

## East Dene Primary Curriculum – Big Picture

### INTENT - What are we trying to achieve?

<b>Aims</b>	We aim for our children to become <b>independent, confident, successful</b> and <b>life-long learners</b> , with <b>high aspirations</b> and the <b>learning agility</b> to make a positive contribution to their community and the wider society now and in the future.			
<b>Curriculum Drivers</b>	<b>Creative Collaborators</b> Positive relationships are encouraged that enable all pupils to feel safe and cared for. Respect for individuality and self-expression is promoted across school. Pupils have opportunities to communicate in a variety of ways and pupils share their views and opinions within all areas of school life, knowing that their voice matters.	<b>Aspiring Minds</b> Pupils are encouraged to challenge themselves and to always aim high. Through the curriculum they are given a wide range of experiences focusing on developing their ambitions and awareness of the wider world. Children are encouraged to face challenges with resilience and develop an ethos of positive competition.	<b>Our Family, Our Community, Our World</b> The local community plays an integral part in our curriculum. Children develop a good knowledge of where they live as well as understanding the national context and the wider world. They are good citizens and develop an awareness of the diversities across a range of global cultures. Pupils understand that their own health is an important aspect of their place in the world.	<b>Memory Makers</b> We aim to make all learning relevant, enjoyable and above all memorable. Emphasis is placed on first hand experiences and as such each theme is introduced with a 'wow' moment, to capture our children's interest and spark their curiosity. Through enabling children to visit a wide variety of places we aim to raise their aspirations.
<b>East Dene Values</b>	Respect	Resilience	Responsibility	
<b>A rich, rounded and rigorous curriculum</b>	Empathy	Kindness	Friendship	
<b>A rich, rounded and rigorous curriculum</b>	<u>Core knowledge and understanding</u> e.g. excellent general, subject, social and cultural knowledge,	<u>Skills and competences</u> Essential skills: literacy, numeracy, ICT, personal, social, emotional, learning and thinking skills, physical, moral, spiritual	<u>Attitudes, attributes and dispositions</u> e.g. determined, adaptable, confident, risk-taking, enterprising, self-regulating, emotionally resilient, spiritually aware, tolerant, kind	

### IMPLEMENTATION - What does the curriculum contain?

<b>Mastery of Core Skills and Knowledge</b>	<u>Knowledge</u> Cultural Subject knowledge (Curriculum) General	<u>Vocabulary</u> Tier 1 Tier 2 Tier 3	<u>Reading</u> <ul style="list-style-type: none"> <li>• Decode</li> <li>• Explain</li> <li>• Retrieve</li> <li>• Inference</li> <li>• Choice</li> </ul> Reading is an essential skill that also supports the acquisition of vocabulary and knowledge	<u>Wider curriculum specific skills</u> e.g. History Geography Art PE	<u>Fluency in basic skills</u> Maths: number - facts/operations (Maths Mash Ups) Cursive handwriting, phonics for spelling, grammar, technical accuracy, decoding for reading – PHONICS RWI Social skills							
<b>Areas of Learning EYFS/KS1/KS2</b>	Art/DT	Music	Computing	PE	RE	Geography	History	Science	English	Maths	MfL	PSHE
<b>Deeper Learning - core competencies</b>	PSED		CLL	Numeracy		Understanding of the World	Expressive Arts and Design		Literacy		PD	
<b>Foundational and universal competency</b>	Oracy											

### How do we organise learning?

The curriculum as the entire planned learning experience, underpinned by the schools aims and drivers.

<b>Components</b>	Environment and Local Context	Events and Visits/Visitors	Extended hours	Learning outside the classroom	Lessons	Enrichment	Routines	Ethos
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### How is the curriculum delivered?

<b>High Impact Teaching Strategies (Pedagogical Approaches)</b>	Clarity of objectives	Questioning	Lesson design – teaching sequences	Modelling explicit teaching	Practice – multiple exposures over time
<b>High Impact Teaching Strategies (Pedagogical Approaches)</b>	Personalised Feedback	Collaboration	Articulating learning	Differentiation and Challenge	Metacognition

### IMPACT - How well are we doing? Are we making a difference? How do we know?

Securing effective learning and teaching so that learners understand quality and how to improve

<b>Evaluating Impact</b>	Looks at the whole child, e.g. progress in knowledge, understanding and skills, attitudes, attributes and dispositions.	Uses assessment information intelligently to identify trends and clear goals for improvement	Uses critical friends to offer insights and challenges.	Uses a wide range of measures – qualitative and quantitative	Creates a continuous improvement cycle	Uses a variety of techniques to collect and analyse information	Employs principled, effective formative and summative assessment	Involves the whole school community: learners, parents, teachers, employers and governors.
<b>How</b>	Lesson Observations	Planning Scrutiny		Work Sample Analysis	Surveys		Pupil Voice	
<b>How</b>	Data Analysis	External QA		Peer Reviews	Appraisal		Awards and Accreditation	
<b>To Secure</b>	We aim for our children to become <b>independent, confident, successful</b> and <b>life-long learners</b> , with <b>high aspirations</b> and the <b>learning agility</b> to make a positive contribution to their community and the wider society now and in the future.							