

Curry Mallet Church of England VC Primary School Curriculum Intent

Our school aims to nurture happy, healthy, responsible global citizens who demonstrate social competence, are both knowledgeable and aspirational with a desire for learning and respect for themselves, each other and the world around them. Our curriculum aims to develop mental and physical well-being by providing opportunities that bring children into contact with and lead to an appreciation of the physical and natural world and their place in it.

Our curriculum is designed to provide multiple and varied learning opportunities within mixed year group classes and teaches the Early Learning Goals in EYFS and every National Curriculum objective across years 1-6. Our curriculum is closely aligned to the National Curriculum but distinct from it because of the content we choose and opportunities we provide.

The Curry Mallet curriculum is designed to teach knowledge and skills; is broad and balanced and built upon the principles of active and experiential learning. It provides relevant and meaningful opportunities presented in ways that encourage memory and recall; and rooted within our school's context that are design specifically to develop the type of child we want to leave our school

In every class the Curry Mallet Curriculum will be taught via a rolling program of enquiry led projects carefully planned to ensure teaching of knowledge, vocabulary and skills that are progressive and planned over time sequentially in order to build progression.

Our curriculum has planned cross-curricular links and engaging experiences to bring richness and depth to each project. It is deliberately sequential so that children can make links and can logically build knowledge and understanding of the world and their place in it. Our curriculum is tailored to meet the needs of the school, our local context and each unique pupil.

Every learning opportunity will be appropriate for the interest levels and stage of the pupils, yet flexible enough to allow for the academic rigor needed to challenge the most-able and support those with additional learning needs.

Our expectations for every pupil are ambitious. We expect every pupil to achieve at least age-related expectations across the curriculum as well as in reading, writing and mathematics unless pupils' disabilities or learning needs mean that this is not possible. We expect every pupil to make good progress across the curriculum.