 beads because there is 1 empty box in my ten frame.”



“If I know that  $9+1=10$ , then I know that  $19+1=20$ .”



“I wonder what will happen if I measure using conkers?”



# Science (Be Curious, Be Ambitious)

We recognise the subject of science as vital to our everyday lives and the future of the world. Children are taught essential aspects of the knowledge, skills, methods, processes and uses of science. Teaching and learning is carried out with a sense of excitement and curiosity about natural phenomena.

Spelling and vocabulary are also seen as an important aspect across the National Curriculum and will have a key focus in science teaching and learning. Aspects of science covered include: plants, animals, habitats, seasonal changes, everyday materials, light, sound, forces, magnets, electricity, Earth and space, evolution and inheritance. Our science curriculum ties in with our Forest School and Education for Social responsibility too.



# Science



Plants



Forces



Earth and Space



Electricity



Materials



Animals, including Humans



Rocks



Seasonal Changes



Evolution and inheritance



Properties and Changes of Materials



Working scientifically



Forces and Magnets



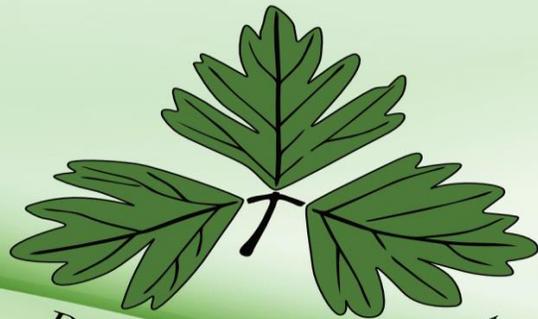
Living things and their habitats



Sound and Light



States of Matter

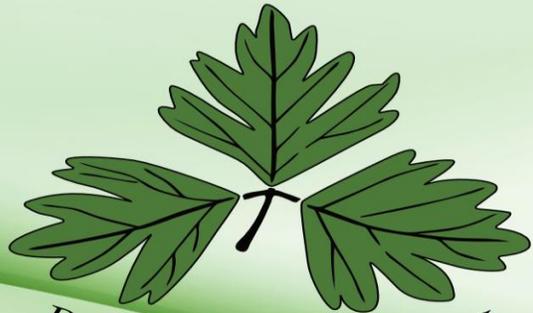


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# Geography (Be Curious, Be Adventurous)

Geography is a dynamic and exciting subject which inspires in children a curiosity and fascination about the world and its people. It takes them out of the classroom to investigate the key features of the local area and, through the use of ICT and a variety of mapping activities, investigate the wider world around us. It offers children the chance to develop their knowledge of globally significant places and understand the processes which affect our world.

The central purpose of geographical education is to give children a fuller, more rounded, structured opportunity to view, perceive, understand and respond to the world in which they live. Geography describes our world and geographers seek to understand and explain the interaction of human beings with their environment. In order to describe, understand and explain, geographers ask questions about places: Where is it? What is it like? What is it like to live there? Is the place changing? How and why is it changing? How is this place linked to other places? We aim to nurture children's natural curiosity and foster a sense of wonder about the world, whilst equipping them with the geographical skills to make this possible.



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# Geography



Countries of the World



The United Kingdom



Local Area Study and Contrasting localities



Weather



Our European Neighbours



Rivers and Mountains



Earning a living



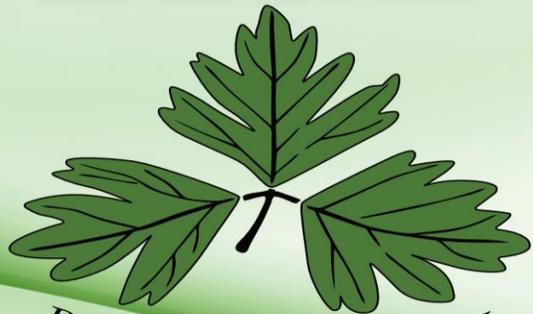
The Seaside



India



Volcanoes

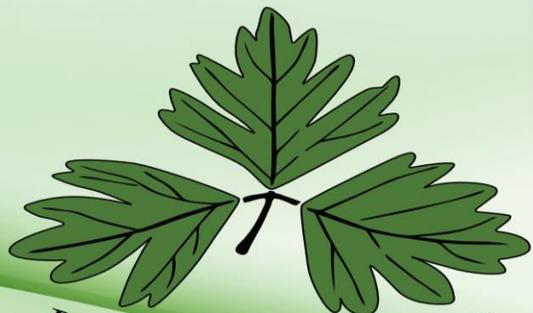


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# History (Be Curious)

