

Our Curriculum at Great Dalby Primary School

At Great Dalby Primary School, our curriculum is carefully designed with **knowledge at its heart**. We ensure that all children acquire the skills and knowledge, that they need to **succeed in life**. There is a strong focus on **cultural capital** to ensure that all of our children acquire the **essential knowledge** they need in order to become **educated citizens and to prepare them for future success**. We believe that it is important that our children have an enriched learning experience. Therefore, we place great emphasis on providing opportunities for our children that they might not otherwise have, taking into account the **local context**.

Our **inclusive, ambitious** curriculum recognises the importance of **progression in knowledge and skills** and promotes the **school values of caring, achieving and persevering**, throughout all areas. The curriculum promotes long-term learning with the belief that progress means children should **know more and remember more**. Pupils with SEND are supported to achieve the **best possible outcomes** and are **prepared for the next stage of education**.

- Art
- History
- Geography
- Physical Education
- Languages
- Science
- Music
- Design and Technology
- Computing
- Religious Education
- Personal, Social and Emotional



Our curriculum is underpinned by **current research** based on how children learn and remember. This helps to ensure that learning is stored in the **long-term memory**. We believe that learning can be defined as an alteration in long-term memory. **If nothing has altered in long-term memory, nothing has been learned.**

We **empower all children** to be able to **recall and apply previous learning** and **make links** to new learning, integrating new knowledge into larger ideas. They do this with increasing **fluency and independence**. Knowledge opens doors: it must be available to all children. We use **knowledge organisers** to ensure children know exactly which information is expected to be learned over the course of their study in a particular subject. Knowledge organisers are developed by our teachers with the **core knowledge and vocabulary** for children to learn. We recognise that building a child's vocabulary is one of the most important things we do for a child. It is the deepening and extension of knowledge. We ensure vocabulary is **explicitly taught**, allowing all children to access the learning.

Knowledge organisers make us think hard about what we are going to teach. Children are expected to **recall** and apply previous knowledge.

The curriculum is **carefully designed and sequenced** to ensure all learning builds towards an end point and that it is **sequential** with links made between key concepts. **Progression maps** are developed to map out the learning for all children, ensuring that teachers are **aware of previous learning** as they plan and teach new learning.

At Great Dalby Primary School, children are taught the Foundation Subjects through a **question-based approach** which fosters a **love of learning and enquiry**. Learning themes are led by **big questions** which are used to engage the children and meet the learning expectations for each year group as outlined by the National Curriculum and the school curriculum. The Learning themes are then carefully sequenced into smaller questions, with children working to learn the knowledge to answer these.



Our teachers have a **good subject knowledge** and they teach with **passion and enthusiasm**, which helps to foster a love of learning. Teachers support children by **presenting subject matter clearly** and **promoting discussion** about the subject matter being taught.

A great importance is placed on **reading across the curriculum** to ensure that children can access and enjoy the full curriculum. Reading is applied in a wide range of subjects, deepening children's knowledge. The work given to all children provides **enjoyable challenge** and carefully matches the needs

of the curriculum and the children.

We understand the need to include **constant review, reflection and renewal** to ensure that we can achieve an **ambitious and unique curriculum** for our children, which continually inspires all children and teachers. We believe, every child deserves the best possible start in life filled with **rich opportunities** and the support that enables them to fulfil their potential.

Great Dalby Curriculum Aims:

- Have high expectations for the **progress and attainment** of all children.
- Promote **character education** to ensure children are the **best version of themselves**.
- Have high standards of **engagement** alongside a focus on curriculum content.
- Promote **spiritual, moral, cultural, mental and physical** development of all children.
- Make provision for **personal, social, health and economic** education
- Promote fundamental **British values** of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.
- Offer a range of **cultural experiences** for all children and to develop an awareness of life **beyond the local community**.
- Use every relevant subject to develop children's' **numeracy and mathematical reasoning skills**.
- Develop children's **spoken language, reading, writing and vocabulary** within all subjects and promote a love of reading.
- Encourage **characteristics of learning** such as: risk taking, problem solving, perseverance, making links, being independent and self-motivation.

- Prepare children for the **next stage in their learning**.
- Develop and **celebrate strengths, talents and interests**.
- Empower children to **reflect on their learning** using transferable skills and to promote a deep understanding by demonstrating **recall of previous learning**.
- Teach children about **charity and how they can support others**.
- Utilise and reflect our **local community** in the curriculum.
- Reflect and nurture the school values of **caring, achieving and persevering**.
- Promote a **life-long love of learning** where learning is seen as **fun and enjoyable**.