



Meadowside Primary School

Curriculum Policy

Reviewed: March 2021

Next Review: March 2022

Our curriculum is designed to give every child a life-long love of learning, gain knowledge and acquire skills and to ultimately help them succeed in life beyond Meadowside.

This policy should be read alongside 'The Curriculum at Meadowside' document

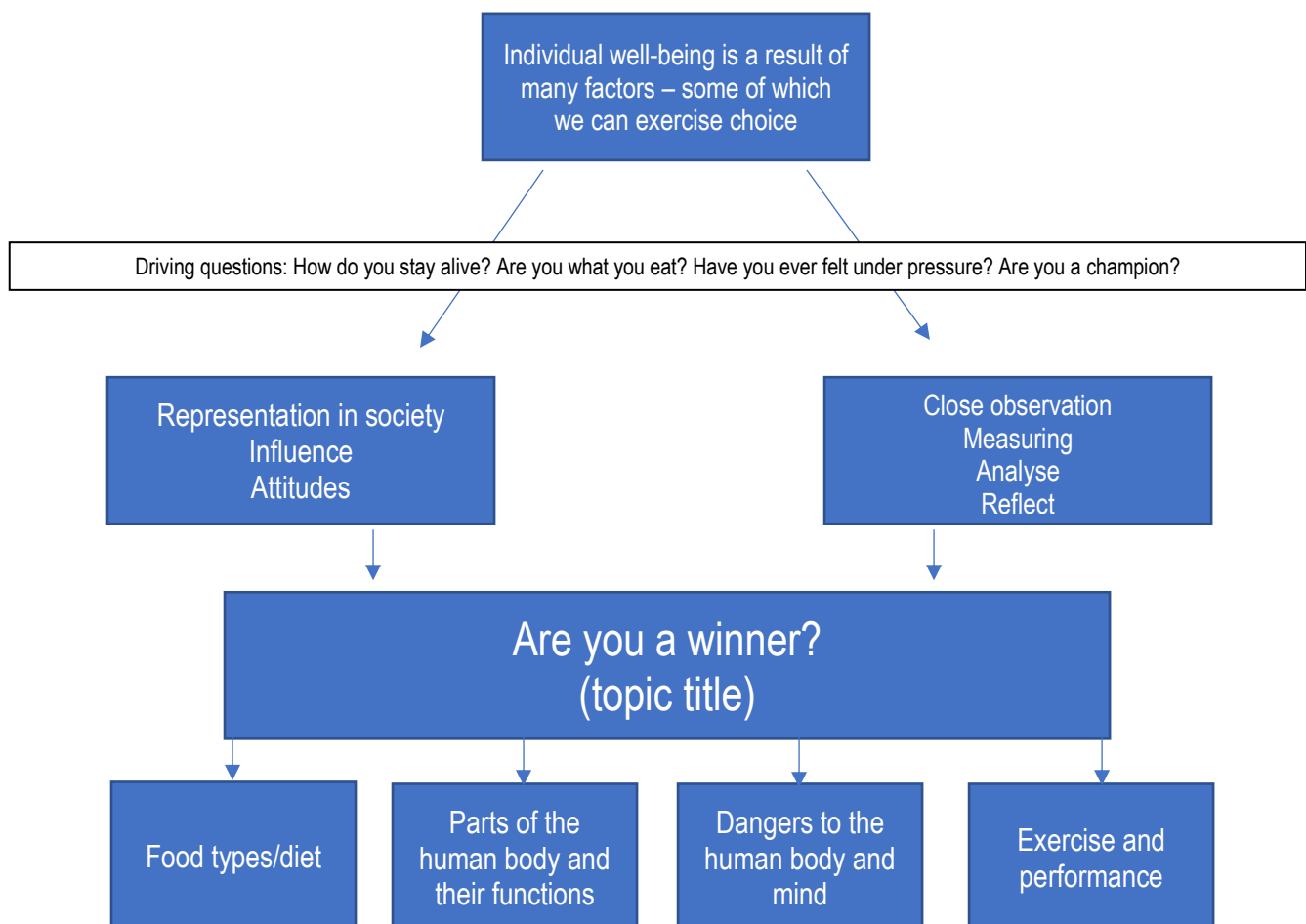
Intent

Curriculum Design

Our curriculum is designed to give every child a life-long love of learning, gain knowledge and acquire skills and to ultimately help them succeed in life beyond Meadowside.

