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**CURRICULUM**

**IMPLEMENTATION**

**Theory into Practice**

By utilising our shared understanding and knowledge of different theories and pedagogical approaches to learning, we can ensure our children ***Remember More, Know More, Do More.***

* Bloom’s Taxonomy including 4 types of Knowledge: Factual, Conceptual, Procedural, Metacognitive.
* Retrieval techniques
* Cognitive Load Theory
* AGES learning Model

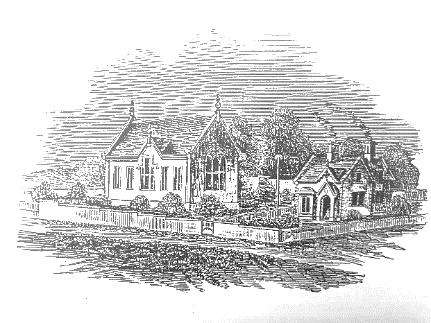
**Whole School Curriculum Planning**

* 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 three terms, with some objectives repeated over the course of the year.
* Autumn Term – **DISCOVER**. History and Art and Craft skills to be taught in depth.
* Spring term – **EXPLORE.** Geography and Music skills to be taught in depth.
* Summer term – **INVENT.** STEAM Projects
* Some areas of learning will be taught continuously throughout the year (Science, RE, MFL, Computing & On-Line Safety, RSHE, DT, PE & Sports).
* 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.
* Following an enquiry-based curriculum, a **sequence of learning** aims to develop **substantive knowledge, conceptual understanding** and support deeper learning through embedding the use of **disciplinary knowledge.**
* Children share their learning through completing **Learning Journey** at the beginning and end of each topic. These include a focus on development of skills as well as substantive knowledge.
* **Learning Maps** are shared with children and families to support home learning.
* Children **RAG** rate key vocabulary to show progress and support deeper learning.

**Assessment 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.

**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.
* [](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwi5urLvi7zXAhVCthoKHa4SDGQQjRwIBw&url=http://clipartscout.com/design/clipart-of-a-cartoon-group-of-boy-scouts-playing-outdoors-by-toonaday-73&psig=AOvVaw387yuj_XKA_WpVHdpgQtS7&ust=1510681056806052)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 have an **ACTIVE CHARTER** which aims to provide every child, every day with a minimum of 60 minutes active learning and/or play.

**EMBEDDING AND DEEPENING LEARNING THROUGH…**

[](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwizz-vdirzXAhWHHxoKHWxuC2oQjRwIBw&url=https://allwritewithme.com/&psig=AOvVaw197xuQgfq-sVECzODnDV_b&ust=1510680807251607)**AWESOME AUTHORS**

* Awesome Authors comes at the start of each new term. Staff are encouraged to allow the children’s individual interest to develop throughout the week to embed basic skills and to develop a love of writing

**‘GOALS’ and ‘MATCH DAY’**

* At the beginning of each half term, each child will have a personal interview with their teacher. This will be to establish targets or **‘GOALS’** for the half term.
* To support deeper learning and key skills moving to long term memory, each time a target has been achieved, a goal is awarded.
* To achieve ‘**MATCH DAY**, children need to have achieved 5 goals in Reading, 5 in Math’s and 5 in Writing.
* Match Days are enrichment opportunities where children self-select their own activities.

[](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwj1naC_iLzXAhXK6xoKHfLFBXIQjRwIBw&url=https://www.jdsports.co.uk/product/multi-nike-ordem-4-premier-league-201617-football/026270/&psig=AOvVaw3gZ9XChwWkyQZA3RMxUDl_&ust=1510680157185947)

**CARE and RESPECT**

* We value our one Golden Rule; ‘***Treat others as you wish to be treated.***’
* 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.

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| **2021/2022** | | | |
| **INDEPTH STUDY** | **AUTUMN DISCOVER** | **SPRING EXPLORE** | **SUMMER INVENT** |
| **HISTORY**  **ART & CRAFT** | **GEOGRAPHY**  **MUSIC** | **STEAM** |
| **F2** | In The Moment Planning  Regular visits to Chapeltown Library | | |
|  | Visits: Rotherham Theatre - Panto  High Green Methodist Church – Tree Festival | Visit: Curious Kids Town | Visit: Butterfly House, Aston |
| **Y1** | **Dungeons and Dragons**  Visits: Conisborough Castle & Rotherham Theatre - Panto | **Boggarts**  Visits: Moorland Discovery Centre  St Marys Catholic Church | **Noah’s Ark**  Visit: Yorkshire Wildlife Park |
| **Y2** | **Our School & the Victorians**  Visits: National Coal Mining Museum  St Saviours Church | **Our Holidays**  Visit: Scarborough | **Super Heroes**  Visit: Eureka Science Museum |
| **Y3** | **Legions of the Eagle (Romans)**  Visit: Roman Chester | **Westwood Country Park**  Visits: Madina Mosque Sheffield  Old Moor RSPB | **Cracking Contraptions**  Visitor: Lego Workshop |
| **Y4** | **Anglo-Saxons & Vikings**  Visit: Murton Park | **Extreme Earth**  Visit: Peak/ Blue John Caverns | **Fantastic Beasts**  Visits: Harry Potter World Sheffield Buddhist Centre. |
| **Y5** | **WW2**  Visits: Imperial War Museum & Lowry Gallery Sheffield Jewish Centre | **Location, Location, Location!**  *(Industrial Sheffield & its rivers)*  Visit: Shepherds Wheel/Abbeydale Industrial Hamlet | **Half Term 1 –**  **Half Term 2 - Out of this World!** *(Earth & Space) (Including Ancient civilisations & astronomy Egyptians & Greeks)*  Visits: National Space Centre & Sheffield Cathedral. |
| **Y6** | **Life in the Stone Age**  Visit: Creswell Crags | **Rainforests of the Raj**  Visits: Butterfly House Sikh Temple. Sheffield | **Ghosts of the Abyss (Titanic)**  Visit: PGL |

