



Our Curriculum Intent

We follow the Statutory National Curriculum September 2014.

We believe that alongside these statutory requirements it is also important for children to be taught skills to equip them to be lifelong learners. We actively develop thinking, questioning, problem solving and creative skills. Children are encouraged to become independent learners, be decisive and confident in the decisions they make, be good citizens who can develop healthy and positive relationships with others and remain healthy and resilient. We are preparing our children to be 21st Century citizens who contribute positively to local, national and global communities.

Our curriculum is designed to reflect the background and experience of the children; it is outward facing, setting learning in global contexts wherever possible as well as celebrating diversity to emphasise unity ensuring the children are prepared for life in modern Britain.

Learning isn't always confined to indoors. We believe that play and exploration through the natural environment not only enhances children's learning but also helps them become aware of the beauty and fragility of their local and global environment.

At Melbury Primary School we are ensuring that our children are secondary school ready. This includes not only what but also how the child learns.



Our Curriculum Implementation

At Melbury our curriculum is designed around four principles

Relevance, Coherence, Challenge and Ambition

We have used the national curriculum as the basis for our own school curriculum but have then taken the opportunity to range beyond the specifications in order to provide a broad, balanced and engaging curriculum which excites, inspires and meets the needs and interests of our children.

Teaching and learning in all year groups is designed to follow a book-based curriculum. Each termly class topic is driven by a carefully chosen book that lays the foundations for purposeful cross-curricular learning to take place. At the heart of our curriculum is reading with the overarching aim to inspire all children to develop a lifelong love of reading and of books of all genres.

Termly topics are designed to provide the children with:

1. Knowledge that builds knowledge – *'The more you know the more you can know'*.
2. Clear links with a coherent sequence – *'What has gone before and what will come next'*.
3. Child initiated activities
4. A 'Golden Thread' of 21st Century issues

and to engage the children in a range of exciting and meaningful learning experiences.

Topics will encompass (where possible) the teaching of most subjects, including English (reading, writing and speaking), history, geography, science, art, DT, and RE. Other subjects, including maths, PE, MFL, music and computing are taught discreetly. We place an emphasis on the teaching and learning of skills within each subject area.

Each term our curriculum is underpinned by a 'Golden thread' of 21st century issues which are woven into our wider curriculum and celebrated throughout the topic.

Knowledge, skills and attitudes are built through our five 'Golden threads':

Diversity

Environment

Children's Mental Health

Leadership

Inequality

RE is planned from the locally agreed syllabus, Nottingham and Nottinghamshire Agreed Syllabus for Religious Education 2009, linked with the thematic units wherever possible. Planning for RE is detailed in our RE policy.



We set out the key theme and Areas of Learning through our Long-Term Curriculum Overview, which is published on our website.

This is complemented by detailed medium term plans for each subject. The planning is set out using a framework of six key questions, each one addressing a skill or skills from the National curriculum. These skills are revisited throughout the year and then built upon the following year to ensure that our pupils can make links in their learning.

This planning is responsive to the needs of the group.

From these each class teacher produces detailed and responsive short term/ weekly curriculum plans. They produce a plan for Literacy and Numeracy each week alongside a Foundation Subject plan.

Subject leaders monitor each level of planning. Each subject has an individual curriculum policy which sets out the learning in that subject discipline as well as approaches to assessment etc.

We are also proud of the value we place on extra-curricular activities and creative arts to develop the cultural capital of all our pupils. We offer a wealth of opportunities outside of the classroom to develop and showcase our pupils sporting, leadership and creative talents.

