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| **Medlock Primary School**  Ambition For All  Curriculum 2022/2023 |

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| **Core Values** | **Children first**  Our ambition is for all our children to fulfil their potential. We strive to inspire all our children to become confident, independent and engaged learners. Everything we do is to provide our children with the best start in life and encourage them to take pride in their achievements. | **Community**  We believe that school is the heart of our diverse local community: a place where differences are recognised and celebrated. We expect our children, families and staff to be caring, respectful and responsible. We work in partnership with our families and community. | **Challenge**  We are passionate in providing every child the skills they need for lifelong learning. We believe that school life should give our children the ambition to be the best they can be through all learning being fun, purposeful and challenging. |

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| **Curriculum aims** | To foster a love of reading in all pupils and enable pupils to read widely for both pleasure and the acquisition of new knowledge. | To develop the voice of the child and their ability to communicate, ask questions and think critically. | To enable pupils to challenge preconceptions about the world they live in and use empathy and kindness to speak up for what is right. | To enable pupils to see themselves in the curriculum and be ‘funds of knowledge’ for others. | To inspire and motivate children to be creative thinkers and problem solvers in order to be lifelong learners. |

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| **Teaching Principles** | Challenge for All | Dialogic Teaching | Commitment | Sequencing Learning | Metacognition |

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| **Community Curriculum** | **SMSC** | Spiritual | Moral | Social | Cultural |
| **Promoting British Values** | Democracy | Rule of Law | Individual Liberty | Mutual Respect and Tolerance |
| **Oracy** | **Critical** Thinking | **Caring** Thinking | **Creative** Thinking | **Collaborative** Thinking |

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| **EYFS overarching principles** | Unique child | | | Positive relationships | | | Enabling environments | | Children develop/ learn in different ways and at different rates | | |
| **EYFS**  **Framework** | Prime areas | | | | | | Specific areas | | | | |
| Communication and Language | | Physical development | | Personal, Social and Emotional Development | | Literacy | Maths | Understanding the World | | Expressive Arts and Designs |
| **National curriculum** | RE | MFL | PE | Computing | PSHE | SRE | English | Maths | Geog/  History | Science | Art & Design  Music  D &T |

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| **Teaching Principles** | **Challenge for All**  Ensuring the learning needs for all pupils are catered for though having high expectations of all pupils and providing an equitable classroom. | **Dialogic Teaching**  Uses the power of talk to create a stimulating and purposeful learning environment. It encourages and involves purposeful teacher / student and student / student dialogue to advance children's thinking and understanding. | **Commitment**  That all children demonstrate a love of learning and show expertise in a range of curriculum areas. | **Sequencing Learning**  The way that the learning is structured to ensure that pupils know and remember more. This includes being able to retrieve prior learning, apply new knowledge, make connections with other learning and apply this in different contexts. | **Metacognition**  Metacognition is understanding the way that we think and giving the children strategies to support the way that they learn. |

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| **SMSC** | **Spiritual**  The opportunity to explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world. | **Moral**  To know the difference between right and wrong, both from a humanitarian point of view and from a legal standpoint. | **Social**  Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the '[British Values](http://www.doingsmsc.org.uk/british-values)' of democracy, the rule of law, liberty, respect and tolerance. | **Cultural**  Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity. |

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| **Promoting British Values** | **Democracy**  A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities. | **Rule of Law**  The need for rules to make a happy, safe and secure environment to live and work. | **Individual Liberty**  Protection of your rights and the rights of others around you. | **Mutual Respect and Tolerance**  Understanding that we all don’t share the same beliefs and values. Respecting those values, ideas and beliefs of others whilst not imposing our own onto them. |

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| **Oracy** | We are **Critical** Thinking when we are:  Asking big idea questions  Testing our ideas  Giving good reasons  Looking for evidence  Suggesting conclusions | We are **Caring** Thinking when we are:  Thinking about what’s been said  Listening carefully to others  Imagining how others feel  Not interrupting  Waiting for our turn | We are **Creative** Thinking when we are:  Making connections  Thinking of new ideas  Exploring new possibilities  Comparing things  Suggesting alternatives | We are **Collaborative** Thinking when we are:  Speaking to each other  Building on ideas  Friendly and helpful  Sharing our experiences  Working together |