

The Rose Learning Trust's Curriculum Design

The Rose Learning Trust Learning Journey

Foundation Stage	A rich Early Years curriculum provides strong foundations for the rest of their time in school		Close relationships with families mean that children are supported throughout their journey		A rigorous DFE approved phonics programme ensures that children make good or better progress		A strong emphasis on Early Reading encourages children to love books		High quality provision areas provide a varied sensory experience		Year 1	Children are read to and read every day. Texts are chosen to promote a love of learning		Song, rhyme and repetition are used to learn and embed knowledge	
Children develop a more detailed understanding of the world through a rich and varied curriculum		Pupils become increasingly more confident of using devices such as clauses to improve sentence level work		Teachers consolidate phonics knowledge whilst pupils access increasingly more challenging texts		Year 3	Learning is at a pace that allows mastery of skills and processes		Children who did not pass the phonics screening are further supported so that all children are capable of decoding		Home learning allows children to share learning and consolidate knowledge		Year 2	The classroom is tailored for the transition from provision areas to Year 2	
Year 4	Focus on teaching fluency that prepares pupils for Upper Key Stage 2		Pupils are well prepared and confident for the MTC		A greater involvement in activities such as pupil voice improve children's oracy		Basic skills screening in key subjects prevents further gaps in knowledge		Year 5	Pupils consolidate maths mastery skills through reasoning		Children learn to edit and improve work through peer and teacher discussion		Oracy is used to persuade and debate others in real world situations.	
Secondary School			Transition activities prepare pupils for high school		Children develop independence and life skills		All children achieve results that show accelerated progress in all areas		Pupils build up a resilient work ethic, teaching explicit strategies that children can use to redraft or improve their work		Children are immersed in an oracy rich environment that empowers them and enables them to confidently construct and articulate their opinions		Year 6		
Themes throughout the journey					Broad, ambitious, knowledge rich curriculum			Maths mastery approaches		Oracy rich curriculum			Mental health and wellbeing as a priority		

Each school develops their own curriculum using the set criteria above, driven by their school community context

When developing the curriculum, we start with our **composites**, which relate to the National Curriculum, these are our **top-level outcomes**

Subject leaders then break these **composites** down further, into their constituent parts, called **components**, focusing on how the substantive and disciplinary knowledge through their subject progresses, and how learning is sequenced and built on, year on year.

Subject leaders decide what knowledge is to be taught throughout their subject and why. The **component** knowledge is taught through topics or cycles of work. Medium term plans are produced by subject leads to show progression and sequential learning.

Subject leaders then break the **component** knowledge down further, into **granular** knowledge, which is evidenced through short-term plans, which are produced in cycles, rather than terms.