

How our Curriculum is Constructed

EYFS Curriculum

Full details of the EYFS Curriculum and Assessment Policy can be accessed on the following links:

Curriculum:

https://www.monkleigh-primary.devon.sch.uk/images/Monkleigh_Primary_School_EYFS_Intent.pdf

Assessment:

https://www.monkleigh-primary.devon.sch.uk/images/Monkleigh_EYFS_Assessment_Policy.pdf

KS1 and KS2 Curriculum

Our 'progression document' which is in the front of every child's book for each subject and on the subject pages on the website, details how our pupils learn the National Curriculum content.

Each objective in our progression document requires pupils to master key skills and techniques in order to understand the significance of the knowledge they have learned and can remember. Some people call this 'disciplinary knowledge'.

The progression document and our skills and techniques are sequenced small building blocks to enable children to achieve our 'key objectives' we have decided as crucial to meeting the expected standard in each subject by the end of each academic year.

Our medium term planning identifies the 'substantive knowledge', and this is the body of knowledge we have selected as being of value for our children to know and remember.

We want them to 'know more, remember more, understand more and do more and we achieve this through careful planning that is sequenced and builds on relevant previous learning and supports future relevant learning. Our medium term planning or unit overviews include prior learning, key vocabulary, elicitation task, assessment task, the 'I can' statements for the unit of work, resources/experiences and end points. At the beginning of each of these units of work, children will be given knowledge organisers to assist them with their learning.

This culminates in our expectations for our learners at the end of each year group, our ready to progress documents. We teach in mixed aged classes so units are spread over a 2 year rolling programme however we still have expectations for our learners for the end of year and each key stage.

Phrasing within our ready to progress documents:

Beginning to, developing and other similar phrasing means:

- Teachers or TA's guide and support children to complete activities and/or demonstrate understanding.

- In Key Stage 1 activities supported by adults through resources used, direction given and questions asked.
- In Key Stage 2 teachers will explain, model and/or demonstrate before typically ask children to complete an activity with staff available to continue to support and guide towards successful completion/achievement.

Use, understand, know, secure and other similar phrasing means:

- Children are secure in their understanding of knowledge and concepts and confidently and independently use and apply skills to achieve a desired outcome.

Exceeding

- Independently, children use their secure understanding of knowledge and concepts and confident use and application of skills to deepen their understanding and broaden the application of their skills, including transference between subject areas and making choices.

For more information on these and our intent, implementation and impacts please see the relevant subject page.