Our curriculum aims to give children an awareness of the past and a sense of chronology. Children will study British, local and world history. They ask and answer questions, learn key vocabulary and use a range of resources and artefacts as they find out about the past. Visits and school trips are used to enhance children's learning and to 'bring history to life'.

Appropriate units of work have been assigned to each year group in Y1-6 and year groups will have a differentiated timeline so, as they move through the school, a sense of chronology will build up in the Children's minds.



# History



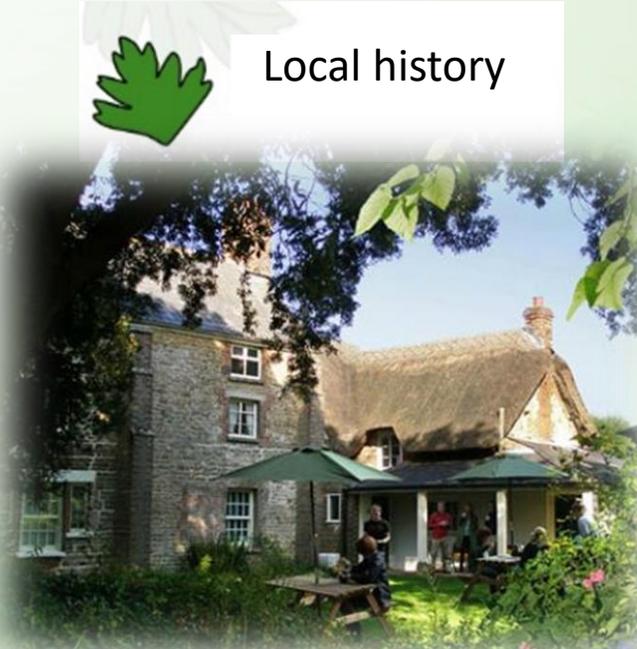
Personal history

Local history



Explorers

Key historical figures  
eg Brunel and  
Richard Jefferies



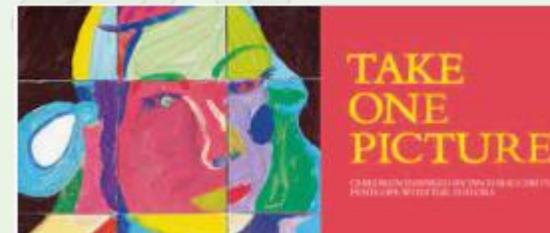
# Art and Design (Be Adventurous)

Our children take part in a varied and exciting art and design curriculum that aims to engage, inspire and challenge children. As well as developing their understanding and skills when using the artistic elements of colour, pattern, texture, line, shape, form and space, they also have opportunities to use different materials and processes.

Children are encouraged to experiment, invent and create their own works of art, craft and design. There are opportunities to investigate the work and cultural context of artists, craft workers and designers. Children learn to make informed judgments as well as aesthetic and practical decisions.

Art trail- we take part in an Art Trail organised by 'Swindon Open Studios'. The children have the opportunity to explore the outside area and local surroundings whilst exploring paintings, sculptures and other art works created by a wide variety of creatives.

We use the National Gallery's 'Take One Picture' scheme as the inspiration for an annual whole school art project, where a piece of artwork –or specific theme –provides a creative catalyst for learning across the wider curriculum and through the year groups, culminating in our own Art Gallery.



