

Whole School Curriculum Planning

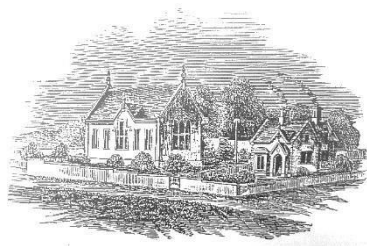
- Whole school curriculum is designed to allow for opportunities to develop deeper understanding and time to focus on key knowledge.
- Subjects are split across the six half terms, to allow time to embed key information and build on prior knowledge.
 - **Autumn 1 - History and Art & Design**
 - **Autumn 2 – Geography and DT**
 - **Spring 1 - History and Art & Design**
 - **Spring 2 - Geography and DT**
 - **Summer 1 - History and Art & Design**
 - **Summer 2 - Geography and DT**
- Some areas of learning will be taught continuously throughout the year: Science, RE, MFL, Computing & On-Line Safety, RSHE, DT, PE & Sports & Music.
- Planning for foundation subjects is based around **Progression Maps** of key skills and concepts. These are deliberately planned to support progression of learning, building on previous skills and knowledge.
- **Conceptual understanding** is developed through concept planning for each year group in each subject.
- With a focus on **Remembering More, Know More and Do More**, teaching and learning follows a sequence of introducing children to key skills and knowledge, followed by time to develop and embed skills and knowledge.
- A range of **retrieval practices** are undertaken to support the children in moving key learning to long term memory.

Assessment of and for Learning

- Assessments are regularly carried out to identify gaps and plan for next steps to address any gaps in learning, with a range of assessment and retrieval techniques used appropriately.
- A range of assessment techniques are used to review key learning, ensure statutory coverage and adapt planning appropriately.
- Summative Assessments are recorded at the end of each term, with data analysis carried out by subject leaders to help support future planning and continued developments.

ENHANCING LEARNING THROUGH...

'REAL' HISTORY



- Our school was built in 1943 and is one of the oldest schools in the area. We are lucky to still have the original Log Books with regular diary entries spanning over 150 years.
- Every five years, we celebrate the anniversary of our school with a whole school focus on Victorians.

MUSIC

- Music plays an important role in our school and we value the benefits of music in supporting learning in its wider sense.
- We offer wide range of musical experiences including the opportunity to learn a number of instruments and enjoying different musical experiences.



OUTDOORS LEARNING

- We recognise that outdoor learning can be a significant factor in bringing about highly positive attitudes and can support mental health and well-being.
- Our Statement for Outdoor Learning support children in becoming smarter, healthier, stronger, safer, greener, wealthier and fairer.



- We utilise the outdoors areas; woodland, Secret Garden, allotments to give children opportunities to learn in and enjoy being in the environment.
- We include a range of Forest Schools activities into our learning, through the support of our Forest School Leaders.

BEING ACTIVE

- We understand and value the role that being active plays in the lifelong health and well-being of the children.
- We are an '**ACTIVE**' school and promote active learning and physical activity: **Active Learning, Active Play, Active Life.**
- We aim to provide every child, every day with a minimum of 60 minutes active learning and/or play.
- We incorporate a range of activities in lessons to allow for integrated movement, which supports children being active through each day.

CARE and RESPECT

- Each class cares for and looks after a class pet. The children learn about how their pets would live in the wild; habitats, diet, conservation and the importance of looking after animals in the wider world.
- Each class has their own class charity. Throughout the year, the children learn a little about their charity and create an enterprise project to raise funds.

