



Our Curriculum Statement The Meadows Primary School



Our curriculum has been designed to meet the needs of our children. It is based on the principle that all children are unique individuals, and that they will flourish in an environment based on nurture and mutual respect.

At The Meadows, we believe that:

- children's natural curiosity can be a starting point for learning, and we use **'big picture'** questions to initiate thinking.
- our children deserve inspiring, fun and **memorable learning experiences** that raise their aspirations.
- learning should matter, and our hope is that children see real-life purpose in their activities, culminating in **authentic outcomes**.

Underlying principles:

- Children learn best when they feel safe, secure and valued as unique individuals.
- The teaching of vocabulary across the whole curriculum equips children to communicate effectively.
- Nurture and a positive approach to discipline helps children to thrive.
- All children should be able to participate, feel valued and aim to achieve high standards in their learning. We have high expectations.
- Learning is most successful when links can be made between previous and new learning
- Adults are role-models, joining in with learning experiences and leading by example.

Values

We aim to seek out relevant and meaningful opportunities to develop pupils' social, moral, cultural and spiritual understanding when teaching all subjects.

Our values are at the heart of what we do. They link to our 'recipe' for a Year 6 child. Here are the qualities we would like them to demonstrate by the time they are ready to make on to the next stage of their journey:

Value	I am...	I show...
Determination	• determined	• perseverance
Understanding	• understanding	• tolerance
Peace	• peaceful	• consideration
Care	• caring	• empathy
Positivity	• positive	• encouragement
Kindness	• kind	• love
Humility	• humble	• respect
Honesty	• honest	• responsibility
Resilience	• resilient	• courage
Friendship	• friendly	• co-operation
Imagination	• imaginative	• creativity



Structure

Our curriculum is built around **Big Picture questions, memorable experiences** and **authentic outcomes**. National Curriculum objectives provide us with the starting point for The Meadows Curriculum.

Big Picture Question	Memorable Experience	Authentic Outcome
Our questions are the starting points for our learning each term, and you will see them displayed in our classrooms. They are designed to make us think and wonder. We work together through the term to find an answer.	Each term, an inspirational visit or visitor into school is planned to provide a context for learning and to bring it to life.	Most importantly of all, we plan our themes so that the learning has a real purpose and a reason. Children have opportunities to share their learning outcomes with a wider and more critical audience.

Our themes are focused in three main ways during the year:

Autumn Term	Spring Term	Summer Term
Discover	Explore	Create

Autumn is the 'Discover' term. This has a history focus. We learn about the past and children develop a sense of chronology, piecing together their knowledge as they progress through year groups. Our big timeline helps us to sequence our knowledge.

In the spring term, our focus is 'Explore'. This has a geography focus and gives children an opportunity to discover a bigger, wider world. We encourage children to adopt a caring, responsible approach to people and to appreciate diversity.

During the summer term, 'Create' is our focus and the arts take the lead. Knowledge and skills are developed using a range of media.

Learning in the Foundation Stage encourages children's natural enthusiasm and curiosity for the world around them. Within our fun, happy and secure environments, we use the principles of **objective-led planning** to provide children with a wealth of experiences.



What do our Big Picture themes look like?

Here is an example of a theme during the autumn 'Discover' term:

Big Picture question: **How do we build a picture of the past?**
Years 5 and 6

Memorable experience:

We visited local Roman sites around our city and followed a trail to find particular places. We learned about the way in discoveries can help us to piece together a picture of what life may have been like in the past.

Authentic experience:

We used our discoveries to write stories set in Roman Lincoln, and the book was published. We hosted a special launch night at Waterstone's book store in Lincoln, when we read extracts and a panel of experts listened to our stories and gave us feedback.



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During lessons, we use **learning questions** that emphasise:

- the knowledge or skill being taught
- the context or reason for the task.

For example:

Can I use place value **to** order numbers?
Can I use commas **to** mark clauses?

Learning questions identify the small steps of learning taken by children each day. They are displayed in children's books.

