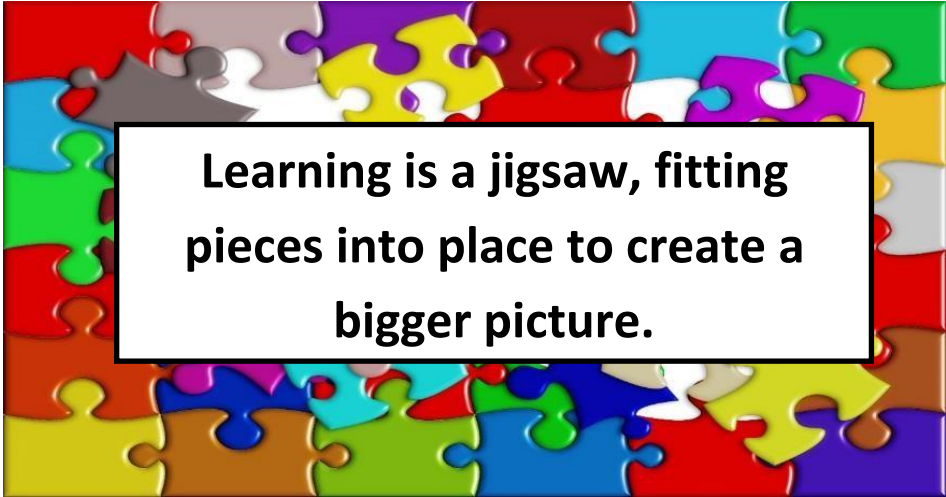


Malmesbury Park Primary School



Curriculum Design



**Learning is a jigsaw, fitting
pieces into place to create a
bigger picture.**

We offer a stimulating, exciting, enriching curriculum designed to challenge, motivate and inspire children which is bespoke to meeting the needs of the children at Malmesbury Park Primary Academy School.

We provide:

- A broad, balanced, coherent and progressive curriculum that is:
 - Designed with the learner at its centre
 - Relevant, purposeful and meaningful learning
 - Stimulating, exciting, challenging, motivating and inspirational.
- A broad, balanced, coherent and progressive curriculum which offers children:
 - Enrichment and a range of first-hand experiences.
- A broad, balanced, coherent and progressive curriculum which is:
 - personalized, inclusive and develops the whole child.
- A broad, balanced, coherent and progressive curriculum which offers:
 - High expectations and deep learning
 - Learning outside of the classroom, learning from experts, visits out, visitors in and the local community
 - Learning at home projects designed to extend learning from school to home.

Curriculum Design:

- Our school curriculum has been designed to provide stimulating, exciting, challenging, motivating and inspirational learning opportunities for the children through, in the main, a subject approach, to ensure learning is relevant, purposeful and meaningful.
- We follow the National Curriculum as we believe it is:
 - knowledge led and ambitious in its approach
 - offers a framework in which concepts and progression are built in (E.G. the Science curriculum covers the key concepts related to biology, chemistry and physics)
 - ensures continuity and security in learning.
 - Moreover, as we have a high turnover of children moving schools, we can be confident

that if moving to another state school, they will follow the national curriculum and therefore learning will not be lost.

Keeping Subjects Discrete:

- We have made the deliberate choice for our teaching to be in discrete subjects.
- Reading, Phonics, Writing and Maths are given daily teaching and learning time.
 - This is based on the need for repetition and regular practice of essential skills in order for them to be fully developed and transfer to the long-term memory.
 - Pathways to Read - daily 30 mins of focused reading and comprehension development through a structured approach.
 - Phonics - daily 45 mins of focused phonic input in FS2-Y2 to develop and secure early reading skills using RWInc.
 - Writing - daily 60 mins of dedicated writing time developing a range writing skills through Pathways to Write and Pathways to Spell
 - Maths - daily session following White Rose Maths - a structured programme.
- Science and the foundation subjects are taught discretely, each having their own timetables slot in the curriculum.
- French, PE, RE, Art and DT are taught by experienced school staff, allowing them ownership of the subject they are teaching and ensuring continuity of approach for the learners.

KNOWLEDGE

The place of knowledge in the curriculum

- The curriculum is designed to build and develop substantive and disciplinary knowledge.
- Substantive Knowledge is the subject content (e.g. plants, animals, mountains). It supports the development of the understanding of subject specific vocabulary (e.g. tectonic plate, lava, volcano) with precise meaning. Knowledge Organisers are used to identify in advance the substantive knowledge needed.
- Disciplinary Knowledge develops the subject specific skills (e.g. skill of being a geographer, a scientist, an historian) and the discipline of working in a prescribed way, for example, in History, knowing about primary and secondary sources. Disciplinary knowledge builds the capacity to understand and use the subject skills (e.g. History - chronology, interpretation, artefacts, source materials)
- The units of work are designed to secure essential knowledge. This is achieved through the use of: Knowledge Organisers, identifying key essential knowledge and understanding, key vocabulary and quizzes.

How do we ensure children make progress in learning over time?

- Units of work are designed for children to Know more, remember more and do more.
- The units of work have clear end points which are linked to prior learning.
- There is vertical progression from year to year (e.g. the History projects build on the learning in prior projects) and horizontal progression across the year (e.g. DT - the elements of design criteria will develop how to use tools and template over time).
- Units of work sequence learning. Through the evaluation questions and summaries at the end of each project, children can demonstrate their learning. The sequences are designed to cumulatively build learning.
- Subject specific vocabulary is deliberately planned for and designed to close the gap caused

by disadvantage.

- Vocabulary is explicitly taught in all subjects and used and applied throughout the project.
- Vocabulary is displayed prominently in classrooms and is used on knowledge organisers and displays to support accurate and independent use in spelling and writing.
- Words identified are related to the subject and are important for reading - when reading for learning, understanding of a wide vocabulary is key.
- The identification of key vocabulary prior to teaching develops
 - The building of subject specific knowledge
 - A large word lexicon
 - A greater depth of understanding, through repeated use (e.g. ocean, desert, continent).

How has the curriculum been adapted /changed?

- Outside of school, children have lots of competing things to attract them. School must match these to grab their attention and motivate them to learn. Through enhanced experiences (e.g. visits out, visitors in) for units of work we can add to the learning experience, reinforce ideas and give opportunities to talk about and discuss learning in different ways.
- Through specifically identifying and teaching vocabulary in every unit of work, word lexicons are extended and give the children confidence to use vocabulary correctly when explaining and describing.

How is the curriculum enriched?

- We believe strongly in the need to provide children with a wide range of experiences. This includes making visits out and welcoming visitors in.
- Whilst we are constrained by finances we will continue to make use of:
 - Virtual visits and tours
 - Staff experiencesto enrich the learning opportunities within our projects.

How is the curriculum adapted for SEND and GDS learners?

- Differentiation and adaptation to support the range of abilities is identified at the planning stage and evident in books. Tasks are designed to enable SEND learners to access the curriculum at an appropriate level and work independently (e.g. using Widgeo for instructions, cloze procedure, writing scaffold, use of diagrams, discussion, video) towards the outcome, which may be in a different form to the rest of the class (e.g. oral instead of written).
- Units of work are based on a mastery approach. Where appropriate, additional challenges are offered, allowing children (independently or in groups) to apply their learning in a different context and for a different purpose.