# Art and Design



Printing



Drawing and Painting



Collage



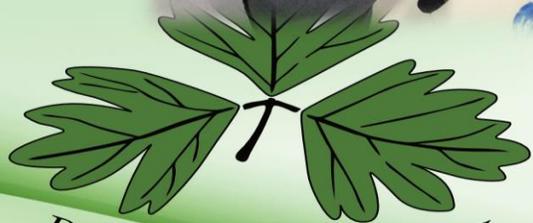
Knowledge of art and artists



Digital media



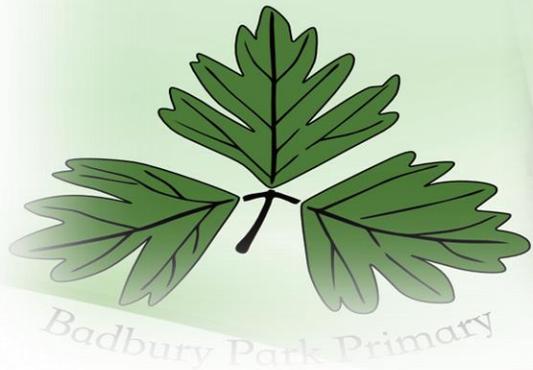
3D Artwork



# Design and Technology (Be Ambitious)

Our children follow an exciting DT curriculum where they learn to become inventive and creative problem solvers, working through topics individually and as part of a team. They evaluate existing products and use their problem solving skills to design their own products. They learn the importance of joining different materials and how to handle tools correctly and safely in the making process. In addition to this they learn to evaluate their own products having considered those found in the world around them.

At Badbury Park, we also learn about the important role different inventors and inventions have played in our developing world. Our children learn where food comes from (be it a farm or our school growing area) and the journey it takes to arrive on our plates. They also learn the how to prepare foods safely and the importance of healthy eating.



# Design and Technology



Textiles



Structures,  
strength and  
stability



Healthy and hearty



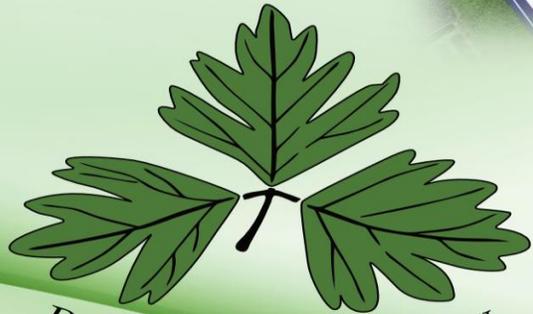
Design, create and  
evaluate



Electrical systems



Mechanisms



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# Music (Be Ambitious, Be Adventurous)

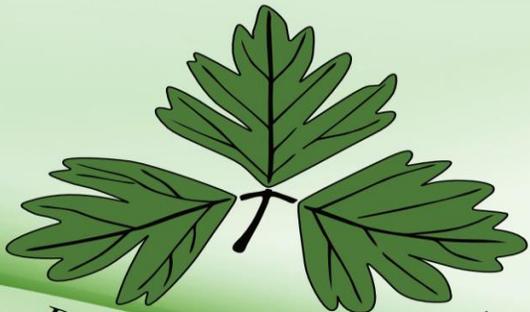
We encourage all children to develop a love of music and, through nurturing, increase their self-confidence as musicians. We aim to develop the children's understanding of musical concepts and to develop practical skills, enabling children to compose and perform, and to listen and respond, to music across a range of historical periods, genres, styles, cultures and traditions. As children progress through the school, they play and sing with increasing control, learning to organise and manipulate ideas within musical structure and also reproduce sounds from aural memory.

Through the Wider Opportunities music programme, all children will learn to play an instrument (such as trumpets, ukulele or African djembe drums) in lessons delivered by Swindon Music Service staff.

All Children have access to the school's wide range of musical instruments. They are also given the opportunity to see and hear many different instruments during the two annual music road shows which visit the school.

All children are involved in a singing assembly each week, during which they learn to sing a wide range of songs, together in unison and also in parts. Children listen to a piece of music as they enter and leave daily assemblies thus helping to develop their listening skills and encourage them to explore and evaluate a range of music.

Children have the opportunity to be part of school choirs culminating in them performing in Swindon Music Festivals.



