



Structure – Foundation Stage

- In the Foundation Stage, learning opportunities are created to encourage children's natural enthusiasm and curiosity for the world around them. Within our fun, happy and secure environment, we use the principles of objective-led planning to meet children where they are at, run with their interests and tailor future planning to their individual needs. Staff are continually observing children's fascinations, reviewing and evaluating practice so that learning remains purposeful and enjoyable.
- Within our play-based learning environment, specific teaching focuses are planned and adults deliver the knowledge and new skills to the children within the space – both indoors and in our outdoor classroom. Continuous provision helps children to become familiar with resources and to use them (in different ways) confidently during their 'planning' time. We have a range of open-ended resources that can be used in different ways, naturally enhancing creative thinking, teamwork and problem solving. These resources are upskilled termly. Extended child-initiated sessions allow children to follow through their ideas and become engrossed in their own purposeful learning opportunities.
- Medium-term plans outline provision for all key areas of learning and learning mats are provided and shared with families each half term. These documents show the key vocabulary children will be taught and the new knowledge and skills children will acquire as they journey through the Foundation Stage.
- Staff and families join together to celebrate our children's successes as they grow and develop during the year. Our children have an individual "patch" on the wall that gives them ownership over a space to display learning and achievements they are proud of. Other children are often inspired by something a peer has done or made and in turn will be motivated to try something new themselves.
- Opportunities throughout the Foundation Stage are also given for parents and carers to join, learn and support their child as they develop and grow. This may include writing and reading workshops, Dough disco/ Squiggle days and den-building events. Real life and purposeful experiences are valued by our school, e.g. walks to the post box, the local shops and visitors into school. Every endeavour is made to include opportunities and experiences to broaden children's horizons, experience joy and feel safe and happy, becoming the best they can be. Our hope for our children is that they leave the Foundation Stage as skilful communicators who connect with others through language and play.

Structure – SEND Hub

- Our SEND Hub will be an integral part of our school and provides a learning environment for children with Education Health Care Plans who need a greater level of support within a mainstream setting. Learning is based around the same themes and questions as in Key Stage One, and bespoke learning plans support progress and development.



Structure – Key Stages One and Two

- 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
A question is the overall title and theme for each term. You will see our term's question displayed in our classrooms. Each question is designed to make us think and wonder. We work together through the term to search for answers.
Memorable Experience
An inspirational visit or visitor is planned each term to provide context for learning and bring it to life. This is designed to inspire and raise aspirations.
Authentic Outcome
We plan our themes so that the learning has a real purpose and reason. Children have opportunities to share their learning outcomes at the end of each term with a wider and more critical audience.
Subjects and Concepts
Subject-specific teaching for all National Curriculum subjects takes place each term. Learning is linked back to the Big Picture question and lead subject for the term when possible and appropriate. Concepts are recurring ideas within subjects that are returned to repeatedly. This helps children to develop a deeper understanding, and to apply learning in different contexts.

How is content organised under Big Picture questions?

Autumn Term: **DISCOVER**

Where we come from

- This term has a history focus. We learn about the past and children develop a sense of chronology, piecing together their knowledge as they progress each year. Our big timeline helps us to sequence and 'place' our knowledge, and to put events in history into context.

Spring Term: **EXPLORE**

What the world is like

- This term 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.

Summer Term: **CREATE**

How we make the world a better place

- This term has an art focus and children investigate the impact that creativity has on our world. They learn that people use their talents and abilities in different ways.



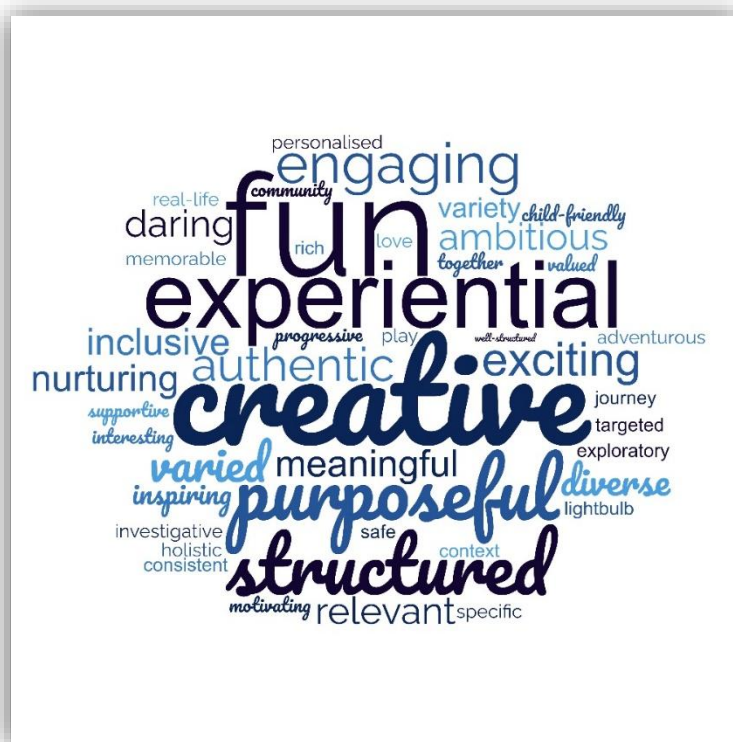
Our Values

We aim to seek relevant and meaningful opportunities to develop pupils' moral, cultural and spiritual development through our curriculum.

