



Moor First School's Curriculum 2026-2027

Our Ethos

Our Motto and **6 school values** are central to everything we do at Moor First.

Our Motto

'Together we unlock potential and learn for life'

<i>Together</i>	<i>Potential</i>	<i>Learn</i>
<p><i>We are the Moor First Family!</i></p> <p><i>We all collaborate through positive communication and problem solve in a safe environment because 'together' we are stronger.</i></p> 	<p><i>Everyone starts somewhere and we are all unique!</i></p> <p><i>At Moor First, we are inclusive and help each other to grow as we challenge/support each other to reach our goals. We are committed to securing the best possible achievements and celebrate successes.</i></p> 	<p><i>Learning is at the heart of all we do!</i></p> <p><i>We equip each other with the knowledge and skills to learn through exploration and investigation so that we foster a lifelong love of learning.</i></p> 

Our School Values

We encompass these six school values below in everything we do:



We also promote British Values to help children develop mutual respect of different beliefs.



Curriculum

The curriculum at Moor First School is a powerful, ambitious and carefully sequenced curriculum in which specialised knowledge, key skills and rich vocabulary are thoughtfully identified and selected by leaders. It is designed to ensure clear progression, high expectations and accessibility for all pupils. Our curriculum helps children to see the world differently, prepares them for life beyond school and supports them to succeed academically, socially and personally.

Key concepts are mapped across subjects to support teachers in charting clear learning pathways. This enables children to make meaningful connections between ideas, retrieve prior learning effectively and know more and remember more over time.

The intent of our curriculum is to provide a coherent framework for teaching and learning that develops pupils' understanding, knowledge and skills progressively. We aim to foster a lifelong love of learning and encourage curiosity, exploration and independence both inside and outside the classroom. Central to this is our commitment to ensuring that children feel happy, safe, valued and motivated to learn.

Curriculum Structure and Progression

Our foundation subject curriculum is built around a clear progression of Beginning, Advanced and Deepening 'I can' objectives. This structure ensures learning is logically sequenced, builds securely over time and supports pupils in developing strong subject knowledge, skills and understanding.

- Beginning objectives introduce key concepts and essential skills.
- Advanced objectives extend learning through increased challenge and application.
- Deepening objectives enable pupils to demonstrate mastery through independence, creativity and critical thinking.

This consistent approach across subjects promotes high expectations, supports effective formative assessment and ensures all pupils make sustained progress within the National Curriculum.

Curriculum Delivery

Our curriculum is delivered through a two-year rolling cycle, ensuring full coverage of key stage expectations across our three mixed-age classes:

- Nursery / Reception
- Years 1 / 2
- Years 3 / 4



The school day is carefully timetabled to maximise learning. Phonics, English and Mathematics are taught daily each morning, providing consistency and strong foundations in core subjects.

Foundation subjects are delivered through a combination of:

- Weekly discrete lessons (Music, PE, Forest School, PSHE, Computing, Science and French in Years 3/4)
- Blocked teaching of History, Geography, Art/Design Technology and Religious Education

Blocked teaching enables pupils to immerse themselves in subjects for sustained periods, supporting deeper understanding and the development of working memory.

At the start of each unit, pupils complete a baseline quiz. This is repeated at least five weeks after the unit has ended to assess retention and the transfer of learning into long-term memory. Each term, teachers record attainment data on DCPro and use this information to inform teaching, intervention and curriculum refinement.

Learning Beyond the Classroom

Children at Moor First are introduced to a wide variety of enriching activities and experiences, making the most of our natural, semi-rural environment. We take pride in caring for and developing our environment as a community that extends beyond the school gates.

To be prepared for an ever-changing world, children need to develop the ability to problem-solve, question, debate, take risks, work collaboratively and build resilience. Our strong outdoor learning offer supports the development of these essential life skills and helps pupils to become confident, responsible citizens.

We also recognise the importance of broadening pupils' horizons beyond Biddulph Moor. We actively seek opportunities to develop cultural awareness and understanding, ensuring pupils gain the cultural capital needed to engage with the wider world.

Teaching and Learning

High-quality teaching and learning at Moor First School are underpinned by **Rosenshine's Principles of Instruction**, ensuring lessons are well-structured, purposeful and grounded in strong educational research. Teaching is coherent, clearly sequenced and built on secure prior learning, leading to clear outcomes for all pupils.

Teaching across the school is underpinned by a consistent instructional approach rooted in the *I do, We do, You do* model. This ensures pupils benefit from:



- Clear teacher modelling
- Structured guided practice
- Gradual release to independent learning

Feedback is provided within lessons, and children are supported to evaluate their own learning. All subjects are carefully assessed using a range of assessment-for-learning strategies. Each lesson begins with a review of prior learning and a focused emphasis on key vocabulary to strengthen understanding and retention.

Our 7 Teaching Principles

1. Review and retrieval of previous learning
2. Learning broken down into small, manageable steps
3. Carefully planned questioning
4. Modelling and guided practice
5. Checking for understanding and securing high success rates
6. Purposeful independent practice
7. Effective scaffolding and gradual release

Professional Development

Professional development is a key strength of Moor First School. Training is intentional, strategic and closely aligned to school priorities, including handwriting, instructional teaching and adaptive practice.

Curriculum leaders are supported through Children's First Learning Partnership networks, strengthening subject leadership, curriculum evaluation and impact. Leaders work collaboratively to share best practice and ensure consistent, high-quality implementation across the school.

Subject leaders are allocated half a day each term to undertake pupil book study monitoring in their subject areas. The link governor for Quality of Education completes termly visits and reports, providing strategic challenge and support following discussions with senior leaders.

Beyond Moor First: Engaging Our Community

We are proud to be part of the **Moor First family** and value strong partnerships with parents, governors and the wider community. Engaging our community in our curriculum is integral to school life and pupil success.

This engagement is supported through:

- Parent activity workshops
- Parent evenings



- End-of-year reports
- Home learning
- Termly curriculum overviews on the school website
- Weekly newsletters
- Teaching and learning / curriculum governor visits and reports
- Twitter and Facebook
- Seesaw
- Educational visits and residentials
- Fundraising activities
- Community events

Curriculum development at Moor First School is **continuous and reflective**. All curriculum documentation is accurate at the time of publication and remains under regular review to ensure it continues to meet the needs of our pupils.

Why do we have a tree on our uniform?

We all grow like trees.

For our children, the teachers, parents/carers, governors and community are the tree trunk – providing strong support.

The branches are the experiences/skills that children are exposed to (exploring/investigating/debating) and the leaves that grow represent new knowledge required for life. If the school values and Motto are not upheld by all, then the leaves can drop off. But they can re-grow.

As the children travel through school, their tree grows, and their roots grow deeper under the school because they have remembered their learning through a progressive curriculum which encompasses regular reviews. We all help to keep each others tree growing because together we can be stronger and reach our dreams.