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# Music

 Exploring pitch

 Exploring timbre,  
tempo and  
dynamics

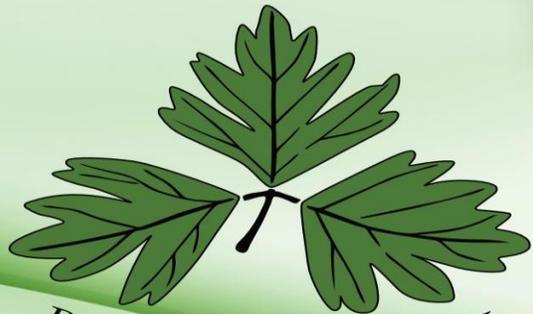
 Choir

 Festivals

 Exploring sound,  
pulse and rhythm

 Music tuition

 Productions  
and  
performances



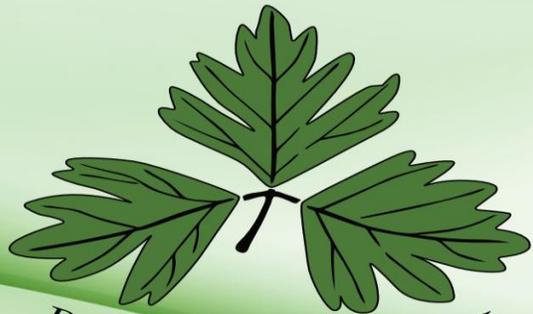
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# Computing

Our computing curriculum covers four main domains: Digital Literacy, Computer Science, Information Technology and Online Safety. These domains are taught twice in each year group throughout the year. Online safety is a priority and key questions relating to online safety are addressed at the start of every lesson and through 'unplugged' lessons.



- Children have access to iPads at various times throughout the week. All of our classrooms are fitted with an interactive whiteboard.
- We have Beebots and Spheros, programmable Floor Robots, to help children learn more challenging areas such as coding and de-bugging.
- The schools 'Immersive Room' is a unique learning space that brings multi-sensory environments into the modern classroom, giving pupils an engaging and expansive learning experience. This is used to enrich every aspect of the curriculum. Pupils can engage through touch, sight, smell and sound. It can simulate scenarios and transport children to environments that inspire them.
- The whole school site including the field has Wi fi giving access to wonderful APPs when learning in nature



# Computing



Digital literacy



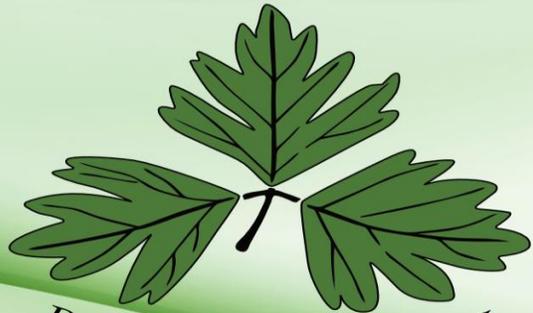
Computer Science



Information Technology



Online Safety



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# Physical Education (Be Adventurous)

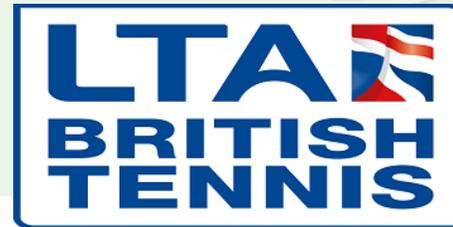
Badbury Park Primary School is committed to promoting healthy and active lifestyles for all: we aim to inspire all children to make physical activity an important part of their lives. Physical Education is taught every week. All children are involved in athletics, gymnastics, dance and games sessions. Some lessons are run by Premier Education

We use the school hall, field and MUGA for our varied PE lessons and, during these sessions, children have the opportunity to work individually, in pairs, in groups and as a whole class. Children are taught skills and encouraged to be physically confident. They enjoy communicating, collaborating and competing with each other. We aim to develop the children's understanding of how to adapt their skills and succeed in different sporting situations and how to evaluate and compare performances, so they are able to recognise their own achievements and those of others and to achieve and constantly push their personal best.

Badbury Primary School offers a broad range of physical activities based on the Real PE scheme. In KS2, swimming sessions will be attended by children during the spring and summer terms. Year 6 children will have the chance to enjoy outdoor activities during day and residential trips. Children will have access to opportunities such as: Junior Good Citizen, cycling proficiency, fire safety and Heart Start.



