

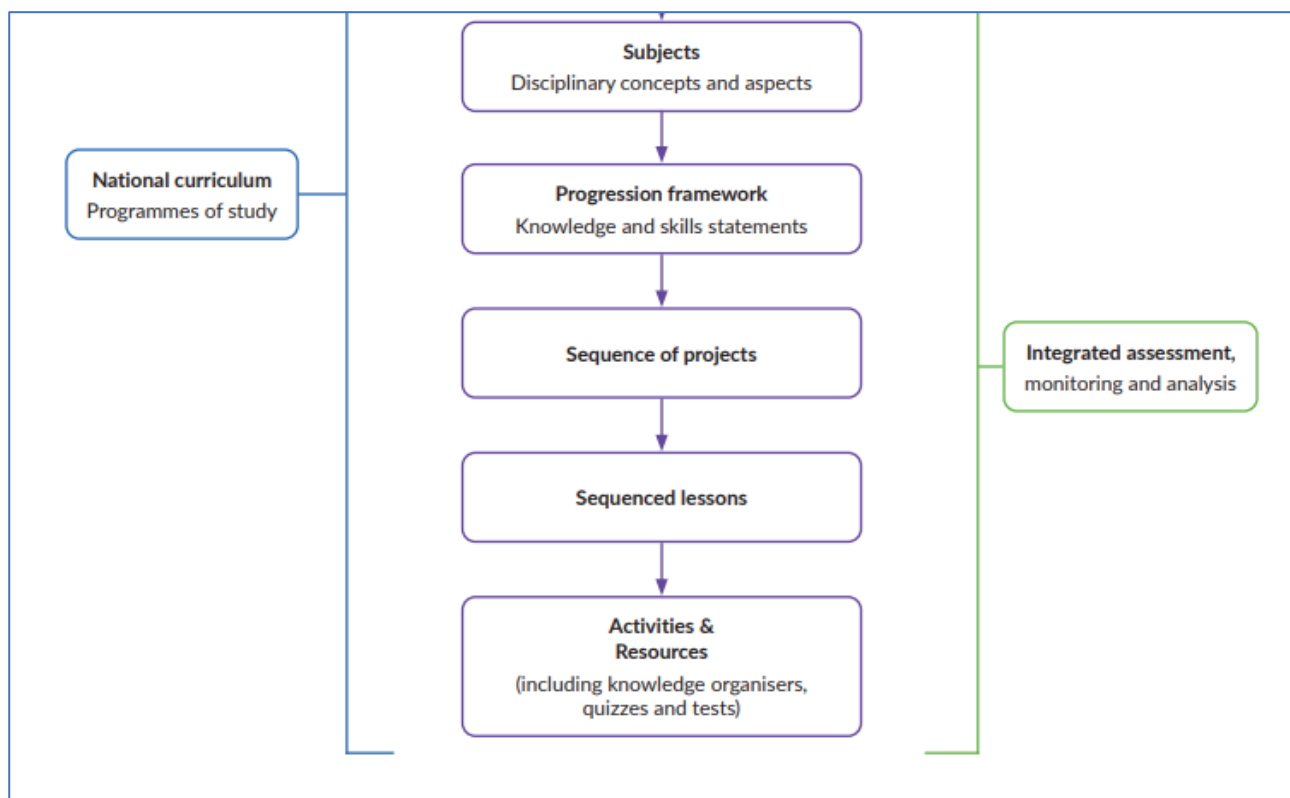
Our curriculum is a broad and balanced, knowledge-rich primary curriculum. Its content is delivered through a range of subject-specific projects, which last either a full or half term.

Subject-specific projects cover art and design, design and technology, geography, history, RE and science. Maths is delivered through projects from the White Rose Maths scheme, and English is supported by a range of English packs.

Currently, we use specialist schemes for computing, PE, PHSE and music.

Our curriculum is based on structural tiers. Each tier builds on the previous to create interconnected layers, *allowing the children to know more, remember more and do more.*

These interconnected layers provide a robust framework that ensures connectivity across the curriculum. The tiers of the curriculum structure are set out in the diagram below and explained in the following paragraphs.



Across the curriculum, there is full coverage of the programmes of study for art and design, design and technology, geography, history, RE and science

Programmes of study are broken down into smaller component parts or 'chunks' to form a cohesive progression framework. The progression framework runs from Reception to Year 6 and includes knowledge and skills that children need to know and be able to do in order to make progress through the curriculum. The long-term plans set out the projects for each year group and term; projects are organised to maximise meaningful links between subjects,

aspects and concepts. Our medium-term plans map out the **substantive knowledge**- the building blocks which the children need to remember for further study- and the **specific 'sticky' knowledge**- the key knowledge which the children learn throughout the lesson/project. This is also linked with the knowledge organisers and the low-stakes quizzes which form part of our assessment processes.

Component part	Definition
knowledge	Specific facts or truth components that include substantive and declarative statements.
skills	Application and use of composite knowledge. Skill statements will often contain implicit, procedural and disciplinary knowledge.

The structure of our Curriculum provides a robust framework on which to build deliverable content. The content is delivered through a range of broad and balanced, knowledge-rich projects. The knowledge and skills statements provide the foundation for, and are directly linked to, the sequential lesson plans and resources within each project. Each project follows the Cornerstones pedagogy of Engage, Develop, Innovate and Express:

## Engage

Engage is a short stage in which children take part in a memorable experience to stimulate their curiosity, ask questions and talk about their prior learning. They are introduced to the required baseline knowledge to support future learning.

## Develop

Develop is a longer stage, where children delve more deeply into the theme, explore and acquire new skills and knowledge, revisit previously acquired skills and knowledge, make links between subjects, explore, make, read and write for a variety of purposes across the curriculum.

## Innovate

Innovate is a crucial opportunity for children to return to previous skills and knowledge and apply them in new contexts.

## Express

Express gives children a structured opportunity to reflect on their learning, test their knowledge and celebrate their achievements.

The long-term plans below set out the projects for each year group and term. Projects are organised to maximise meaningful links between subjects.