

A big picture of the primary curriculum

The three questions:

1

What
are we trying
to achieve?

Statutory curriculum aims	Successful learners who enjoy learning, make progress and achieve		Confident individuals who are able to lead safe, healthy and fulfilling lives		Responsible citizens who make a positive contribution to society					
Every child matters outcomes	Be healthy		Stay safe		Enjoy and achieve		Make a positive contribution		Achieve economic wellbeing	
Focus for learning	Attitudes and attributes eg determined, adaptable, confident, risk-taking, enterprising			Skills eg literacy, numeracy, ICT, personal, social, emotional, learning and thinking skills			Knowledge and understanding eg big ideas that shape the world			

2

How
do we
organise
learning?

The curriculum as the entire planned learning experience underpinned by a broad set of common values and purposes										
Components	Environment	Events	Extended hours	Learning outside the classroom		Lessons	Locations	Routine		
Approaches to learning	Valid and matched to learning need eg enquiry, instruction, active, practical and theoretical	Assessment is fit for purpose and integral to learning and teaching	Opportunities for spiritual, moral, social, cultural, emotional, intellectual and physical development	In tune with human development	Assessment develops learners' self-esteem and commitment to their learning	Personalised – offering challenge and support to enable all learners to make progress and achieve	Relevant, purposeful and for a range of audiences	Assessment uses a wide range of evidence to encourage learners to reflect on their own learning	Involve learners proactively in their own learning	Resource well matched to learning need eg use of time, space, people, materials
Whole school approaches	Overarching themes that have a significance for individuals and society, and provide relevant learning contexts: healthy schools, global dimension and sustainable development, community cohesion, enterprise									
Statutory expectations	Communication, language and literacy	Creative development	Knowledge and understanding of the world		Personal, social and emotional development	Physical development	Problem solving, reasoning and numeracy			
	Understanding the arts	Understanding English, communication and languages	Historical, geographical and social understanding	Understanding mathematics	Understanding physical development, health and well being		Scientific and technological understanding	Religious education		
Essentials for learning and life	Literacy, numeracy, ICT capability, learning and thinking skills, personal and emotional skills, social skills									

3

How well
are we
achieving
our aims?

To make learning and teaching more effective so that learners understand quality and how to improve								
Evaluating impact	Looks at the whole child eg curriculum aims, progress in skills, subjects / areas of learning	Uses information intelligently to identify trends and clear goals for improvement	Using 'critical friends' to offer insights and challenges	Uses a wide range of measures both qualitative and quantitative	Creates a continuous improvement cycle	Uses a variety of techniques to collect and analyse information	Chooses assessment fit for purpose	Involves the whole school community eg learners, parents, teachers, employers, governors
To secure								
Accountability measures	Attainment and improved standards	Behaviour and attendance	Civic participation	Healthy lifestyles	Further involvement in education, employment or training			