**Premier**  
Education



# PE



 Yoga



 Games

 Cycling



 Multi Skills

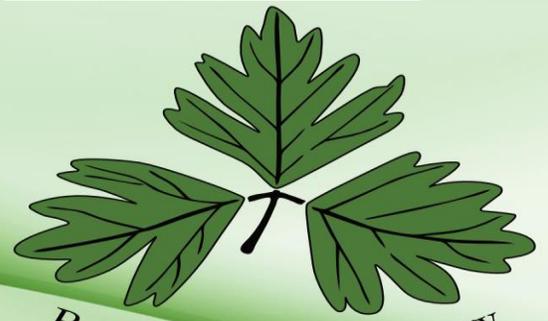


 Dance

 Gymnastics



 Golden Mile



 Athletics

 Circuits

# Religious Education (Be Curious, Be Kind)

We follow the Swindon Locally Agreed Syllabus and use Discovery RE scheme. As a school we recognise that Swindon is a multi-faith town and that our school community includes children who are being brought up as Christians, in a faith other than Christianity or with no faith. All children are treated with understanding during the teaching of RE. Where possible, children's own family faiths are studied at some time during the teaching of our agreed primary syllabus and will include an appropriate range of material. We currently teach and celebrate Islam, Christianity and Hinduism using childrens first hand experience and family customs.

In Religious Education at Badbury Park Primary School we aim that children may:

- Develop a knowledge and understanding of Christianity and its impact on our local community, and on our society today
- Develop a knowledge and understanding of some of the other principal religious traditions represented in today's multicultural Britain
- Develop a sense of respect for religious traditions, beliefs and practice
- Grow in their spiritual development
- Develop a sense of awe and wonder and mystery
- Develop skills and attitudes which will support their personal, moral, social, spiritual and cultural development (specific skills and attitudes listed in Swindon Agreed Syllabus)
- Explore some questions of meaning and consider how the world's religions have responded to them
- Think about their own beliefs and values in the light of the beliefs of others, both religious and non-religious, and the values of the school community.

We teach the skills of Investigating, reflecting, expressing, interpreting and empathising.



# RE



 Islam



 Special Places

 Special People

 Special Stories and books

 Judaism

 Christianity

 Hinduism



 Celebrations



# Personal Social Health Education (Be Kind)

At Badbury Park Primary School, we teach personal, social, emotional and health education in order to help children lead confident, healthy, independent lives and become informed, active and responsible citizens. PSHE is taught as a separate subject with weekly lessons designed to teach the knowledge, skills and understanding as set out in the National Curriculum. We follow the Jigsaw scheme of work which brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. The Jigsaw scheme follows a mindful approach and spiritual, moral, social and cultural opportunities are mapped throughout.

Much of children's learning in PSHE takes place as a part of other subjects and day to day school life. For example, children may learn group work skills in a lesson covering another curriculum area such as science or be encouraged to develop cooperation and negotiation skills in the playground. We have a full-time teaching assistant who provides additional social and emotional support for our more vulnerable children.

We believe that PSHE is vital as it fosters positive self-esteem and respect for self and others in order for children to achieve their potential in school and go on to lead a safe and fulfilled life.

We also run Emotional Literacy programmes for children who need additional support



Badbury Park Primary



# PSHE



Celebrating  
Difference



Dreams and  
Goals



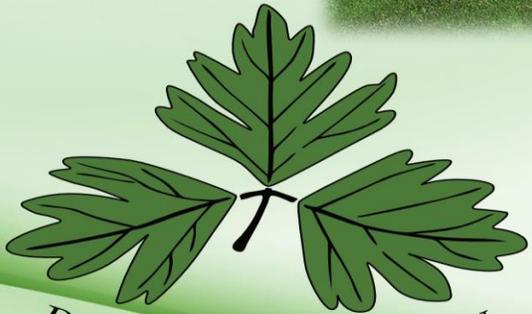
Healthy  
Me



Relationships



ELSA



Badbury Park Primary

# Modern Foreign Languages- French

We teach French at Badbury Park. This begins in year 3 through to year 6

French is taught through topics aimed to give the children a variety of key phrases. For example



- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Numbers
- Getting to know you
- All about me
- Food Glorious Food
- Family and Friend
- Our School
- Time

