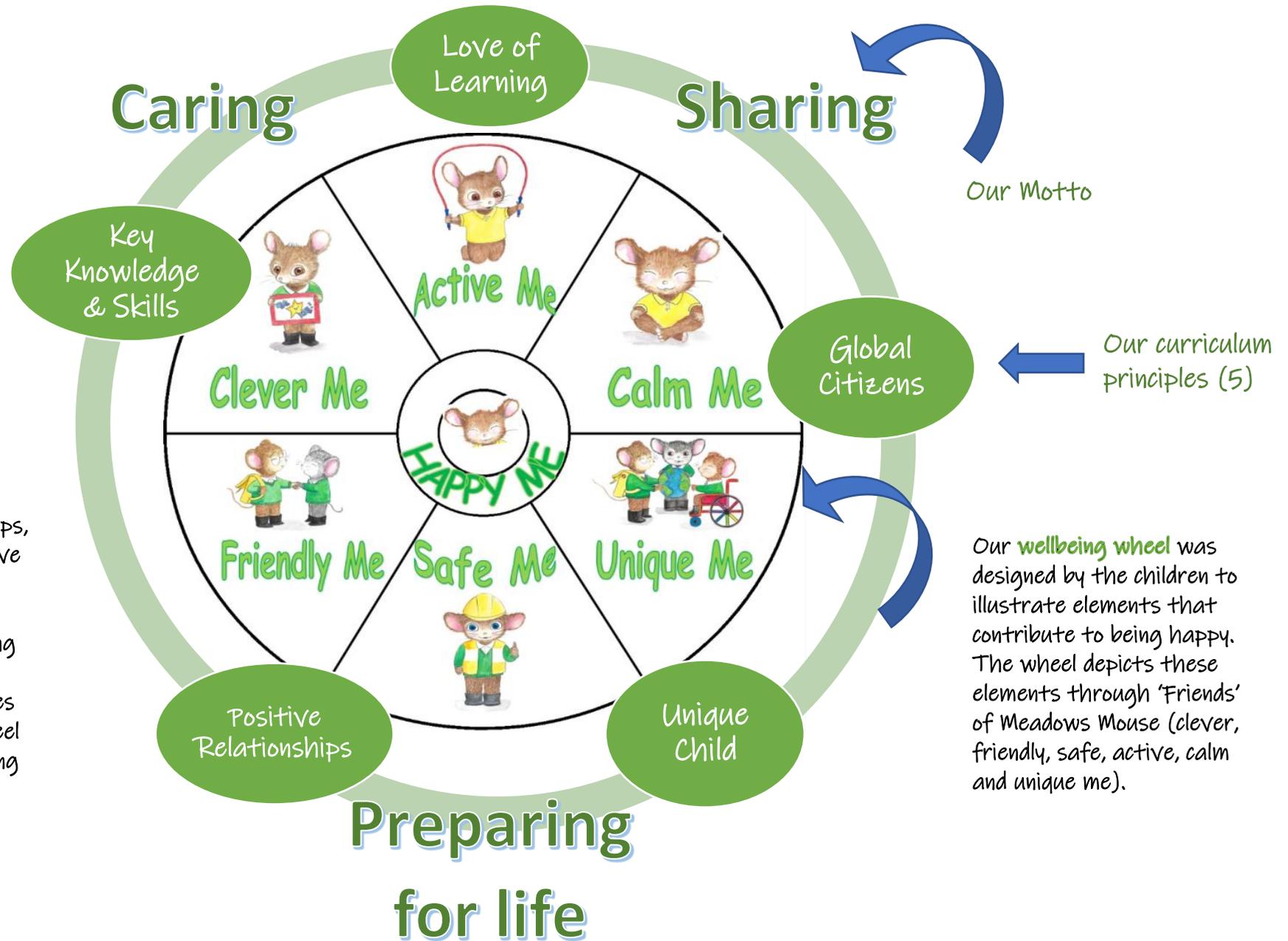




# Meadows First School Curriculum Model



Meadows First School curriculum model which encompasses our 5 principles of 'the unique child, positive relationships, key knowledge & skills, love of learning and global citizens'. Our motto of 'sharing, caring, preparing for life' is also central to our curriculum and evolves around our wellbeing wheel and our Rights Respecting ethos.

Our wellbeing wheel was designed by the children to illustrate elements that contribute to being happy. The wheel depicts these elements through 'Friends' of Meadows Mouse (clever, friendly, safe, active, calm and unique me).

