

**“An Unquestioned Life is not worth
Living”**

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Adapted by Zoe Richards (2019)**

With

The Staff and children at Wollaston Primary School

Curriculum Intent

Our curriculum is based completely on preparing our children for the 21st Century. We try to ensure that we create rounded individuals who can cope well at their chosen secondary school and can adapt their learning to become citizens in an ever-changing world. As well as these life skills we are creating a knowledge rich curriculum which follows four distinct principals:

1. Knowledge provides a driving, underpinning philosophy
2. Knowledge content is specified in detail.
3. Knowledge is taught to be remembered and not merely encountered.
4. Knowledge is sequenced and mapped deliberately and coherently.

When planning our curriculum, we also consider Barak Rosenshines '10 Principles of instruction ' when delivering the content in the classroom. This is a process we have introduced which focuses on long term memory.

The principles of instruction follow the following sequence:

Rosenshine's Principles of Instruction summarises this in ten steps :

1. **Daily review - to strengthen connections.**
2. **New material in small steps - avoiding overload.**
3. **Asking questions - the RIGHT questions at the right time.**
4. **Providing models - cognitive support.**
5. **Guiding student practice - built in time for learners to rehearse and rephrase.**
6. **Checking understanding - rather than asking if there are any questions.**
7. **Obtaining higher success rate - small steps followed by practice.**
8. **Scaffolds for difficult tasks - temporary supports to assist learning.**
9. **Independent practice - enables 'overlearning'.**
10. **Weekly & monthly review - embedding in the long term memory.**

When the children have acquired the knowledge needed to move on, this will underpin the skills needed to develop resilience and independence. They rely heavily on their parents for support and find it incredibly challenging to cope when things don't go quite their own way. They have an immense fear of failure. Due to this we use the "Learning Line" in all classes and all sessions with our children. This enables the children to understand that failure is not an issue and how they can then cope if they feel this way. The Learning Line is used by the children and the staff in all areas of their lives including their mental health and well-being.

Through our curriculum intent we ensure that our children have high aspirations for their future lives. We do this by:

- Inviting visitors into the school to talk about their jobs / roles;
- Library Visits to see how to use a library and sign up to borrow books;
- Whole class Tuned music lessons - all children learn a tuned instrument;
- Invite story Tellers into the school to enable the children to become “lost” in a story;
- Take the children on educational visits to museums;
- Hold an awards Assembly, inviting parents, to celebrate certificates and trophies that they have gained;
- Invite Sports specialists into the school to demonstrate and teach their sport.
- Teach our children to cook.
- Teach p4c in order for children to become confident speakers and secure in vocabulary etc..

Alongside this we ensure that all our children take part in some “Enterprise” activity. This is to develop their teamwork and their adaptability to implement change. This activity may be money raising or may be non-monetary depending on the activity but it **MUST** be based on teamwork / teambuilding. After this, we then ensure that our curriculum delves deeper into the social and moral. We ensure that the children question the learning that they have done and ponder the world in which we live in. For example - we ask our Y5 and Y6 children the question - “Is it right to Fight?” at the end of the WW2 project, or “Is slavery ever right?” at the end of the Roman Adventure Project.

We use Claire W Graves’ theories as the main driver for our curriculum. He believed that all children go through 7 stages of development as they grow and develop and we use these 7 stages to plan the journey through the learning for our children.

Our Curriculum - Implementation

We firmly believe that an excellent curriculum instills in children a love of learning for its own sake. This means that we think our children must not only learn ***what*** to study, they must also learn ***how*** to study.

Due to this we have worked very closely with Educationalists to help us to develop a curriculum at Wollaston that challenges, inspires and fosters a love for learning for our children. We hope they will be able to take this love into the next stage of their education and into their adult lives.

Creative learning is understood to be characterized by:

- being questioning and challenging
- making connections and seeing relationships
- envisaging what might be
- exploring ideas, keeping options open
- reflecting critically on ideas, actions and outcomes

Learning is a treasure that will follow its owner everywhere
Chinese Proverb

Our curriculum is based on the theories of how a child's brain matures and grows developed by Claire W. Graves and through an understanding that we are preparing our children for life in the 21st Century – where the chances are that the jobs they will be doing have not yet been invented and an ability to problem solve and work in teams will be vital.

