



A big picture of the Curriculum

What is our intention for the Curriculum?



Mission	<p>“Memory is the residue of thought.” Every child achieves their full potential and accesses an ambitious and coherent Curriculum that leads to deep learning and an understanding of the World.</p>		
Aims	Confident Individuals	Successful Learners	Responsible Citizens
Values	Resilience, Pride and Respect		
Curriculum	<p><u>Core knowledge and understanding</u> e.g excellent general, subject, social and cultural knowledge</p>	<p><u>Skills and competences</u> Essential skills: literacy, numeracy, ICT, personal, social, emotional, learning and thinking skills, physical, moral,</p>	<p><u>Attitudes, attributes and dispositions</u> Independence Concentration Courage Love of learning Enthusiasm Optimism Tolerance Teamwork Kindness</p>



How will we implement the Curriculum?



Components	Environment	Learning in the classroom	Learning outside of the classroom	Enrichment	Extra-Curricular Provision	Routines	Ethos
Approaches to Learning	Learning is relevant and interesting and motivates the children.						
	Authentic purposes create meaningful contexts for children and enable connections to be made.						
	Effective assessment for learning strategies are used frequently.						
	Equity - achievement for all .						
	Metacognition and self-regulation are embedded within the learning.						
	Responsive teaching – checking for missing knowledge and misconceptions. Using knowledge of the children to engage with their interests.						
	Varied approach to teaching and learning that focuses on deep learning.						
Deep subject knowledge informs the learning journey. Knowledge organisers support this.							
Achieving long term acquisition of knowledge	Cognitive Science Learning considers HOW children learn so that learning is frequently retrieved and retained.		Mastery of core skills and knowledge Learning journey is considered so that small steps of learning are built upon ensuring the foundations are secure.		Coherent Connections Learning is well linked throughout subjects, year groups and across the school to ensure existing knowledge can be built upon.		
	Maths	Language, Oracy and Literacy	Science and Technology	Arts and Creativity	Humanities	Physical and emotional health	PSHE Religious Education
Domains of Learning	←————— READING —————→ Fluency of basic skills Vocabulary						



Life-long skills	Critical thinking	Creativity	Collaboration	Cross-cultural understanding	Communication	Career and learning self-reliance
Cultural Capital What will they require to make their way in society?	<u>Local</u> Food banks Recycling	<u>National</u> Homelessness Plastics		<u>Global</u> Poverty/ASHA World Pollution		

How will we measure the impact of our Curriculum?



Evaluating impact	Pupil voice. Can pupils recall learning?	Stakeholder feedback including parents and governors.	Lesson evaluations and children's work.	Teachers content choices and sequencing ensure children build schema to acquire long term knowledge.	Effective assessment is conducted, and quantitative and qualitative data used.	Holistic view? Whole child?
Outcomes	Our children will be successful learners, confident individuals and responsible citizens.					