



# NWPA Academy Curriculum Map - Primary 2016/2018

Improving Education Together.

## A World Class Curriculum

A world class curriculum reflects the locality of the academy, its context, community and learners. It equips individuals with high aspirations, self-confidence and a love for lifelong learning.

The ten principles of a World Class Curriculum (The Curriculum Foundation) supports curriculum development and enables a strategic overview, to ensure that all learners' needs are being met, both in and beyond academy life:

<b>Values, aims and principles</b>	...be based upon clear, shared values, aims and principles which put learners at the heart of the curriculum and recognise their role as citizens of the world
	...provide exciting opportunities for the intellectual, physical, emotional, social, scientific, aesthetic and creative development of every learner
<b>Key competencies for learning and life</b>	...ensure the development of competencies for learning and life and a sense of hope and agency in every learner
	...encourage independence of mind and action and the development of individual interests and talents
	...excite the imagination, encourage curiosity and develop creativity
<b>The world's major branches of learning</b>	...secure learners' knowledge, skills and understanding of the world's major branches of learning, disciplines and subjects
	...ensure understanding of how learning in different disciplines is interconnected and relevant to life, global issues and world events past, present and future
	...provide clear and relevant pathways for learning and the flexibility to respond to developing needs, interests and contexts
<b>Community, local, national and global contexts</b>	...locate learning in the context of the learner's life and local community, and also within a national and international dimension
	...address contemporary issues as well as the big ideas that have shaped the world

MFL – if applicable at KS 1

SRE – Sex education and relationships

Phonics – if not discrete for the whole class, specify catch-up allocation

PDBW- Personal development, behaviour and welfare: if not discrete, write AC (across the curriculum) in the box

Please amend the table as appropriate to fit the curriculum in your academy

### Year 1

	E&M Group					EB					Open Group					PDBW The whole child					
Subject	Phonics	SPAG	Reading	Writing	Ma	Science	Geog	History	MFL	Comp Science	Art	DT	Drama	Music	PE	Careers/ enterprise	SMSC	Global	RE	PSHE	SRE
Number of minutes	30		30	30	60	90	60	60			30	30		20	120		ongoing		30	30	
D= Daily W = Weekly HT= Half termly	D	D	D	D	D	W	HT	HT	NA	W	HT	HT	W	W	W	NA	AS		W	W	
Theme/ Projects <i>(if applicable)</i>	Autumn Term – There is no such thing as a ....																				

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## Year 2

	E&M Group					EB					Open Group					PDBW The whole child					
Subject	Phonics	SPAG	Reading	Writing	Ma	Science	Geog	History	MFL	Comp Science	Art	DT	Drama	Music	PE	Careers/ enterprise	SMSC	Global	RE	PSHE	SRE
Number of minutes	30		30	30	60	90	60	60			30	30		20	120		ongoing		30	30	
D= Daily W = Weekly HT= Half termly	I	D	D	D	D	W	HT	HT	NA	W	HT	HT	W	W	W	NA	AC		W	W	
Theme/ Projects (if applicable)	Autumn Term – There is no such thing as a ....																				

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### Year 3

	E&M Group					EB					Open Group					PDBW The whole child					
Subject	Phonics	SPAG	Reading	Writing	Ma	Science	Geog	History	MFL	Comp Science	Art	DT	Drama	Music	PE	Careers/ enterprise	SMSC	Global	RE	PSHE	SRE
Number of minutes		30	30	60	45	90	60	60			30	30		20	120		ongoing		30	30	
D= Daily W = Weekly HT= Half termly	I	D	D	D	D	W	HT	HT	NA	W	HT	HT	W	W	W	NA	AC		W	W	
Theme/ Projects <i>(if applicable)</i>	Autumn Term – There is no such thing as a ....																				

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**Year 4**

	E&M Group					EB					Open Group					PDBW The whole child					
Subject	Phonics' catch-up	SPAG	Reading	Writing	Ma	Science	Geog	History	MFL	Comp Science	Art	DT	Drama	Music	PE	Careers/ enterprise	SMSC	Global	RE	PSHE	SRE
Number of minutes		30	30	60	90	90	60	60			30	30		20	120		ongoing		30	30	
D= Daily W = Weekly HT= Half termly	I	D	D	D	D	W	HT	HT	NA	W	HT	HT	W	W	W	NA	AC		W	W	
Theme/ Projects (if applicable)	Autumn Term – There is no such thing as a ....																				

