

## Aston Clinton Curriculum Design 2025 - 2026

### Our curriculum aims to enable all children to become

What are we aiming to achieve	Driver	Aiming High	Speaking and listening	Team Work	Others	Nurture
	Curriculum Aims	Successful learners who achieve their best	Learners who can communicate effectively	Learners who see themselves as part of a team	Caring individuals who think about the feelings of others	Confident individuals who understand themselves
	Focus for learning	<ul style="list-style-type: none"> <li>○ Reading to ensure that they can access the best of what has been thought and said</li> <li>○ Development of a rich and varied vocabulary</li> <li>○ Open to challenge</li> <li>○ Develop their critical thinking</li> <li>○ Connecting knowledge so that children deepen their knowledge</li> </ul>	<ul style="list-style-type: none"> <li>○ Freedom to express their thoughts and feelings</li> <li>○</li> </ul>	<ul style="list-style-type: none"> <li>○ Question and challenge in a respectful way</li> <li>○ Work respectfully within a group</li> <li>○ Work in collaboration</li> </ul>	<ul style="list-style-type: none"> <li>○ Develop an understanding of other cultures</li> <li>○ Explore their spiritual, moral, cultural, mental and physical development</li> <li>○ Have rich, diverse experiences</li> <li>○ Strong PSHE curriculum</li> <li>○ Encourage children to challenge stereotypes</li> <li>○ Accepting of others</li> </ul>	<ul style="list-style-type: none"> <li>○ Feel successful in their learning</li> <li>○ Develop resilience when things are more challenging</li> <li>○ Evaluate and assess their own learning</li> <li>○ Be safe</li> <li>○ Self-belief that anything and everything is possible</li> <li>○ Creativity so that they can express themselves</li> </ul>
	Behaviour	<ul style="list-style-type: none"> <li>○ Uniform – correct uniform: shirts tucked in; non-smart watch jewellery; appropriate hair wear</li> </ul>	<ul style="list-style-type: none"> <li>○ Manners – please and thank you; turn taking; good morning; eye contact; gratitude; respect; hands on tables laps; non-verbal communication</li> </ul>	<ul style="list-style-type: none"> <li>○ Moving around the school – proud walking; silence in assembly; walking in from playtime</li> </ul>	<ul style="list-style-type: none"> <li>○ Respect the environment</li> </ul>	<ul style="list-style-type: none"> <li>○ Pride – presentation in books</li> </ul>

### The curriculum is broad and balanced underpinned by common values and shared purpose

How learning is organised	Components Taught	Lessons		Outdoor Learning		Trips and visits Events		Assemblies		Routines			
	Enhanced Curriculum	Behaviour curriculum		Aston passport		Theme weeks: STEM; Theatre; Sports		Roles and responsibilities		OPAL			
	Learning Approaches	Inclusive of all learners	In line with developmental stages	Active learning		Immersive, regular, frequent		Enquiry, investigative experimental		Practical and constructive		Applied in new contexts	
		First hand experience	Built on prior learning	Range of audiences and purposes		Linked with the community		Opportunities for child directed learning		Building on learning beyond the school		Recorded in a range of formats including digital	
	Statutory expectations EYFS	Communication and language	Literacy		Personal, social and emotional development - Jigsaw		Maths		Physical development		Understanding the world		Expressive Arts and Design
	KS1 and 2	Computing		English – reading and writing		PSHE - Jigsaw		Maths Science		PE Writing/ Handwriting (Morrells)		History Geography MFL - French RE	Art D & T Music

### Assessment informs teaching and learning, identifying strengths and areas for improvement

How well are we achieving our aims?	Assessment	Creating a dialogue between teacher and learner	Clear shared learning intentions and success criteria	Celebrates success against identified criteria	Advice on what and how to improve	Peer and self assessment and evaluation	Learning from mistakes	Formative and summative assessments	Individual target setting	Informs teaching, learning and curriculum design and implementation
	Accountability	Attainment and progress		Behaviour and attendance		Participation in school and community life		Healthy choices		Personal development