



Cadishead Primary Academy

The best in everyone™

Part of United Learning

Cadishead Primary Academy

Curriculum

What do we want our curriculum to achieve?

- ☑ Interested and engaged pupils who want to learn
- ☑ Pupils who have developed mastery of procedural knowledge (skills) and factual knowledge
- ☑ Pupils who can, through regular practice and review, apply their knowledge to different contexts (fluency)
- ☑ Pupils who can confidently express themselves in English, make themselves understood and understand others
- ☑ Pupils who aspire to be the best that they can be, developing the 'best in everyone'
- ☑ Create caring citizens of the future, who have a strong moral purpose and sense of social responsibility

The curriculum is based on the principles of the United Learning Framework for Excellence.

The curriculum is designed to provide children with the core knowledge they need for success in the next stage of education, to maximise their cognitive development, to develop the whole person and their individual talents and to allow all children to become active and economically self-sufficient citizens.

We want our pupils to be both interesting and interested with strong morals, emotional intelligence and integrity. The design of our wider curriculum is based on the research findings of cognitive science with the aim that by the time learners have left Cadishead Primary Academy, they will have mastered a range of both substantive and disciplinary knowledge through repeated low stakes quizzing; opportunities to deliberately practise and apply what they have learned through careful planning for progression and depth.

The curriculum is progressive and builds towards identified end points. We recognise that progression and coherence in teaching and learning needs to flow effectively from Nursery to Year 6.

We sequence the curriculum to allow for gradual development of vertical concepts – the 'big ideas'.

The curriculum is designed to prevent common misconceptions that are often formed at an early age and prove problematic at the later stages of pupils' education and is customised to meet the local needs of our learners.