We have designed our curriculum using the 'Big Ideas' model. This takes a big concept that is learnt through driving questions that helps children understand our world. We plan carefully using pre-requisites and end points so we are clear in what the children need to know to achieve in the next phase.

Below is an example of a topic in year 5 and 6:



We are developing strong links to previous learning. In the Key Stage 1 Pirate Topic (Shiver me Timbers), children learn about keeping healthy with particular reference to diet. You can clearly see how this links to the Year 5 and 6 topic above. Another link between our topics is 'Invasion'. In Years 3 and 4 the children learnt about the Romans and Saxons. Years 5 and 6 study the Vikings and Mayan culture. Similarities and comparisons are made.

For each topic, teachers plan to create opportunities for:

- Connections to previous learning
- Language for thinking
- Making links to the world around us
- Creating natural links between subjects
- Building on previous learning
- Taking risks
- Exploring the world beyond the classroom
- Discovering new passions
- An equal curriculum for all

Implementation

The curriculum in the classroom

The curriculum in the classroom is planned to be fun and meaningful.

How is this achieved?

- Each topic begins with a 'launch' and ends with a 'shine'. In years 1 and 2 they begin their topic *Quizzical Nature* by entering an online quiz that is advertised in school and end it by competing in the quiz against other schools. Teachers gather information about what children know/should know and use this to inform the pathway to the end point of the topic.
- Teachers and subject leaders use each other's knowledge and expertise to support in planning and delivery.
- Child-led topic books. Teachers share and model their skills to show the children what it could look like. Children then have the freedom and ownership over the presentation of their work as authors and consider their audience and purpose.
- Strong links between English and topic work. Books are borrowed from the library; where possible, guided reading texts are linked to topics; English lessons follow themes and objectives of the current topic.
- Links across subjects are made wherever possible. We intertwine subject knowledge and skills in our learning. Maths and Science can often be linked to our topic work, for example, time zones links well with the space topic *Watch this SPACE!* A 'golden thread' approach is used in planning to monitor links.
- Further links are made across year groups for children to make connections. Learning about the continents in years 3 and 4 is studied more deeply in years 5 and 6, by drawing on previous learning.
- Trips and visitors. For example, the mobile planetarium visits years 5 and 6 at the beginning of their topic, *Watch this SPACE!* and Jungle Jonathon (along with an array of animals!) visits years 1 and 2 in *Quizzical Nature*.
- Specific weeks and days are planned in to link across topics and the whole school e.g. *Solve it Day, STEM week, Arts week, National Poetry Day*.
- Opportunities to become involved in socially and culturally enhancing events to benefit the children are taken e.g. *Gloucester Schools Shakespeare Festival, Cheltenham Literature and Science Festivals, Quedgeley Library, Young Voices, The Gloucester Sports Partnership*.
- Vibrant displays that show off and celebrate our best work but also show the children the steps they are achieving to reaching the objectives of the current topic.

- Work is shared at the end of each term with each other, children and staff from other classes. Feedback is gathered by staff (see impact).
- Homework. Improving home school links. Topic homework and 'Top Topic Facts' are set once a term to encourage the children to stretch their learning even further. It is always celebrated. See the homework policy for more detail.
- Our Head of Inclusion offers extensive support for children with SEND, with 1:1 Teaching Assistants used to ensure children are acquiring the knowledge and cultural capital to succeed in life beyond Meadowside.

Impact

The effect of our curriculum

- Topics always begin with classes working on what the children already know and want to know about their new topic. This can be a class discussion or more formally recorded as a mind-map.
- Topic assessment grids are used in year groups 1 – 6 at the end points in topics. They assess the children against National Curriculum objectives. Subject leaders analyse these once a term and at the end of the year, they are passed on to the next year group.
- Children fill out Skills Passports every two weeks (KS1) and at the end of each topic (KS2), so they can see how their skills have progressed as learners and in key subjects. For example, how have they developed their geographical skills in the topic this term? They have the opportunity to show us how confident they are in each of the objectives.
- The curriculum team gather a variety of different types of evidence to celebrate what is going well but to also think about what needs altering: pupil voice; lesson observations; book looks.
- Through the book looks we are also able to ascertain if children at Meadowside have met the intentions of our curriculum:

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