**Curriculum Overview**

The purpose of our curriculum at Fowey Primary School is to open the door to the world beyond our town for our children. We want children who leave Fowey Primary School have a sense of place and to be full of knowledge and wonder for the world they live in and ready to take on challenges with confidence and pride.

Core knowledge is identified for individual topics and revisited in a variety of ways to support children's acquisition of knowledge and skills. We are ensuring children know more, remember more, and make links with prior learning and have the opportunity to consolidate their thoughts and ideas.

**Fowey Curriculum development – 4 Learning Buoys**

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|  |  | **Maths** |
| Pupil make excellent progress toward ambitious  curriculum goals | We think carefully about what the children need to be able to do, know and say at each point in their learning to succeed. This sequence ensures that pupils spiral back to key concepts and ideas throughout their learning within a subject and these concepts get progressively more complex over time | * National Curriculum closely followed with key concepts covered in key year groups. * The sequencing of Power Maths – especially the White Rose edition - allows for children to learn the curriculum in a clear and well-structured way. * The use of physical resources is being developed to support the learning throughout all year groups. |
| Knowledge rich, embedding skills deeply and durably | We ensure that we are developing substantive and disciplinary knowledge throughout the subject areas. The knowledge that pupils need is clearly mapped, and regular retrieval ensures that this is learnt and remembered over time. Direct instruction and the use of questioning, alongside opportunities to practice and rehearse ensure the durability and flexibility of the learning. Our teaching and learning ensure that teachers have the strategies needed to create change in the pupil’s long-term memory | * End of Unit checks within Power Maths sessions are used to inform teaching to fill the gap or correct any misconceptions. * White Rose sessions can also be used to revisit concepts that are not revisited in the year group curriculum. * Winning With Number teaches mental maths strategies |
| Language rich for developing speaking and listening for effective communication. | We think clearly about how we communicate knowledge and information. We ensure all learners have clear overviews that support the delivery of the subject. Instructional coaching helps staff to adapt, scaffold and stretch the curriculum resources to ensure it meets the needs of all learners. Where possible visits and visitors are used to help embed the learning. Children have opportunities to celebrate their work with presentations and conversations. | * At the beginning of every unit the key vocabulary is shared. Throughout each unit, in every lesson, key Mathematical language is shared and explored. This is consistent across the school * Children are encouraged to use correct Mathematical language when talking through their work with their peers or with teachers/TAs. |
| Aspirational, inclusive, and diverse content | We want the best for our pupils and have high expectations for all pupils every year. Our curriculum is diverse across all subject areas both within the units and across them, thinking carefully about not only the knowledge that the children learn but how that is constructed. Our curriculum is inclusive and assessable to all pupils, with careful scaffolding, flexible groupings, adapted teaching and additional support when needed. | * The Maths curriculum is and can be adapted for all children to have success within their maths lessons. For example, some children working in UKS2 access lessons and workbooks from KS1 as this is where their needs can be met. * Children can often be seen working within focus groups with additional support from either the CT or LSA. * The use of practical resources is encouraged to support learning, where appropriate, so that children can develop mathematical independence. * Adaptive teaching – consider those that find recording difficult, the use of Tapestry for recording evidence where concrete resources have been used to support learning. * Our CARE values ensure that we have a progression of values and personal development across all year groups * 11 by 11 passports contain an element of maths in the real world. For example, creating and managing a budget or organising a fundraiser to raise money for a particular cause. |