We have divided our curriculum into 5 main principles, and the wellbeing wheel is embedded within these. The 5 principles are:

### **Unique Child, Positive Relationships, Key Knowledge & Skills, Love of Learning, Global Citizens**

Our curriculum starts with the **holistic child**, acknowledging their **unique needs**, and aims to inspire a **love of learning**, as well as equip children with the **skills and knowledge** necessary for the next stage of their learning journey. We want our children to have no ceiling in their aspirations and empower them to take ownership of their own learning (Meadows Mouse). As a Rights Respecting School, we want pupils to be fully prepared as **global citizens** for life in the modern world, and feel empowered to make a difference as to the world in which they live. Our focus on language development permeates all aspects of our curriculum to support our children's communication skills. Our theme-based literature rich curriculum embeds deep learning, ignites curiosity and broadens our children's awareness of cultural capital. We use memorable experiences to discover a world of possibilities and opportunities. Our curriculum embeds the values of our Wellbeing Wheel so that children are supported to become resilient, confident and respectful; we firmly believe that a healthy mind and body coupled with strong **positive relationships** will impact on learning. We also acknowledge that the environment in which children learn has the potential to transform the way pupils learn; at the same time giving powerful messages about school's high expectations, values and beliefs. At Meadows, we strive for very high standards ensuring pupils achieve the best possible outcomes. Our school motto is *"Caring, sharing, preparing for life"*

## **Our rationale:**

**Unique child:** Making use of the curriculum to support the development of the whole child is essential. Our curriculum starts with a positive nurturing ethos and the holistic child, acknowledging unique needs (23% SEN 4% EHCP) so that all children can access learning independently and confidently. We want the children to feel empowered to take ownership of their own learning.

**Positive relationships;** We know that life in the 21<sup>st</sup> Century can be very busy and stressful. Children and families need to develop strategies to look after themselves, keep safe and to care for others. Strong positive relationships provide a crucial support network

**Key Knowledge and Skills;** The acquisition of Skills and Knowledge must be sequential and built upon; not briefly encountered and fleetingly experienced if it is to be fully understood and embedded. We aim to give our children a flying start with reading and phonics as we believe these underpin their ability to access all areas of learning. It is fundamental that our children can confidently apply the key skills of reading, writing and maths across the curriculum. We want our children to be effective communicators. The school has a growing number of children who enter school well below typical in language skills (27% screening on entry) and a further 19% across the school continue to need additional S&L support, hence our focus on a vocabulary and literature rich curriculum.

**Love of learning;** We maintain that learning should be a rewarding, successful experience for everyone. We want children to enjoy learning, be curious and be active in their learning "Tell me and I forget, teach me and I may remember, involve me and I learn" (Benjamin Franklin). We understand that some of our children's life experiences can lead to an inequality of opportunity. We believe that providing a well-rounded, knowledge rich curriculum building upon cultural capital can help to remove barriers to our children's achievements.

**Global Citizens;** We are an inclusive school and we celebrate diversity. Our school community is primarily White British so we are committed to broadening our children's horizons for them to be effective global citizens. We want our children to know their rights and to have a voice to contribute positively to our school community and society – We all have a role to play and together we can make a difference.

## Meadows First School - Curriculum Rationale, Vision and Ethos

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**Rationale (Context/ how we developed our curriculum to meet the needs of our children):** School's IDACI score indicates that 20% of its pupils are living in the 30% most deprived areas nationally (2017). **Pupil premium**- 17%. 23% of children are on our vulnerable list; barriers for these children include S&L, limited experiences, engagement, well-being. Developing positive parental engagement is key to us. Catchment is predominantly white British (9% ethnicity). 2019:27% identified well below typical for communication on entry, and 19% of children across the school need speech and language support. 21% of our children have SEN and 3% have EHCPs (double National figures).

