

## Curriculum Guidelines at Grayrigg CE Primary School

These guidelines refer to the teaching of: Science, Computer Science, History, Geography, Design Technology, Art and Design, Music and Modern Foreign Language

**The overview of the curriculum is split into three areas:**

**Knowledge:** With mixed age classes the knowledge can be similar for different year groups, for example, children in KS2 will learn about Tudors once during their time at Grayrigg but some children will meet this topic in year 3 whilst others may meet it in year 6. The difference in how they meet it is laid out in the table below.

	Knowledge		
	Finding/seeking	Storing and remembering	Presenting and sharing
EYFS Tiny Acorns	Children explore in areas of their own interests which teacher use to increase engagement to further development. Objective led planning is used to ensure the whole EYFS curriculum is covered The environment is planned after careful assessment to ensure that it promotes progress for the current cohort - the assessment is a gap strength analysis - the environment is adapted to ensure that any weaker areas are developed and strengths are challenged. For all areas of provision there is a common play behaviours plan linked to resources, these are changed and adapted to ensure children who are engaged though provocations are also working at an appropriate skill level to ensure they feel the "wobble" and develop as resilient learners acquiring new knowledge and skills.		
KS1 Acorns	Children will be provided with opportunities and challenges that will be planned by the teacher to ensure they are accessible. They will be encouraged to complete these independently and given the opportunity to take their learning further.	Children will be challenged to present their learning in different ways e.g. a video, a class book, and individual books.	
LKS2 Oaks	Children will work in groups researching similar areas. They will be offered guidance in their online research as they begin to understand popular search engines and will be provided with a range of books around the specific topic. They will also engage with experts and visit places to enhance their knowledge and understanding in specific areas of the curriculum.	Children will create records of what they have learnt as groups and will work with a teacher on the best way to store their knowledge.	Children will be challenged to present the information to others in a specific format e.g. idea, multimedia presentation, scrapbook, information leaflet.
UKS2 Mighty Oaks	Children seek their own knowledge, choosing books from a selection and using online research which they are guided to evaluate effectively. They will also engage with experts and visits to enhance their knowledge and understanding of specific subject areas. School aim to involve the children in planning these visits.	Children will have to consider how to save and retrieve the knowledge from a range of suggestions (which they can add to) - this may be notes, photographs, bookmarks, etc - they will need to evaluate the effectiveness of the chosen methods.	Children will be challenged over the term to present different topics in different ways - this choice will initially be limited and they must present different topics in different ways - the idea is that the learning can be shared with their peers and parents.

**Skills:** Whilst the knowledge within a topic may be similar for the older and younger children within a mixed age class, the skill expectations will vary depending on the age of the children. For some subjects this may mean some children in the same class are doing very different things e.g in skill based subjects such as DT. However, for more knowledge based subjects such as History the topic material may be similar but the skill level will vary. The skill developments are set out for each subject and can be viewed on the school website.

**Characteristics of learning:** In the early years the characteristics are a core part of the curriculum but they drop off as children move into the National Curriculum. As a school we

noted the amazing level of independence, engagement in learning and motivation in Early Years but found children moving into KS2 had very little independence and resilience and realised this must drop in KS1. The core difference in how teachers worked in KS1 was more adult led than child led. Our concern was how to keep building on the excellent practice in early years but beginning to push children further outside of what they already know to ensure they cover the National Curriculum and take their learning further than they ever thought they could. As part of our research we looked at the characteristics of learning and how these could mature with the children. We discussed what we wanted for the children who leave Grayrigg and move onto secondary school. We certainly knew we didn't want a class of conformists who sat and did as an adult in front of them told them to, we wanted a class of rebels - children who aren't scared to think for themselves, to stand up for others, to take their learning further to overcome challenges and to be the change they want to see in the world. The table below highlights how the characteristics of learning mature with the children - we did consider renaming them characteristics of success - however, definitions of success are subjective and we did not want this to influence how the children performed so we stuck to characteristic of learning as the aim is to enable the children to be successful learners - if this spills into other areas of their lives - great.

	<b>Characteristics of learning</b>		
	Playing and exploring – engagement	Active learning – motivation	Creating and thinking critically – thinking
EYFS Tiny Acorns	Finding out and exploring. Playing with what they know. Being willing to 'have a go'	Being involved and concentrating. Keeping trying. Enjoying achieving what they set out to do.	Having their own ideas. Making links. Choosing ways to do things.
KS1 Acorns	Natural curiosity and interest in new things and new knowledge beyond their own experiences.	Understanding of the wobble - developing and feeling that sense of challenge but not giving up.	Linking new learning to their own experiences. Having ideas and testing them out to improve or take learning further.
LKS2 Oaks	Wanting to try new things and learn more than they are expected to learn.	Endurance when things get tricky. Understanding of the right level of challenge - not too easy but taking the right size steps to achieve the best outcome. Seeking the wobble.	Making connections with previous learning and seeking to find out more and considering for themselves how they will find this out.
UKS2 Mighty Oaks	Self-efficacy and ability to take things further.	Resilience and pushing themselves deliberately beyond their comfort zone - setting high expectations and working to achieve them.	Seeking generalities. Making conjectures and connecting up their learning.

## **Teaching of curriculum**

### **.....in EYFS**

In early years the curriculum is predominantly taught through well prepared environments with open ended continuous provision that enables children to extend their learning. Alongside direct teaching, teachers use objective led planning to enable adults to successfully challenge the children within provision.

### **....In KS1**

In KS1, these subjects are taught through challenges which children complete, whilst some may involve adult input or even adult support - they aim is to develop independence through these challenges, therefore the core focus for the teacher is ensuring each challenge is well resourced and accessible. They are available in the classroom at all times but are the core focus of the afternoon's learning. The challenges include:

- DT challenge
- Art challenge
- Research challenge - normally focused on History or Geography
- Computing challenge
- STEM challenge - mainly science
- Physical challenge

All the above challenges may be inside, outside or both. As the children move on to new topics, previous challenge materials are made accessible to the children to ensure the knowledge and skills can be rehearsed when children have completed the new challenges.

### **...In KS2**

The year is divided into chunks where children focus on a specific "chunk" of the curriculum for 3 to 4 weeks. The children take more responsibility for their own learning - aiming to be able to choose how to research, how to store information and how to present it to others.

### **Music**

Music is taught at least weekly as a whole class.

### **MFL**

Are taught through song using Francais Francais. This happens at the end of the afternoon weekly and is proving to be a popular approach.

### **Recording and evidencing learning**

We firmly believe that there are three core reasons for recording and evidencing learning

1. To enable teachers to know what the children know and where they need to go next - this may be the class teacher or any other teacher who teaches the child in the future.
2. To enable the children to look back and revisit their learning to ensure the knowledge and skills they have gained can be transferred into their long term memory and can be recalled in the future when needed.
3. To share and celebrate learning with parents so they can engage in discussions and activities at home and during their time with their own children, to take the learning further - knowing a child has studied rivers may lead the family to enjoy a river walk during the holidays.

Tapestry is a core way of recording learning particularly in EYFS and KS1. It enables learning to be shared with parents and encourages discussion at home. It also enables subject leaders and school leaders to see what is going on across school as everyone has access to it.

Children in KS2 take more responsibility for their own recording as they begin to choose how to present the work - this may be

- scrapbook style poster
- writing
- brochure
- slide presentation
- video
- document

Much of their work will be stored in the google drive, initially this will be accessible to the children but we aim to be able to share work with parents by Sep 2020.