



# Hucklow's Curriculum

## Expectations 2016-17

### Whole School Vision

At Hucklow Primary School we believe that learners achieve best when their education successfully adapts to their individual needs and is relevant to the demands and contexts of contemporary society. To this end we aim to provide a curriculum that gives memorable experiences and rich opportunities for high quality learning and meets the needs of individuals and groups of children. In a world where demands and contexts are rapidly changing (for example, half today's children will take jobs in organisations and industries that do not yet exist) it is also essential that the education of children and young people is informed and balanced by the more slowly changing values of society and of their community.

The curriculum should enable all young people to become:

- Successful learners, who enjoy learning, make progress and achieve
- Confident individuals who are able to lead safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

By following all these steps we can be consistently developing outstanding teaching and learning throughout the curriculum.

### YEAR 1-6

#### Learning Challenges

- Throughout the year, each year group will identify a minimum of **6 learning challenges** to deliver with their children. The 'learning challenges' will need to have a focus/driver linked to:
  - History
  - Geography
  - Science
- Each learning challenge will need to have an **intriguing question** that will inspire the children.
- Teachers will need to consider the time period for each learning challenge which will last between 4-8 weeks.
- Any aspects of the National Curriculum statutory guidance that do not link to the main learning challenges or that are not covered will need to be completed through learning challenge days. For example, subject specific Science and RE days.

## **Wow Outcome**

Every learning challenge will need a 'Wow Outcome', where children will be able to reflect and celebrate their learning. The pre-planning sessions will need to be utilised so children can decide how their learning can be showcased. Wow Outcomes may be in the form of a showcase (children as experts), a display, a video, an assembly, a class book or newsletter. Parents need to be considered in this final outcome. A variety of Wow Outcomes need to be planned for throughout the year including one Parent Showcase per year group.

## **Pupil Involvement**

- Before beginning each new learning challenge teachers will have pre planning sessions with their pupils that need to focus on:
  - what the pupils already know (**knowledge**)
  - what skills they want to learn (**processes**) relating to the National Curriculum.
  - How they might go about learning those things (**contexts**).
- Children will need to be informed of what their new learning challenge is and teachers need to ask children structured questions to elicit what the children already know. Children then need to be given the key skills they are going to learn so that they can decide how they are going to learn them (e.g. through mind mapping).
- Before the pre planning sessions take place the children need to be **immersed** in a new learning challenge (sessions lasting 1-2 days) using video clips, photographs, books, the internet, facts and objects, a visit or visitor to inspire and inform children about the theme.
- Teachers will then plan using the children's ideas and questions and taking into consideration their prior knowledge and understanding.

## **PLANNING**

### **Curriculum Overviews**

A jigsaw '**Curriculum Overview**' shows the aspects of the National Curriculum's statutory guidance that will be covered in each year group from Y1-Y6.

### **Yearly Planner**

- Teachers need to outline at the beginning of the school year on the 'yearly planner grid' in note form the details of each learning challenge. This will be annotated and updated throughout each challenge. These will be saved in the curriculum file in z:/.
- Each learning challenge needs to involve pupils' ideas on the planning format, include a TASC activity to develop independence, show links to e-safety, show links to SMSC and include a wow outcome.

### **Medium Term Planning**

- Teachers will need to complete a medium term planner for each learning challenge with their year group partner at the beginning of each learning challenge (using the pupil's ideas from pre planning sessions).
- It will be annotated and updated throughout the learning challenge.
- It will identify which smaller challenge questions that the children will be looking at over the weeks and how this is linked to the objectives from the different subjects of the National Curriculum.
- Teachers will identify the **wow outcome** on the planner that will have been decided on with pupils (one must be a parent showcase).
- For each learning challenge teachers need to consider a **visit or visitor** (a minimum of one per term), **E-safety/ICT** and **SMSC** link that will enhance learning for the children. This must be planned for and be evident in the planning.
- At the end of the learning challenge, the medium planning document needs to be revisited to identify which objectives have been met and which may need to be revisited or moved to another learning challenge to ensure coverage.

### **Short Term Planning**

- A short term planning document will need to be created for each lesson throughout the learning challenge. For example in Art, Design and Technology, Geography and History. For other subjects teachers may annotate existing plans e.g. P.E. Val Sabin Scheme and Music Express.

- REMEMBER this is the main planning document and all adults working in classrooms will need a copy.
- **Differentiation** must still be evident in planning considering the three key groups LAPS, AAPS and HAPS.
- Opportunities need to be planned for where pupils will work within groups and have **team roles**.

### **Involving Parents**

- Teachers (involving pupil's ideas) need to take responsibility to produce a **newsletter** about each new theme and the skills and activities that are going to be covered. This newsletter needs to be sent out to parents the first week of every half term. A copy of the newsletter also must be saved in z:/ so it can be put on the school website.
- Parents need to be involved in the final 'Wow outcome' of pupil's work for example, showcases, workshops, assemblies presenting work and exhibitions. Consider pupils writing to invite them to school for this.

### **TASC**

- Teachers need to link the TASC wheel to specific areas of the curriculum. This needs to be included at least once in each learning challenge and be identified on all planning.

### **Enterprise**

- Enterprise will be taught in one block in the Autumn and Summer term (see themed week calendar) linked to the Winter and Summer Fayres.

### **Yearly Themed Week Calendar**

- All teachers to follow the 'yearly themed week planner' to enhance and promote various aspects of the curriculum e.g. Safer Internet Day, Anti Bullying Week.

### **Displays and Working Walls**

- **Wonder Walls:** Every classroom needs to have a Wonder Wall. This wall is linked to the current learning challenge that the class are studying. This working wall needs to be utilised to show the whole planning process of the creative curriculum theme including children's questions, answers and completed outcomes. Part of the display needs to be 3D which includes labels and questions that children can interact with. These will be built up over the process of the theme.

- **Wow walls:** At the end of a theme the completed 'Wonder Wall' will need to be transferred onto a whole school display area/corridor.

### **Evidence of Curriculum**

- As well as children's **curriculum books** all classes to have a **class handbook**. Handbooks need to collect evidence through photographs and children's verbal comments in response to work such as trips, in school visitors, themed weeks and SMSC related work.
- Sketch books will be used from Year 3-6 for Art work.

### **Monitoring and Feedback**

- Monitoring will take place by the curriculum co-ordinator, subject leaders, SLT and class teachers.
- Subject leaders and the Curriculum co-ordinator will be involved in a twice yearly cycle of 'Enquiry Days' (see monitoring and evaluation cycle) linked to their subject area. An Enquiry to be carried out a minimum of once a half term.
- The Curriculum co-ordinator will monitor through book scrutiny, planning scrutiny, learning walks, lesson observations, pupil interviews and phase specific work. Curriculum books and Class Handbooks will be collected in every term and feedback will be given.

### **Useful Resources**

- Z:/ Curriculum 2016-17 Folder with master copies of all planning documents.
- The National Curriculum
- Focus Education resources
- Val Sabin P.E. units
- Music Express
- TASC website