

Curriculum Intent	Rooted in our values of...	Kindness	Responsibility	Pride	
	Together we learn to shine				
	<b>The vision of the curriculum at Middlethorpe Primary Academy</b>	A progressive knowledge rich curriculum that enables all children to reach their full academic potential.	Opportunities, experiences and knowledge that enables children to develop into responsible global citizens	Carefully designed lessons which equip children with the skills and desire to become life long learners	A broad and balanced curriculum that empowers children to be happy and healthy individuals
	Broad and balanced encompassing the best of what has been thought and said.	Covers the statutory aspects of the National Curriculum whilst delivering a rich , varied and bespoke diet to ensure all children leave the academy fully prepared for the next stage in their educational journey.	Carefully mapped to ensure there is a progression of knowledge and concepts that are sequencing and transferable within and across subjects.	Builds schema allowing children to think increasingly effortlessly by knowing more and remembering more	Engage in a variety of interesting, memorable and worthwhile experiences that go beyond the taught curriculum

# Curriculum Implementation

<b>Elements that underpin the organisation of the curriculum</b>	<b>Key Concepts</b>	<b>Enquiry Driven</b>	<b>Engaging</b>	<b>Real Life Experiences</b>	<b>Knowledge based</b>
	Subject concepts we want children to know by the time they leave us	Big questions that make children think critically	Learning is designed to inspire awe and wonder	Educational visits, visitors, purposeful, responding to world events, learning in the our community	Knowledge enables children to make sense, interpret and improve the world

<b>Subject organisation</b>	<b>Curriculum Drivers</b>					<b>Discrete Subjects</b>					<b>Well-being and Spirituality</b>		
	Daily	Whole school half termly blocks				Daily	2 sessions weekly	1 session weekly			2 sessions weekly	1 session weekly	
<b>Year 1 to Year 6</b>	English	History	Geography	Art	DT	Maths	Science	Computing	Spanish	Music	PE	PSHE	RE
<b>Foundation Stage</b>	Communication and Language		Literacy		Understanding of the World		Expressive arts and design		Maths		Physical development		Personal, social and emotional development

<b>How we plan to make our curriculum outstanding</b>	Organisation of Foundation subjects to allow time and space to teach	Hook to give context and purpose to learning	Text rich to engage learning, enrich vocabulary and promote a love of reading	Knowledge organisers for parents and children for recall and retention	Vocabulary dozen identified for each unit of work	Planned outcome with a real audience
<b>How this is applied in the classroom</b>	Relationships	Learning to learn	Recall and retention	Listening and responding	Talk	Beautiful work

<b>What we see in lessons</b>	Time to review previous learning to aid retention	New learning is presented in small steps to avoid cognitive load	Effective modelling	Time for children to practice, rehearse and refine	Time to apply learning in many contexts
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Impact on children	Impact on attainment and progress	Means of measuring impact
<p>All children:</p> <ul style="list-style-type: none"> <li>• are happy, confident, articulate and successful learners</li> <li>• think critically about their learning and ask thought provoking questions</li> <li>• demonstrate the Middlethorpe learning behaviours daily</li> <li>• uphold the values of kindness, responsibility and pride</li> <li>• produce beautiful work.</li> <li>• impact positively on the school community</li> <li>• experience a range of meaningful, worthwhile and challenging experiences</li> <li>• have the skills and attributes to positively contribute to making the world a better place in the future.</li> </ul>	<p>All children make excellent progress in all areas of the curriculum from their starting points. Their attainment is above or at least in line with national expectations.</p> <p>Opportunities for children to achieve at a greater depth are always available. Teacher assessments shows that the essential knowledge and skills identified by leaders are embedded in the long term memory of our children.</p>	<p>The curriculum is regularly reviewed, developed, monitored and evaluated by the school leaders.</p> <p>Subject leaders take responsibility for ensuring coverage, progression and standards through long and medium-term planning, promoting the subject and developing the teaching methodology and securing high quality resources. They regularly monitor and evaluate learning, teaching and the curriculum.</p> <p>Assessment is both formative and summative and progress and attainment are regularly tracked.</p>