

Curriculum Information Evening

Wednesday 11th September 2019

What is curriculum?

- ▶ The content and order in which we teach.
- ▶ Social and emotional as well as academic.

Vision

Our vision is to be the best that we can be. We celebrate being resilient and courageous, aspirational and resourceful, imaginative and creative. We embrace difference, value individuality and collaborate within our community.

Our Aims and Intent

- ▶ To provide a learning environment where children are happy, emotionally secure and enjoy coming to school.
- ▶ To teach a broad and balanced, progressive curriculum through which each child has the opportunity to fully develop their individual talents.
- ▶ To develop resilience, empathy, self-confidence and independence.
- ▶ To promote aspirational values and have a wider understanding of the world beyond their local communities.
- ▶ To teach the skills to prepare children for the next stage in their education and support lifelong learning.

SMART STARS...for all ages.

- ▶ Self- Confident
- ▶ Motivated
- ▶ Aspirational
- ▶ Resilient
- ▶ Team Player

Curriculum Content

- ▶ Knowledge and skills based.
- ▶ Topic based.
- ▶ Linked learning as well as discrete reading, writing and maths.
- ▶ Based on National Curriculum.
- ▶ Links to SMART values.
- ▶ Summarised in child speak - on the website.
- ▶ Contains references to 'Oxfam Global Curriculum'.

Curriculum Content

As mathematicians we will:

- Interpret and draw graphs.
- Record dates using Roman numerals.

As readers we will: Use the VIPERS to develop our reading skills.

As writers we will:

- Write a recount in the form of a diary entry.
- Read and write our own kennings.
- Produce reports including Newspaper reports.

As ICT specialists we will:

- Search the internet safely and effectively to find relevant and reliable information.

As musicians we will: - Study the music of Richard Wagner and The Ride of the Valkyries.

As SMART learners we will:

- Work as TEAM PLAYERS to create our museum.

As designers we will:

- Work collaboratively and creatively to design and make a Viking artefact, drawing upon our individual talents.
- Apply the design technology skills we have been taught in order to make a Viking Long ship.

As global citizens we will:

- Explore ideas of conflict.
- Study the beliefs and actions of other religions.

As scientists we will:

- Explore the forces involved in floating and sinking.
- Investigate the properties of materials.

As geographers we will:

- Describe and understand the reasons for settlement and how this affected land use and trade links during this time.
- Locate the countries from which the invaders came and use maps to explore the routes they took and where they settled.
- Study the modern European countries of Scandinavia.

As historians we will:

- Learn about the settlement of Anglo Saxons and Vikings in Britain.
- Examine the impact of the invaders on Britain.
- Ask and answer questions about these groups of people.
- Analyse sources of evidence for accuracy, usefulness and relevance.

As artists we will:

- Look at the art of the Anglo Saxons and use it as inspiration for our own work.

As linguists we will:

- Speak in sentences using basic language structures.
- Write simple sentences about our homes.



Invaders and Settlers

As dancers we will: Use movement to explore and communicate ideas, feelings and thoughts.

Vocabulary

- ▶ Hugely important indicator of academic success.
- ▶ Tier 2 words - topic relevant but can be transferable.
- ▶ Assessment grid: red, amber, yellow, green.
- ▶ Lists coming home - please talk about it - it's NOT about spelling.
- ▶ Will vary from child to child.

Vocabulary

Schooling is crucial for increasing the breadth of children's vocabulary



- Around 90% of vocabulary is only really encountered when reading and is not used in speech.
- Much fiction does not give access to the more academic vocabulary and syntax used for high-level GCSE, A level and beyond.
- Academic texts provide exposure to complex **vocabulary** and **ideas** that must be grasped in order to achieve academic success.

Stanovich, K. E. (1993). 'Does reading make you smarter? Literacy and the development of verbal intelligence.' *Advances in child development and behavior*, vol. 24, pp. 133 –180.

Reading

- ▶ More specific information at your evening with age related support sheets.
- ▶ Whole class guided reading.
- ▶ Read at home - Vital!
- ▶ Read to your child a text that is higher than their ability.
- ▶ Stress the vocabulary.

Life long learning....

▶ What makes a good learner?

▶ Guy Claxton

- ▶ Curiosity
- ▶ Attention
- ▶ Determination
- ▶ Imagination
- ▶ Thinking
- ▶ Socialising
- ▶ Reflection
- ▶ Organisation

▶ Creativity - problem solving

▶ Independence

▶ Resilience

RESILIENCE - What are we doing?

- ▶ I am stuck boards
- ▶ C 3 B 4 Me
- ▶ Helping Hands - Talk to the people on your hand as a first point of contact.
- ▶ Maths - understanding, applying, embedding - choice by challenge - go back a step if you are stuck.
- ▶ Value the refining and editing process - You don't finish the first time around. Display the learning journey.
- ▶ Growth mindset - We do not say "I can't do it!" We say "I can't do it yet!" You can learn to do it.

What can you do?

- ▶ ‘Adopt C 3 B 4 Me approach’ - ask your child who they spoke to before school.
- ▶ Encourage children to come in and address the problem themselves - support in telling rather than telling yourself!
- ▶ Responsibility for resources - coats, contents of book bags etc.
- ▶ Handing a letter in.
- ▶ PE kit.
- ▶ Don’t carry everything for them or the child.
- ▶ Homework - bringing it home and handing it in!
- ▶ A gradual process!
- ▶ You can still come in - we are open door!!
- ▶ Email or phone once your child has followed all the recommended steps.

Relationships and Sex Education

- ▶ Statutory from September 2020.
- ▶ We will begin teaching it this year.
- ▶ Age appropriate.
- ▶ Different family circumstances
- ▶ Information will be shared regarding the content as and when necessary.
- ▶ Please come and speak to us if you have a concern.

Homework

- ▶ 'TT Rockstars'
- ▶ 'Maths Frame'
- ▶ 'Times tables'
- ▶ Spelling
- ▶ Alphabetical order - in classrooms
- ▶ Money and telling the time (24hours, 12 hour digital, timetables)
- ▶ Topic talk and research!

Rewards and awards

- ▶ Verbal praise and feedback
- ▶ ‘Tickled pink’
- ▶ House points - Collated each week. Reward at the end of term.
- ▶ SMART Stars
- ▶ Achiever letter or certificate
- ▶ ‘Always Award’ - From me. Not every week!

Attendance

- ▶ We need to improve it!!!
- ▶ We are full on, all of the time - from day one to the very end!
- ▶ All term time holidays will be unauthorised.
- ▶ Unauthorised absences of 10 sessions (5days) in a six week period will be fined.

Opportunities to share...

- ▶ Languages day. Thursday 26th September
- ▶ Open mornings. Primarily for new parents but you are welcome!
- ▶ Yardley Wednesday 9th October 9.30 to 11.30
- ▶ Denton Thursday 10th October 9.30 to 11.30

- ▶ Heads up....'Sleep on the floor' charity event Friday 18th October

Dates for specific evening.

- ▶ Reception and Nursery: Wednesday 9th October
Yardley
- ▶ Year 1 and 2: Monday 23rd September Denton
- ▶ Year 3 and 4: Wednesday 18th September Yardley
- ▶ Year 5 and 6: Monday 30th September Denton