Aims of the 5 principles		Unique child	Positive relationships	Key knowledge and skills	Love of Learning	Global Citizens
<p>The curriculum at Meadows is child -centred, and character building (if it's not good for our pupils, we don't do it). Children use Meadows Mouse to develop life-long learning habits and they are given the tools to be confident, resilient and independent with no ceiling to their achievements.</p>		<p>The curriculum at Meadows supports the development of positive, respectful relationships and pupils' understanding of their well-being, such as keeping safe, being physically healthy and having a healthy mind.</p>	<p>Our broad curriculum has a clear focus on developing deep understanding of the key skills of speaking, listening, reading, writing and maths. Knowledge and skills are sequential and built upon to develop progress across the school. Vocabulary development plays a vital role in this</p>	<p>Our theme- based, literature-rich curriculum embeds deep learning, ignites curiosity and broadens our children's awareness of cultural capital. We use memorable and purposeful learning experiences for pupils to discover a world of possibilities and opportunities.</p>	<p>As a Rights Respecting School, we want pupils to be fully prepared for life in the modern world, and feel empowered to make a difference and affect changes as global citizens to their community and the world in which they live.</p>	
IMPLEMENTATION	Enabling environments	<p>Thrive, nurturing, supportive ethos /Mental health, wellbeing (e.g. is quiet, calm, supportive) A happy, safe, calm, inclusive and stimulating learning environment Clear rules and high expectations Foster an 'I can' / 'Have a go' attitude Prompts/ accessible resources to support learning (helping hands box) Strong links between home and school Celebration of positive attitudes, learning &amp; behaviour (Displays / rewards for achievements)</p>		<p>Environments are text and maths rich – promoting reading culture/ vocabulary (word aware) The environment is supportive eg: Working walls, purposeful, well organized resources The Learning Intent is clear in the classroom Displays celebrate high standards and deep learning. Displays show a wealth of educational experiences, indoors and outdoors Displays/ environments celebrate a broad and creative curriculum. Classrooms/ environment enables children to be active in their learning (resources accessible)</p>		<p>The environment and day-day ethos shows: Diversity/ Respects for faiths, feelings and values Caring for each other and the world. Opportunities to explore culture – art/ music/ composers etc British Values and SMSC Empowering children through leadership</p>
	What this means for teachers and staff	<p>Growth Mindset approach Differentiating/ modelling/scaffolding Caring, nurturing, cater for needs Provide equality of opportunity Strong AFL -if things are not working we change strategies. Teaching learning behaviours (MM) Celebrate pupils' achievements Set high aspirations</p>	<p>Build positive relationships with children/ parents/ carers Knowing the child and their families. Supporting parents with child's learning. Plan for and support children's health and well-being. Teach children how to keep safe, Celebrate attitudes behaviour and attendance Encourage healthy relationships</p>	<p>Excellent subject knowledge AFL informs teaching, promotes deep learning (develop fluency so that pupils apply their knowledge/ skills). speech &amp; language skills (TforW/ WAware) Link key skills to real life experiences Read to children &amp; share love of books Opportunities to embed key concepts. Subject leaders ensure teachers have resources, skills and knowledge for engagement and breadth.</p>	<p>Plan for a 'hook' / wow moment for each theme/ rich experiences/ LOTC Plan exciting topics that cater for needs and interests of the class. Take note of pupil voice when planning/ evaluating curriculum opportunities. Displays are interactive and celebrate pupils' learning Consider learning styles and needs</p>	<p>Develop cultural knowledge: artists composers, inspirational people etc Celebrate cultural diversity, SMSC/British values Sustainability Plan for opportunities to effect change Plan for real connections to wider world/ community Develop awareness/ challenge stereotypes (eg not all Africa- poverty)</p>
IMPACT	What this means for a child (age appropriate)	<p>I have a 'can do' attitude and learn by mistakes/ I am resilient and I can be independent. My teacher knows me I use Meadows Mouse to help me to learn: enthusiastic, organized, focused and determined. (awards tracking) (tracking behaviour – zone b – I have high expectations of myself; my books show my best work I am self motivated to behave well and follow the agreed school rules</p>	<p>I know how to keep myself and my friends safe, healthy and happy My teacher knows me I am respectful towards others I understand how to be a good friend I see myself as part of a whole community (family/ school/ world) I am prepared for the digital world (pupil questionnaire nb plays/ language–5)</p>	<p>My reading, writing and maths skills prepare me well for the next stage of my learning journey I have developed my skills and knowledge across the curriculum. I have a developing wide vocabulary (proof?????) I can use my communication skills effectively I apply my skills and knowledge to reason and solve problems across the curriculum. I am independent in my learning. (learning walks) I achieve well and make good progress (outcomes/</p>	<p>I have a voice in what I am learning. I am active in my learning. I am proud of my work I can talk with enthusiasm about the themes and the experiences in my classroom. I enjoy reading. I can talk about how I have developed my skills, interests and talents. I enjoy coming to school and am curious and interested in my learning (behaviour/ attendance)</p>	<p>I have a voice and I understand my role as a citizen of our ever-changing world. I can make changes that will impact positively on my life and the environment I respect other people and know that we are all the same and different but equal. I am knowledgeable about the world, including inspirational people, famous places etc.</p>
	My wellbeing and my rights	<p> <b>Unique Me / Calm Me</b> I have the right to relax &amp; play. <b>Article 31:</b>  I have the right to have my needs supported so that I can be independent. <b>Article 23:</b> I have the right to become the best that I can be. <b>Article 29:</b></p>	<p>   <b>Friendly Me/ Safe Me/ Active me</b> I have the right to have friends <b>Article 15:</b> I have the right to be safe. <b>(Article 36: Article 19)</b></p>	<p> <b>Clever Me</b> I have the right to learn and to go to school. <b>Article 28:</b></p>	<p> <b>Happy Me</b> I have the right to be healthy and happy <b>Article 6:</b></p>	<p>   <b>Clever Me/ Unique Me</b> I have the right to be listened to. <b>Article 12:</b> I have the right to celebrate my own religion and culture. <b>Article 30/ Article 1</b></p>

## Caring, sharing & preparing for life: (our school motto)

**Caring:** we are all unique and we all matter – we are all part of the Meadows family and we treat everyone with kindness, warmth and care.  
We care for our world.

