



Overview of the Breakwater Academy Curriculum.

This information booklet will
provide you with information
on our the International
Primary Curriculum

OUR CURRICULUM:

At Breakwater Academy we believe it is every children's right to:

- Learn essential knowledge, skills and understanding of a broad range of curriculum subjects.
- Engage with their learning in a fun, inquisitive way that will help them to remain committed to learning throughout their school careers and lives.
- Develop personal qualities they need to be good citizens and to respond to the changing contexts of their future lives.
- Develop a sense of their own nationality and culture and at the same time as developing a great respect for the nationalities and cultures of others.

WHY the International Primary Curriculum?

1. Children will learn in a thematic way, enabling children to make further connections between learning.
2. Allow for literacy, numeracy and ICT skills to be practiced and consolidated across our topic based curriculum to raise attainment.
3. Develop further opportunities for children to enable the aims above to be practiced.
4. Enable children and teachers to have fun, whilst learning about key themes and subject areas under the 'umbrella' of an exciting theme.

The Headteacher and SLT will plan the opportunities and themes for the children alongside the teachers and subject leaders in school. The themes chosen will allow for all children to access the topic content, whilst also differentiating opportunities for the children to support and extend them too. Children will be encouraged to carry out independent research which will also allow for personal extension.

Structure of the units:

ENTRY POINT – *This will be a whole school, whole phase or year group activity that will engage the children for the topic to come and allow them to understand the topic which is to follow.*

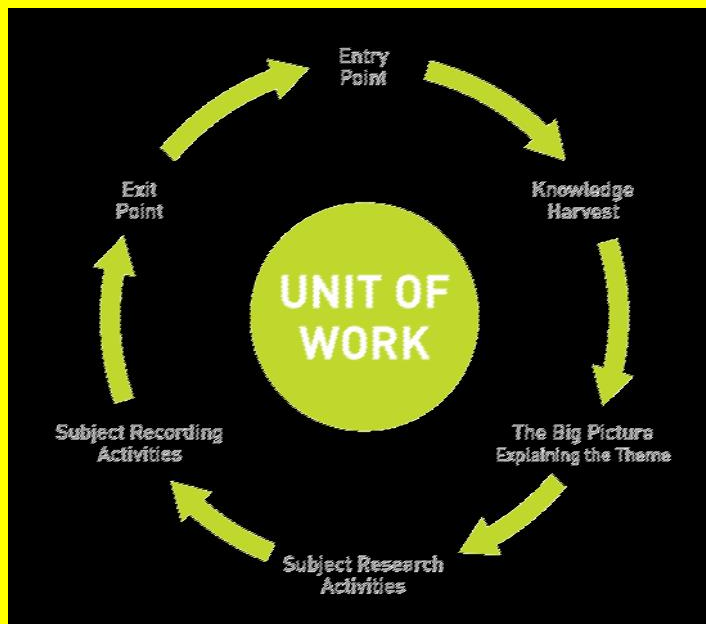
KNOWLEDGE HARVEST – *The next step allows children to explore the topic in a range of ways that will allow for all learning styles, it will also provide teachers with knowledge of what the children already know and want to find out.*

THE BIG PICTURE – *The big picture give the next step, explaining the theme of the half term.*

SUBJECT RESEARCH – *Children are given a range of opportunities and questions to research about relating to their theme, age and ability.*

SUBJECT RECORDING – *children are given the opportunities to record what they have learnt, understand and have practiced through literacy, numeracy and ICT. Children will carry out independent, group and whole class work. This will be presented in a class portfolio. Any children's work not used in the portfolio will be sent home for parents to see at the end of the topic.*

EXIT POINT – *Review and assessment – the children will also carry out a creative quiz linked to their topic at the end of each half term and /or will share their outcome of their work.*



The International Primary Curriculum is a curriculum that is being used in over 1000 schools in 65 countries around the world. It was launched in 2000 having taken three years to create by a group of leading experts in children's learning from around the world.

1. The goal of the IPC is for children to focus on a combination of academic, personal and international learning. We want children to enjoy their learning; develop enquiring minds, develop the personal qualities they need to be good citizens of the world, and develop a sense of their own nationality and culture, at the same time developing a profound respect for the nationalities and cultures of others. Most of all, we want children to develop all the skills they will need in order to confidently face the world of tomorrow.

2. Children learn through a series of IPC units of work. Each unit of work has a theme that today's children find interesting and relevant. Examples of these themes includes Treasure, Rainforest, Mission to Mars and Beyond and Fit for Life. Each unit of work lasts on average between four and eight weeks and children learn many of their subjects through this one common theme so that their learning has meaning to them.

3. Linking subjects means that children can make lots of connections with their learning. We now know that the more connections that the brain can make, the better a child can learn.

4. The development of skills is a very big part of the IPC and learning activities have been designed so that children can develop these skills. This development of skills even applies to the personal learning goals which emphasise adaptability, resilience, thoughtfulness, cooperation and respect and which, as a result of progressive skill development, help children to become able and inspired learners.

5. The IPC is not just topic learning. Although the learning is based around a theme, the learning that the children do within that theme has very distinct outcomes to ensure that children are learning exactly what they need to learn.

6. The IPC focuses children's learning on a combination of knowledge, skills and understanding. No one can properly predict the nature of work and life opportunities that will be available for today's primary age children by the time they are adults. Many of the jobs they will have don't yet exist; especially in the fields of ICT, technology and science. So the IPC focuses on a skills-based approach, developing adaptable and resilient globally-minded learners, prepared for the fast-changing world that they'll be living and working in.

7. The IPC has been designed for children of all abilities and all learning styles, and encourages learning in groups as well as individual learning.

8. In order that parents know what their child is learning, they are sent a letter at the beginning of each IPC unit which outlines what learning will be covered and how parents can help continue that learning at home if they choose.

9. The continued development of the IPC today ensures that children are learning a current and highly relevant curriculum based on the very latest research into the brain and children's learning