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PDBW- Personal development, behaviour and welfare: if not discrete, write AC (across the curriculum) in the box

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### Year 5

	E&M Group					EB					Open Group					PDBW The whole child					
Subject	Phonics' catch-up	SPAG	Reading	Writing	Ma	Science	Geog	History	MFL	Comp Science	Art	DT	Drama	Music	PE	Careers/ enterprise	SMSC	Global	RE	PSHE	SRE
Number of minutes		30	30	60	90	90	60	60			30	30		20	120		ongoing		30	30	
D= Daily W = Weekly HT= Half termly	I	D	D	D	D	W	HT	HT	NA	W	HT	HT	W	W	W	NA	AC		W	W	A
Theme/ Projects (if applicable)	Autumn Term – There is no such thing as a ....																				

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**Year 6**

	E&M Group					EB					Open Group					PDBW The whole child					
Subject	Phonics' catch-up	SPAG	Reading	Writing	Ma	Science	Geog	History	MFL	Comp Science	Art	DT	Drama	Music	PE	Careers/ enterprise	SMSC	Global	RE	PSHE	SRE
Number of minutes		30	30	60	90	90	60	60			30	30		20	120		ongoing		30	30	
D= Daily W = Weekly HT= Half termly	D	D	D	D	D	W	HT	HT	NA	W	HT	HT	W	W	W	NA	AC		W	W	T
Theme/ Projects (if applicable)	Autumn Term – There is no such thing as a ....																				

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### Other Dimensions of your Curriculum:

	Key competencies for learning and life	The world's major branches of learning	Community, local, national contexts
How do you meet these strands?	<ol style="list-style-type: none"> <li>1. We ensure the development of competencies for learning and life and a sense of hope and agency in every learner</li> <li>2. We encourage independence of mind and action and the development of individual interests and talents</li> <li>3. Our topics excite the imagination, encourage curiosity and develop creativity</li> </ol>	<ol style="list-style-type: none"> <li>1.</li> </ol>	<ol style="list-style-type: none"> <li>1. Our curriculum is based upon clear, shared values, aims and principles which put learners at the heart of the curriculum and recognise their role as citizens of the world</li> <li>2. Our curriculum provides exciting opportunities for the intellectual, physical, emotional, social, scientific, aesthetic and creative development of every learner</li> </ol>
Weekly/Termly Discrete/ Indiscrete Allocation	<ol style="list-style-type: none"> <li>1. W</li> </ol>	<ol style="list-style-type: none"> <li>1.</li> </ol>	<ol style="list-style-type: none"> <li>1. W</li> </ol>
Is your curriculum world class?	<p>Yes because:</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Not yet because: Global/ international links</p>		

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	...secure learners' knowledge, skills and understanding of the world's major branches of learning, disciplines and subjects
	...ensure understanding of how learning in different disciplines is interconnected and relevant to life, global issues and world events past, present and future
	...provide clear and relevant pathways for learning and the flexibility to respond to developing needs, interests and contexts
	...locate learning in the context of the learner's life and local community, and also within a national and international dimension
	...address contemporary issues as well as the big ideas that have shaped the world
	•

The Curriculum	Yes/ No/ More work needed
1. Are your aims, values and principles clear in your Curriculum Policy?	No policy
2. Is your culture and ethos defined through your curriculum?	Y
3. Are all aspects of SMSC strong within your curriculum?	Y
4. Is your curriculum design imaginative and creative? Does it meet the needs of your pupil profile?	Y

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5. Do pupils have daily access to learning that excites, inspires and prepares them well for their futures?	<b>MWN</b>
6. Are your principles for global citizenship defined?	<b>N</b>
7. Does your Curriculum Policy define the competencies for learning and life?	<b>N</b>
8. Is your extracurricular programme rich?	<b>Y</b>
9. Is assessment linked tightly to your curriculum?	<b>N</b>
10. Does your curriculum embrace diversity? Is it inclusive? Is it safe?	<b>Y</b>
11. Does your curriculum support pupils who have fallen behind to catch up quickly? Year 7 Catch up etc..	<b>Y</b>
12. Does your curriculum support pupils' understanding of the interconnection of subjects?	<b>MWN</b>
13. Is your curriculum personalised and flexible in order to adapt to the differing needs of pupils?	<b>MWN</b>
14. Does your curriculum help to broaden pupils' horizons and aspirations, particularly through residential trips home and abroad?	<b>MWN</b>
15. Are contemporary ideas built into the curriculum?	<b>Y</b>
16. Is your PSHE programme comprehensive?	<b>MWN</b>
17. IS CEIAG an important part of your curriculum in preparing pupils to make informed choices about their futures?	<b>?</b>
18. Does your curriculum embrace work related learning and enterprise?	<b>?</b>

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