**Sharing:** We know how to be good friends and we respect each other. We can achieve more together.

**Preparing for life:** We achieve well and have the skills and knowledge ready for the next stage of our learning journey. Meadows Mouse helps us with our life-long learning behaviours:

## Meadows Mouse teaches us our learning characteristics: (our school mascot)



**Enthusiastic:** we are curious – each day we discover **secret doors into new worlds that we didn't know existed**. We enjoy memorable experiences which help us to discover a world of possibilities and opportunities



**Determined:** we are brave – we take risks and are not afraid to challenge ourselves and ask questions. 'We never know what we can do until we do it' a winner is a dreamer who never gives up (Nelson Mandela)

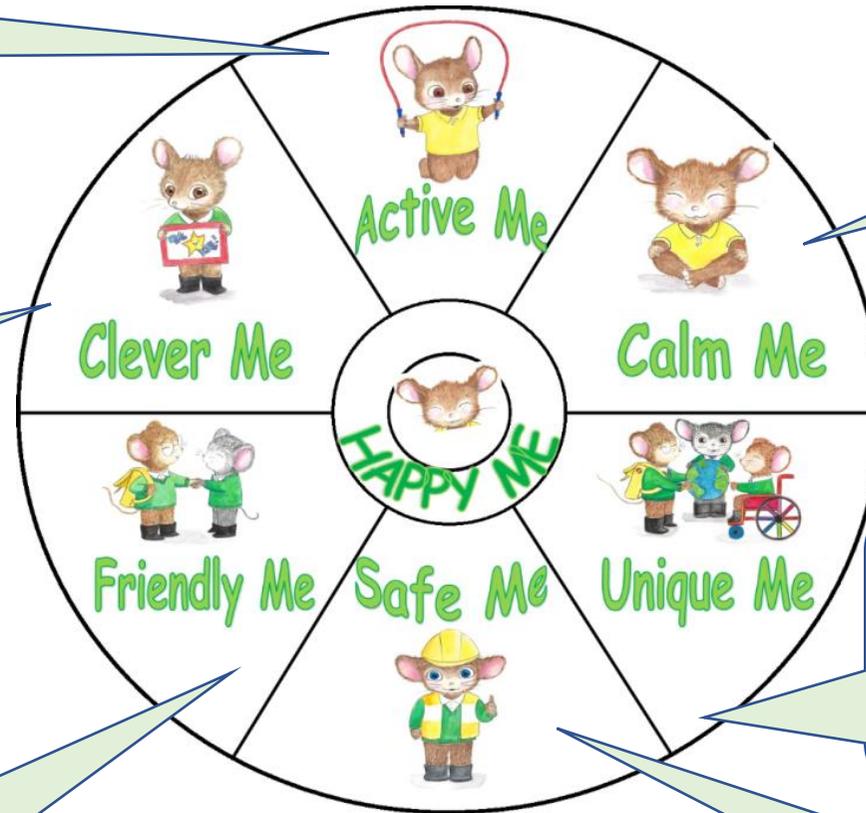


**Focused:** We have high expectations and aspirations and we all give of our best. We listen and join in



**Organised:** we are responsible, independent and confident; we know how to get ourselves ready for school

# Meadows' Curriculum; Wellbeing Wheel (links to Rights Respecting ethos)



**I have the right to be healthy and happy**

I know about making healthy choices.  
I enjoy being active,  
I look after my body.

**I have the right to relax and play**

I understand about wellbeing.  
I keep my mind healthy.  
I care for living things.  
I can talk about my feelings.  
I know how to keep calm and relaxed.

**I have the right to learn and to go to school.**

I am a Meadows Mouse good learner:  
(determined, organised, focused, independent),  
I am resilient ('I can do it' attitude)  
I learn by my mistakes,  
I aim high.  
I know about inspirational people  
I know about my world (places, buildings)

**I have the right to become the best that I can be.**

I am respectful.  
I treat everyone equally,  
I know we are all the same and all different,  
I know about different faiths and religions,  
I am proud to be me, I know about my rights  
I respect and look after the world around me  
I have a voice and can make changes.

**I have the right to have friends**

I am a good friend, (anti-bullying).  
I am tolerant of others.  
I understand and respect the feelings of others.  
I am kind, I share and I care.  
I am honest.

**I have the right to feel safe**

I know how to keep safe (e-safety, road safety, water safety, strangers etc.)  
I know what makes me happy and understand my feelings.  
I know who to ask for help.



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