



Our Curriculum

Our curriculum INTENT is underpinned by our AIR drivers.

AMBITION: Our aim is to ensure pupils are equipped with the knowledge, skills, and values to achieve their ambition. Pupils have awareness of career opportunities and the knowledge and skills to develop their independence. The development of knowledge and skills supports pupils to achieve qualifications that support further learning and experience towards long term aspirations.

IDENTITY: Our aim is to ensure pupils are equipped with the knowledge, skills, and values to support the development of their self-identity. They acquire knowledge, skills, and values to identify their own and others' emotional literacy and emotional agency. Pupils have knowledge of their rights and responsibilities so that they safely engage with society. Pupils develop their self-advocacy skills so that they effectively communicate their goals, strengths and needs. Pupils make informed choices that prepare them for adulthood.

RELATIONSHIPS: Our aim is to ensure pupils are equipped with the knowledge, skills, and values to maintain sustained relationships with a wide range of people. Pupils know, remember and action social skills that support developing meaningful and robust relationships. They have a strong understanding of emotional wellbeing and know, remember, and action strategies to support their own emotional wellbeing and the wellbeing of others.

Big ideas

Humankind

Understanding what it means to be human and how human behaviour has shaped the world.

Nature

Understanding the complexities of the plant and animal species that inhabit the world.

Processes

Understanding the many dynamic and physical processes that shape the world.

Place and space

Understanding the visual, cultural, social, and environmental aspects of places around the world.

Creativity

Understanding the creative process and how everyday and exceptional creativity can shape the world.

Comparison

Understanding how and why things are the same or different.

Investigation

Understanding the importance of investigation and how this has led to significant change in the world.

Significance

Understanding why significant people, places, events and inventions matter and how they have shaped the world.

Materials

Understanding the properties of all matter, living and non-living.

Change

Understanding why and how things have changed over time.

General principles

Our curriculum will give children the opportunity to:

- understand the purpose and value of their learning and see its relevance to their past, present, and future
- experience the challenge and enjoyment of learning
- meet individual needs to ensure access to a broad curriculum

At Medeshamstede pupil engagement and access to a learning in a suitable format is at the heart of our provision.

SMSC

Our curriculum will give children the opportunity to:

- Moral - Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views
- Tolerance and respect - To respect and tolerate the opinions or behaviour of others
- Safety - Understand how to keep themselves safe in wider society

Medeshamstede value the importance of the development of the whole pupil.

Well-being

Our curriculum will give children the opportunity to:

- learn in a peaceful and supportive environment
- learn how to respect themselves and others
- develop self-esteem and confidence in their abilities

At Medeshamstede we aim to work as part of a larger team, building key skills for successful futures.

Pupil voice

Our curriculum will give children the opportunity to:

- express their opinions on a range of different topics and issues
- explore ways of becoming an active citizen
- take part in age-appropriate discussions

At Medeshamstede we work to ensure pupils understand how to have their voice heard and accept boundaries.

Pedagogy

Our curriculum will be taught through a pedagogy that:

- excites, promotes, and sustains children's interest
- enables and fosters children's natural curiosity
- promotes problem solving, creativity and communication

At Medeshamstede we aim to develop learners with a love of learning, who can go on to have successful futures.

Some students may benefit from a semi-formal and/or sensory approach to learning and will follow provision appropriate to these needs.

Enrichment

We enrich our curriculum by:

- using quality resources in and out of the classroom
- developing partnerships with external providers that extend children's opportunities for learning

Medeshamstede value the use of enrichment opportunities to embed and build on classroom learning.

Our curriculum utilises a thematic approach to engage pupils and coverage of a broad and balanced curriculum is secured by using Cornerstones.

Special interests are utilised where appropriate.

Topics are delivered in 3 yearly cycles, the sequence of these are shown below.

Primary Phase 1

	<i>Cycle A</i>	<i>Cycle B</i>	<i>Cycle C</i>
Autumn 1	Me and my community	Let's explore	Do you want to be friends?
Autumn 2	Once upon a time	Marvellous machines	Can I switch it on?
Spring 1	Starry night	Long Ago	Why do ladybirds have spots?
Spring 2	Dangerous Dinosaurs	Ready Steady Grow	Are we there yet?
Summer 1	Big Wide World	Animal Safari	Will you read me a story?
Summer 2	Sunshine and sunflowers	On the Beach	What can you see in summer?

Primary Phase 2

	<i>Cycle A</i>	<i>Cycle B</i>	<i>Cycle C</i>
Autumn 1	Childhood	Movers and Shakers	Through the Ages
Autumn 2	Splendid Skies	The Enchanted Woodland	Muck Mess and Mixtures
Spring 1	Bright Lights Big City	Bounce	Rocks Relics and Rumbles
Spring 2	Superheroes	Coastline	Emperors and Empires
Summer 1	School Days	Magnificent Monarchs	Rio de Vida
Summer 2	Land Ahoy	Beachcombers	Wriggle and Crawl

Middle Phase

	<i>Cycle A</i>	<i>Cycle B</i>	<i>Cycle C</i>
Autumn 1	Dynamic Dynasties	Maafa	Invasion
Autumn 2	Misty Mountain Winding River	Potions	Frozen Kingdoms
Spring 1	Sow Grow and Farm	Stargazers	Burps Bottoms and Bile
Spring 2	Time Traveller	Ground-breaking Greeks	Britain at War
Summer 1	Road Trip USA!	Misty Mountain Sierra	Tomorrow's World
Summer 2	Playlist	Beast Creator	Ancient Civilisations

Upper Phase

Pupils work towards accreditations that are carefully selected to maximise their potential.

These may include, but are not limited to;

- ASDAN
- Functional Skills
- GCSEs

This section is currently under review and will be updated soon, we appreciate your patience.

Phonics

Medeshamstede utilise Read Write Inc Scheme (approved by the Department for Education) to inform provision and planning as a first port of call.

The school recognise that many pupils are not at the developmental level to be able to move into a full phonics program and at this point in their learning journey they will continue to work on the pre reading skills necessary to move on at the earliest opportunity.

Phonics is embedded into the curriculum across sessions for learners to develop their consistent use of phonics application.

Where RWI teaching has not enabled a pupil to progress in their phonics development- teaching staff may plan for specific interventions to support them. This may include 1:1 intensive teaching, switch-on reading, precision teaching or the whole word approach to reading once phonics teaching has been exhausted.

Reading

Each class maintains a reading file with ongoing targets for individual reading. Class teachers have access to a library of banded books to ensure progression in reading book choices.

The school continues to encourage a love of reading through daily 'reading for pleasure time' across school.

As pupils develop their reading skills, appropriate comprehension and inference skills will be built into their 1:1 Reading time and class led English sessions.

Reading at Home

Where appropriate to the individual learner, and family at home, reading is allocated for homework. All families are encouraged to share texts in any form out of school in a relaxed manner to promote motivation and engagement.

For families looking for more detailed information on phonics the Academy has produced an information booklet or can contact their class teacher in the first instance.



RWI Guide for
Parents.docx