

## Ayresome Primary School Curriculum Overview

I N T E N T	<b>Our curriculum promotes spiritual, cultural, mental and physical development and it aims for all of our pupils to be successful, ambitious global citizens.</b>																		
	<b>Curriculum aims:</b>		<b>Successful, lifelong learners</b> who enjoy learning, making progress and achieving.			<b>Confident individuals</b> who are able to lead safe, healthy and fulfilling lives.			<b>Responsible global citizens</b> who make a positive contribution to society										
	<b>Focus for learning:</b>		<b>Attitudes and attributes</b> e.g. determination, respect, tolerance, ambition and excellence; STARS			<b>Skills</b> e.g. literate, numerate, digitally safe and savvy, interpersonal and able to transfer these skills to the real world			<b>Knowledge and understanding</b> e.g. big ideas that shape the world										
<b>Outcomes</b>		<b>Be healthy</b>		<b>Stay safe</b>		<b>Enjoy and achieve</b>		<b>Make a positive contribution</b>		<b>Achieve economic wellbeing</b>									
<b>Pupils prepared for opportunities, responsibilities, the next stage in learning and experiences of later life.</b>																			
I M P L E M E N T A T I O N	<b>The curriculum as an entire planned learning experience underpinned by a broad set of common values and purposes.</b>																		
	<b>Components:</b>	<b>Environment:</b>		<b>Events:</b>		<b>Extended Services:</b>		<b>Learning outside the classroom:</b>		<b>Lessons:</b>	<b>Locations:</b>		<b>Routines:</b>						
	<b>Approaches to learning:</b>	<b>Varied and matched to learning need</b> e.g. enquiry, instruction, active, practical, theoretical, collaborative learners		<b>Assessment is fit for purpose and integral</b> to teaching and learning		<b>In tune with emotional and physical development (appropriate to the needs of individuals and groups) (Headstart, RRSa, ELSA)</b>		<b>Assessment develops learning</b> through the AfL cycle		<b>Personalised – offering challenge and support</b> to enable all learners to make progress and achieve their potential		<b>Relevant, purposeful and for a range of audiences</b>		<b>Assessment uses a wide range of evidence to encourage learners to reflect on their own learning</b>		<b>Involve learners proactively in their own learning</b>		<b>Resource well and matched to learning need</b> e.g. use of time, space, people, materials	
	<b>Whole curriculum dimensions:</b>	<b>Overarching themes that have a significance for individuals and society, and provide relevant learning context:</b> Identity and cultural diversity – School of Sanctuary – Rights Respecting – Healthy lifestyles – Community participation – Enterprise – Global dimensions and sustainable development – Technology and the media – Creativity and critical thinking																	
	<b>Statutory expectations:</b>																		
E Y F S	<b>Prime Areas</b>					<b>Specific Areas</b>													
	Making relationships		Self-confidence and awareness		Managing feelings and behaviour		Moving and handling		Reading		Writing		Numbers		Shape/space and measure		Technology		
	Health & Self care		Listening and attention		Understanding		Speaking		People and community		The World		Exploring using media and materials		Imaginative				
KS 1 & 2	<b>NC Core Subjects:</b>			<b>NC Foundation Subjects:</b>						<b>Additional Subjects:</b>									
	English, S&L, GPS, Phonics, Reading, Writing		Mathematics	RE	Art & Design		Design and Technology		History		PE			Citizenship					
		Science		Computing		Geography		Music		Languages		PSHE	SRE						
I M P A C T	<b>To make learning and teaching more effective so that learners understand their success and how to improve</b>																		
	<b>Evaluating impact</b>	Looks at the whole child e.g. curriculum aims, progression in skills, subjects and dimensions		Uses information intelligently to identify trends and clear goals		Uses 'critical friends' to offer insights and challenge assumptions		Creates a continuous improvement cycle		Uses a variety of techniques to collect and analyse information		Chooses assessment fit for purpose		Involves the whole school community e.g. learners, parents/carers, teachers, governors					
	<b>to secure</b>																		
<b>Accountability</b>		<b>Attainment and improved standards Behaviour and attendance</b>			<b>Civic participation</b>			<b>Healthy lifestyle choices</b>			<b>Further involvement in education</b>								