



Love



Compassion



Respect



Believe



Mottram C.E. Primary School Curriculum Policy

Curriculum intent

Through our curriculum, we want to provide children with a range of rich experiences to build resilience, independence and compassion. We aim to engage with the local and wider community to make a positive impact and we encourage all pupils to become courageous advocates to make the world a better place.

Through our Christian vision, our Aims and as a result of pupils being taught the Mottram curriculum our children will be

- **Communicators**
- **Explorers**
- **Readers**
- **Believers**

These are our curriculum drivers. We believe these drivers will give our children the Cultural Capital of knowledge, behaviours and skills to achieve their goals, be successful in society and contribute to making a change in our communities for the better. We embrace the Church of England Vision for Education and believe all our children can flourish to 'live life in all its fullness'.

At Mottram we provide a creative curriculum which is broad, balanced and meets the requirements of the national curriculum. It has a project-based, thematic approach and provides children with a range of rich and memorable learning experiences.

Pedagogy

- ▶ **Capture** children's imagination through interesting topics and hands-on activities using a hook to inspire and ignite a love of learning.
- ▶ **Collate** children's thinking, questioning, skills, knowledge and understanding of a range of themes and concepts by making connections to the real world and meaningful links between subjects.
- ▶ **Create** a piece of work through developing children's capacity to work independently and collaboratively. Guiding children to think creatively and solve problems.
- ▶ **Celebrate** through, sharing our creations, reflecting, providing opportunities for shared evaluation and identifying next steps for learning.



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Curriculum design for KS1 and KS2

At Mottram we have designed our curriculum on a three-year rolling programme from Y1-3 and from Y4-6. Our curriculum is based on our bespoke progression documents and have been cross referenced for coverage and breadth. Our curriculum design gives each year group the opportunity to cover a broad range of themes and subjects.

Long-term maps show the coverage and structure for each year group and can be found in the curriculum folder and on our website.

Subject coverage

English

English is a core subject and reading is at the heart of our curriculum. Each project covers a range of reading and writing genres and, where appropriate, links to other areas of the curriculum.

Spoken language is promoted throughout the curriculum and across all subjects.

Spelling, vocabulary, grammar, and punctuation are promoted throughout all writing opportunities.

Mathematics

Mathematics is also a core subject and is taught discretely. However, where relevant, mathematics is linked to ongoing project work.

Science

Science is fully covered throughout the curriculum. Some projects have a science focus, and others will have less of a scientific emphasis.

Foundation subjects

The foundation subjects – history, geography, design and technology, art and design, PE, and music – are integrated into each project and provide enrichment across the curriculum.

Religious education

RE is a statutory part of the curriculum and we follow Understanding Christianity and Discovery RE. (See Religious Education Policy)



PHSE and SRE

PHSE and citizenship are important aspects of our curriculum and are taught both discretely and within the projects. SRE is taught discretely through health relationships and as part of the Science curriculum.

ICT and computing

The core skills of ICT are taught as a discrete programme across school. However, other elements of the computing curriculum are integrated into the curriculum as part of project work. These include e-safety, digital publication and presentation, research, data handling and the use of digital media.

Timetables

Each year group has a set of non-negotiable allocations for various aspects of the curriculum. Teachers are free to arrange their afternoon timetable to make the most of cross-curricular opportunities and the needs of pupils. Sometimes subjects and activities might be 'blocked' or run over successive afternoons.

Assessment of the curriculum

See Assessment Policy