

# Frodsham CURRICULUM 2024/2025

Our guiding principle is to deliver a first class education through partnership, innovation, school improvement and accountability

Progressive knowledge curriculum

Intent

Implementation

Progressive knowledge curriculum	Our guiding principle is to deliver a first class education through partnership, innovation, school improvement and accountability											
	<b>Core values</b>	<b>Children First</b> We have high expectations for every child. Everything we do as an organisation is in the interest of children first and foremost			<b>Resilience</b> We are unrelenting in our pursuit of excellence whether it is for educational outcomes or for the business function of the MAT			<b>Pioneering</b> We are passionate about learning about practice that will improve our children's lives and their outcomes				
	Curriculum Aims	To develop the character of a child through well chosen experiences			To prepare them for life with skills/ knowledge that equips them to be successful in their life			To have an understanding of their personal, local, national and global responsibility		To ignite a passion that sustains and inspires them to live their lives to the full		
	Evidence informed pedagogy	Practising & Retrieval			Oracy Vocabulary			Modelling & Explanation		Questioning & Feedback		
	Personal Development	<b>SMSC:</b>		Spiritual		Moral		Social		Cultural		
		<b>Promoting British</b>		Democracy		Rule of law		Individual liberty		Mutual respect Tolerance		
		<b>School Values</b>		Perseverance			Inclusion			Friendship		
	EYFS overarching	Unique child			Positive relationships			Enabling environments		Children develop/ learn in different ways and at different		
	EYFS Framework	Prime areas					Specific areas					
		Communication and Language		Physical Development	Personal, Social and Emotional Development		Literacy	Maths	Understanding the world	Expressive Arts and Design		
National curriculum	RE	English	Maths	Computing	Art & Design	D & T	Geography	History	MFL	Music	PE	Science
	Personal, Social, Health and Economic Education (PSHE)											

# DEFINITIONS

<p><b>Evidence informed pedagogy</b></p>	<p><b>Practise &amp; Retrieval</b></p> <p>Children use practise and retrieval to secure their fluency in storing and retrieving information from their long term memory.</p> <p>Retrieval practise uses a variety of strategies, quizzes, peer supported retrieval concrete examples, independent practise, rehearsal and performance, weekly monthly review guided practice</p>	<p><b>Oracy &amp; Vocabulary</b></p> <p>Knowledge and abilities involved in knowing a word with generalisation being the ability to define a word application the ability to select or recognise situations appropriate to a word: breadth the knowledge of multiple meanings; precision the ability to apply a term correctly to all situations and to recognise inappropriate use and availability the actual use of a word in thinking and discourse.</p> <p>To deepen children's knowledge engage in structured exchanges of ideas. Debate talk for writing, instructional inputs, vocabulary test.</p>	<p><b>Modelling &amp; Explanation</b></p> <p>Children learn successfully through modelling and explaining worked examples. Backward finding abstract models and concrete examples. Scaffolding, line modelling securing understanding through worked misconceptions</p>	<p><b>Questioning &amp; Feedback</b></p> <p>Highly successful in making children think and providing timely feedback to support teacher understanding as to how well things are going, developing strategies of cold calling, think, pair, share, show me boards, check for understanding, say it again better, probing questions, feedback that moves forward as actions probe questions</p>
<p>SMSC</p>	<p><b>Spiritual</b></p> <p>Exploring beliefs and experience; respecting faiths, feelings and values; enjoying learning about oneself, others and the surrounding world; using imagination and creativity; reflect</p>	<p><b>Moral</b></p> <p>Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.</p>	<p><b>Social</b></p> <p>Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.</p>	<p><b>Cultural</b></p> <p>Appreciating cultural influences; appreciating the role of Britain's parliamentary system; participating in culture opportunities; understand, accept, respect and celebrate diversity.</p>
<p>Promoting British Values</p>	<p><b>Democracy</b></p> <p>A culture built upon freedom and equality where everyone is aware of their rights and responsibilities</p>	<p><b>Rule of law</b></p> <p>The need for rules to make a happy, safe environment to live and work</p>	<p><b>Individual liberty</b></p> <p>Protection of your rights and the right of others</p>	<p><b>Mutual respect and tolerance</b></p> <p>Understanding that we don't all share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own on others</p>
<p>School Values</p>	<p><b>Perseverance</b></p> <p>Overcoming our obstacles</p>	<p><b>Inclusion</b></p> <p>Being accepting of others and putting others needs before our own.</p>	<p><b>Friendship</b></p> <p>Looking after yourself, others the community and the environment.</p>	