



A Moorside Curriculum

At Moorside, we '**Nurture Children to Succeed and Achieve**' and our curriculum is built upon this ethos.

Our curriculum has been designed to meet the needs of OUR children, to enable them to build on the knowledge and skills that they acquire from Nursery to Year 6.

Our children experience a broad and balanced education, enabling them to develop a strong sense of self, ambition and resilience.

Our Curriculum Intent:

- Ensure that all our children become confident and resilient learners, proficient in problem solving, interpreting information and communicating effectively.

-Use the rich opportunities in our local area, as well as extending their knowledge and understanding of the wider world and different cultures, surrounded by the best educators and specialists. This includes educational visits and 'experience days', to enhance and enrich our topics and themes.

-Success and achievement is built on the foundations of nurture, where the classroom offers a safe place.

-Learning and behaviour for learning is understood and supported developmentally; our ambition is for all children to make at least expected progress from their individual starting points.

Our Curriculum is planned with underpinning strands, which are linked to children's Personal Social Health and Citizenship Education (PHSCE). The strands provide key themes for curriculum delivery and progression, ensuring that children deepen their knowledge and extend their skills as learners through the carefully chosen topics that we have selected for each year group.

The themes across each subject area are:

Skills - Comparison and Interpretation (of texts and a variety of sources of information)

**Knowledge –
Geography and History- People and Society and settlements**

RE - People and traditions and places

In DT, Art, Science, Music, French and Computing, children also focus on '**people**' as inventors, crafts people, leaders, scientists and composers and '**environment/settlement**', comparing the UK or our own environment and where we live

with others, thinking scientifically and investigating living things, plants and growing, our planet within the solar system and global warming and sustainability.

Implementation

Children are provided with a supportive and nurturing start to school in the Early Years. Children begin to develop their knowledge, thinking and skills through play-based activities and focused sessions that begin to build children's knowledge of phonic and number. The children learn to share and work independently and learn to play with others, learning about the world around them. Extra support is a priority in provision for SEN and disadvantaged children with interventions such as the Nuffield Early Language Intervention and Blast to support the development of oracy and communication. Reading for all children is a key priority and this continues into KS1. We are a partnership school with the Burley Woodhead Hub and teach children early reading through our whole-school progressive systematic synthetic phonics pathway.

Our topics and themes are carefully planned, so that knowledge and skills are sequenced and progressive from the Foundation Stage and across Key Stages 1 and 2, with continuous opportunities to develop and acquire language and vocabulary so that children can articulate their depth of knowledge and understanding. Forest Schools and outdoor learning, sports and competitions, nurture and the arts are just some of the areas where we employ specialist teachers to interest, inspire and motivate pupils. We recognise and share strengths and expertise across the school.

Each term we use a particular theme to link the different subject areas within the National Curriculum. The curriculum is outcome-focused, providing purposeful experiences. Our curriculum has the acquisition of knowledge and vocabulary (to reason) at its heart, and we ensure pupils are supported throughout their learning, to remember connected and essential knowledge, by revisiting prior learning through the core

It is unrestrictive, flexible and personalised. The four strands ensure a core element of consistency as a whole school approach. We support children of all abilities in making progress. A mastery approach to deepen learning is applied through diagnostic questioning and reasoning tasks. Our focus on Oracy and language enables children to communicate their reasoning with more detailed explanations, using subject-specific vocabulary.

Pupils' know how to complete tasks, apply skills and link knowledge to solve problems. Learning is enhanced by special events, experiences and visits. Through previous curriculum development (A Real Writing Project), we have identified that the maximum impact on learning progress in writing is secured with carefully planned texts and events within a writing sequence. We have embedded this knowledge and vocabulary-rich approach through use of texts in foundation subjects, which extends pupils' use of ambitious language. We believe a broad curriculum with depth should give equal value to each foundation subject and teach them as such with an overarching theme. Planning differentiated lessons to meet the needs all pupil groups, including disadvantaged and SEND pupils, is a key principle in our planning and delivery of lessons. Steps to success and scaffolded resources are used effectively to support closing individual learning gaps, faced by disadvantaged pupils and those with SEND and SEMH.

Assessment is an integral part of planning and teaching and learning through the cycle: Assess, Plan, Do and Review. Our learning culture is built on assessment for learning through anchor tasks and the belief of the vital importance of questioning when providing feedback.

Class discussions not only provide opportunities for teachers to assess knowledge, but encourage children to articulate their knowledge and understanding. This is underpinned by our focus on language development and talk for writing. Excessive assessment regimes and frequent data collection points are avoided to ensure reasonable workload demands.

Pupils' development of cultural capital helps them to engage with society and it is a vital part of our curriculum. This is further supported by the wide range of experiences and opportunities we provide through theme days and weeks linked to health and well-being and Fundamental British Values. We promote diversity within the curriculum and ensure that all pupils feel that they make an equal and valued contribution within our school (click [here](#) to view our Equality Objectives).

Our inclusive culture and ethos is built on respect and consideration of all others. This is a school that values the voice of all children and really does listen to their views as individuals. We encourage our children to actively take part in their local community (for example through cohesion with other Ripon schools through music and sports, as well as work with the Skell Valley Project and Fountains Abbey to improve and sustain the environment). Our Zero Carbon project from Year 4 helps our pupils to begin to understand the importance of being a good UK and global citizen and promotes leadership opportunities. We teach our pupils take responsibility for their behaviour and their learning and use pivotal strategies to grow positive attitudes for learning.

The health, safety and well-being of all our pupils is of paramount importance. Through our PSHCE and ICT lessons, we teach children how to be safe in all aspects of their lives. We encourage our children to experience a wide range of activities during the school day (eg through structured play at lunchtimes) and at the end of the school day through a range of sports and creative clubs.

We emphasise the importance of a nurturing curriculum, '**nurturing children to succeed and achieve**'. Our children learn strategies and techniques in metacognition, to promote health and emotional well-being. The development of communication and emotional literacy is a vital ingredient which permeates through all aspects of our curriculum as part of our daily routines and practice, and this enables us to promote positive and collaborative behaviour for learning, through our PRIDE ethos. This is embedded throughout life at school. Children reflect these values through their work, friendships and attitude to learning.

Following the global pandemic, we have created systems and resources for supporting children with their well-being which can be used home. This has strengthened our relationships with our valued families and enables us to work together to help our pupils to attend school and be ready for learning.

Our aim is for all pupils to make at least good progress from their starting points and for an above average percentage of children to attain expected standard and above in reading, writing and maths at the end of KS2. By the time our children leave Moorside, they will be able to learn both independently and collaboratively – ready to thrive in the next steps in their learning journey through the Key Stage 3 curriculum.

Mrs C Rowett - June 2025