Our values are at the heart of our nurturing approach to curriculum. We have 3 core values. Our team created a 'recipe' for the essential 'ingredients' of a Year 6 child ready to move on after completing the Meadows curriculum. Here are the qualities we would like them to demonstrate by the time they move 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	• cooperation
Imagination	• imaginative	• creativity
Our core values are relationship , respect and resilience .		

Our curriculum word cloud shows the characteristics of The Meadows curriculum.





How do we plan for progress?

- Progression statements for each subject show the steps taken by children to take next steps in learning. These help staff to assess children's progress.
- Ongoing, formative assessments within daily teaching enable teachers to adapt planning in response to children's needs in all curriculum subjects. They include questioning, short, low-stakes tasks such as quizzes and retrieval tasks.

How do we make sure subject-specific knowledge is acquired?

- Clear, precise objectives are provided on medium-term plans
- Knowledge organisers for core subjects show the essential objectives and vocabulary taught
- Vocabulary is mapped and taught clearly
- A spiral approach to essential concepts ensures that children revisit learning with increasing depth
- Spaced learning and retrieval practice provide opportunities for children to revisit key learning.

How do we check and monitor all children's progress?

- Children are at the heart of the assessment process. We acknowledge that a child's starting point within a cohort may well be different to that of their peers. Children with special educational needs may need bespoke plans that track progress in key areas of learning – for example, in speech and language or emotional development. A range of approaches are used – for example, PIVATS small steps and Boxall profiles. It is important that high expectations are maintained for all children, that they are challenged and encouraged to achieve, and that learning is adapted as needed to help them to do their best.
- For core learning in English and maths, short low-stakes quizzes and other assessment tasks are used to check on children's progress. Children complete an assessed task at the end of term in foundation subjects. This may include a reference to a knowledge organiser and assessment criteria written by the subject leader.
- Staff in the Early Years will complete assessments on entry and at the end of Reception against the Early Learning Goals. Children may complete a more formal assessment to check progress in English and maths at the end of Key Stage One to check on progress in school. Children in Year 4 complete the national multiplication check in maths. At the end of Year 6, children complete national tests in reading, spelling, grammar and punctuation and maths. These summative assessments inform future planning and provision.
- Moderating work in teams and discussions about learning help to ensure that children's next steps are clear.
- Termly Pupil Progress meetings are held between teachers and senior leaders. These involve detailed discussions about the progress of children in a class, the monitoring of work and reallocation of support and resources as needed.

Transition

- As children move from Early Years to Key Stage One, staff work together across the phases to provide a natural and supportive transition. Principles of objective-led planning continue, and there is a gradual progression towards a more formal style of teaching and learning within Key Stage One.

The research and evidence supporting our curriculum approach

- Learning happens over time.
- Careful integration and links between subjects leads to deeper learning.
- Teaching 'big ideas' and concepts maximises links made in learning. This means that what we learn in one subject, or discipline, can be applied in another. This reflects the complex and interconnected world in which we live. In our curriculum, 'Big Picture' questions are a way of linking ideas in a creative, thoughtful way. Concepts are threads, linking subjects together.
- An understanding of the function of the brain also helps us to learn more effectively. We know that learning must be carefully sequenced, and follow a progression.
- We remember more when we return to a concept regularly, with spaced intervals between. There are techniques we can use to help us retrieve information when we need it.
- Research into learning has helped to shape our curriculum at The Meadows. Rosenshine's Principles have been used to structure lessons and inform our teaching so that we help children to succeed.

Substantive knowledge

- This is specific, factual content for subjects (the 'what')

Disciplinary knowledge

- This is the action taken within a subject to gain knowledge – for example, using evidence in history, testing a prediction in science or writing notation in music (the 'how')
- We gain skill, or expertise, when we apply knowledge.

There are many benefits of integrating learning and linking subjects:

- collaborative working
- on-task behaviour and motivation
- using a range of sources of evidence
- pupils demonstrating a greater depth of understanding as a result of their sustained interest
- pupils connecting their learning in meaningful ways
- teachers and pupils enjoying working together in teaching and learning.

Additional information about the structure of our curriculum

Our curriculum is structured using a two-year cycle for some of the foundation subjects.

Each year group is comprised of two classes, with at least two teachers.

This enables us to:

- work together in teams effectively to plan sequences of learning.
- adopt a flexible approach in the timing of delivery and also the linking of subjects within the curriculum to create meaningful, authentic contexts. There is greater opportunity to make links between learning in different subjects.
- setting clear expectations for outcomes at the end of each year and assessing/moderating progress as an entire team – e.g. Year 3 and Year 4 staff can together take an overview of the whole phase
- have greater opportunities for sharing subject specialisms and expertise within a larger team. We can maximise the building of relationships and knowing children very well; this is enhanced as staff see the whole phase as their area of responsibility and support children's development over time. This supports our approach to nurture and SEND provision.
- Staff become more highly skilled in seeing beyond their own year groups, but also understanding how the learning journey develops over time.
- A 'spiral' approach to learning ensures that although contexts may change year by year, returning to key concepts creates an opportunity to deepen learning over time.
- Staff share the experience of planning as a team. This supports wellbeing and a strategy of 'plan less, plan it better.'