

Medlock Primary School

Embracing Learning, Realising Potential

Curriculum 2021/2022

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

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

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' 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
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