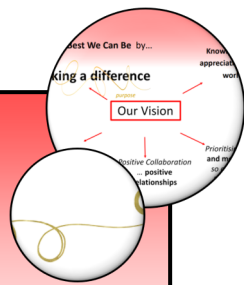


The Merton Primary School Curriculum Summary Guide

We aim to be the best we can be by **making a difference** through our purposeful and relevant curriculum



To Be The Best We Can Be by...

Making a difference

purpose

The Merton curriculum is sequenced, builds upon prior knowledge and that is grounded in educational research. Our curriculum ensures that our pupils encounter opportunities and challenges with passion and with an inherent sense that they are **making a real difference to their own lives and the lives of others**. We encourage a curiosity about the world and strive to ensure that our children will contribute positively to it, both now and in the future. The difference children make is purposeful and likely to take the form of helping, entertaining, creating, informing, educating or informing / facilitating change. Careers, links to industry and the rich variety of products, services and vocations will form the next step in our curriculum evolution.

Maximising the potential of each individual's **character**, supporting growth through real-world examples both within and beyond the school to ensure children can succeed and flourish in a changing world



Supporting personal achievement through **knowledge and appreciation of our world** that enables success for all and high expectations, driven by purposeful, relevant, practical lessons that children can fully invest in



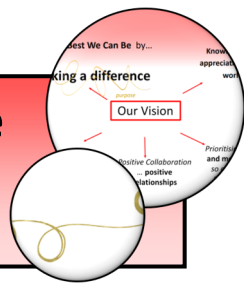
Embracing the power of collaboration, working together and building **positive relationships** where children have a voice but listen, care and value each other as individuals



Prioritising **physical and mental health**, creating a culture of nurture and happiness where children have the capacity to thrive emotionally, socially and academically

Personal Development is embedded within our curriculum with a focus on understanding, nurturing and encouraging curiosity of the world in which we live. We teach, promote and develop wellbeing through a focus on positive **Mental and Physical Health**

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IMPLEMENTATION clearly defined Journeys, Progression Roadmaps and Knowledge Organisers

English -Explore, Experiment, Create– linked R, W & GPS journeys– phonics to fluency , understanding and pleasure

Maths– White Rose– adapted / bespoke to inspiring and purposeful ‘real life’ contexts/application

Phonics– systematic, fidelity to scheme, active, pacy—keep up not catch up!

Wider Curriculum– sequenced maps– purposeful links, exciting journeys, knowledge builds - EYFS to Year 6, schemes in PSHE, Science, RE, Music & PE supports the well sequenced and well monitored acquisition of knowledge and skills

What are you learning about?

What is the purpose?

How will it make a difference?

• **IMPACT**

- Pupil outcomes, pupil voice, test/data outcomes, planning, monitoring/discussion of books
- Open culture where leaders at all levels observe and learn from each other
- Long and Medium Term plans reviewed and adapted termly
- **PixL** gap analysis- English, Phonics & Maths—monitored termly—using Pixl QLA, teacher assessment leading to rapid intervention / Reteach —discussed with the Headteacher at termly **pupil progress meetings**
- **Subject Leaders** monitor: sequencing, exciting opportunities to acquire the key knowledge and skills in line with our vision. Pupil voice is used to ensure children are retaining knowledge across the curriculum. Subject leaders monitor progress and impact.

Beyond the Curriculum... Opportunities to experience rich cultural diversity, to embrace a love of the environment, to develop a wide vocabulary, speaking and listening skills. Some of the ways we do this are through musical shows, theatre trips and learning set within our school wood, pond area and extensive school grounds. Our school is characterised by our varied, creative and challenging curriculum- based on real, enquiry-based learning.