



Curriculum design and rationale at Edinburgh Primary School

In the spring of 2014, we took advantage of the impending new curriculum to review our whole school curriculum mapping. Edinburgh already offered a rich, diverse curriculum to meet the needs of our pupils and we wanted to incorporate current good practice whilst implementing the new requirements – an evolution of practice rather than a revolution.

Along with subject leaders, the curriculum was mapped out for each year group to ensure a progression of skills from Y1 to Y6 that built on the foundation of a play based Early Years curriculum and with meaningful, purposeful cross-curricular links within each half term's units of work. (For example: Y4 Beowulf- Anglo-Saxons, Anglo Saxon Art; Y5 Rainforest- non-chronological reports, dance, DT rainforest beasts; Y2- The Emperor's Egg, explanations, life cycles, the Antarctic).

Since that initial design, the curriculum was then reviewed first by year groups and then by subject leaders in the summer of 2015. This led to revisions and updates. This process was then repeated on a smaller scale in the summer of 2016. The next planned review will be summer 2018.

Active, independent learning is the key focus of learning at Edinburgh with a focus on pupil talk that is embedded across all subjects. A range of technology (Chrome books, ipads and Google VR headsets) helps ensure learners have the digital skills required for future life.

In English, high quality texts are the focus (linked to the Power of Reading) in order to engage all pupils. Books are mapped to ensure a breadth of genres and that skills are spread within and across each year group. Cross curricular writing is a strength of the school where pupils engage in longer pieces of writing within humanities and science lessons each half term.

In Maths, there is an emphasis on focus group rather than whole class teaching where pupils are grouped according to their needs for that unit. This enables quality first teaching with a focus on reasoning and Mastery to be directed at an appropriate level and for pupils to make rapid progress.

Creative subjects are embedded within the curriculum with extra activities through the use of a specialist recorder teacher for Year 4, sessions from Musiko Musika and with the whole school accessing some



dedicated sports coaching. Science is taught with a practical, investigative approach with Working Scientifically and the 'real world' at the heart of lessons.

On a biannual cycle, subjects are celebrated through enrichment activities and dedicated weeks (e.g. Science Week, Art week, DT week, Black History month, online safety week, Maths week).

Formative assessment takes place in English and Maths before the beginning of each topic in the form of cold tasks to inform planning. The unit then ends with an independent hot task to assess progress. Science and Humanities subjects use mind mapping at the beginning to identify prior learning and where to move the children on in terms of skills and knowledge. The children then revisit and add to their maps at the ends of units to show the progress they have made with their learning.

Child initiated learning is the focus in the Early Years where adults support and guide the children to extend their learning through their own interests. Assessment is based on focus children rather than focus activities.