As he sets off on each quest, he believes he will find the answer to his existence, and as he settles into each nodal state he is certain he has found it.
Yet, always to his surprise and ever to his dismay he finds, at every stage, that the solution to existence is not the solution he thinks he has found.
Every state he reaches leaves him discontented and perplexed. It is simply that as he solves one set of human problems, he finds a new set in their place.

Clare W Graves
1914 - 1986

Clare W. Graves worked out that human brains move through 7 stages of development as they grow and mature. The stages are:

- Stage 1 – Survival
- Stage 2 – Tribal (team)
- Stage 3 – Self (me)
- Stage 4 – Order (plan)
- Stage 5 – Enterprise (challenge)
- Stage 6 – Community (share)
- Stage 7 – Interconnected (think)

Creativity must be embedded into everyday teaching and learning

We take this concept and plan out our main curriculum themes around this. For example:

Graves' 7 Stages	Theme	Weeks Learning
Survival	We do not start here as we believe that children should have already developed at this stage before they enter Primary school.	N / A
Tribal	Beginning WOW – Class will all complete some very exciting activity that will give all the children and the teachers a real buzz for the learning that they are about to complete. We try to link this to the learning that they are about to follow.	One day or one week
Self and Order	This is where we follow the National Curriculum. We are currently developing our curriculum in which knowledge drives the theme and within this we are beginning to ensure that knowledge is sequential and the end result is clear. We will use a number of strategies to ensure children know more, remember more and in turn can do more. Knowledge organisers are key to this and allow children, teachers and parents to revisits areas and ensure the knowledge is secure and transferrable into other areas.	Could take up to 8 weeks to complete all the learning required. However some themes may be short and this only take 4 weeks.

Enterprise	All our themes have a team building / problem solving part to them. This is to incorporate the messages that we are receiving from the large businesses that children are leaving schools inadequately prepared to problem solve and work in teams. The children will have some problem linked to their theme that needs solving and will work together to achieve it. Sometimes they may raise money for their classes, other times they may involve other children in the school.	One week to 2 weeks depending on the task.
Challenge	Here we dig deeper into the children's learning. We will set challenging and thoughtful tasks for them linked to something with a moral or a social skill. We also try to include some multicultural learning for the children as we are a predominantly white British school and our children are growing up in a very diverse and multicultural world.	One or 2 weeks
Community	This is our Ending WOW. We usually invite parents into this to celebrate the children's learning – or they complete their Enterprise activity.	One or 2 days
Interconnected	Finally at the end of their theme we ask the children about their learning – what new things did you learn? How will this learning help you as you get older?	One or 2 days

And here is an example of how we would then use this to plan a terms learning for the children:

Wollaston Primary School Thematic Planning Overview – Medium Term Plan

Survival	
Beginning WOW	
<i>Tribal</i>	

Learning NC Links <i>(Self and Order)</i> Refer to milestones attached to ensure knowledge progression.	Geographical / Historical Learning - History Geography	Creative and Technological Learning - Art D and T Music
Enterprise or Middle WOW (Challenge and Share)		
Deeper Learning <i>(Challenge and Interconnected)</i>	Moral Learning/P4C -	Community and Multicultural Learning
Ending WOW and Community <i>(community and share)</i>		

<p>Week 1- 4 Charlie and the Chocolate factory</p> <p>The Twits Charlie and chocolate factory Georges marvellous medicine James and the Giant Peach Roald Dahl- Biography</p>	<p>Character descriptions for each of the golden ticket winners. (sentence stacked) Setting descriptions- Charlies house, Verruca Salts. Roald Dahls life- Biography. Create, design and advertise a new chocolate bar in prep for mid wow. Speech- quotes from various people about the closure of the factory.</p>	<p>Big write- Non chronological report about Roald Dahl.</p>	<p>Interviewing the characters. In role as characters Listening to the story on audio CD. producing advertisement for Wonka bar. different characters views about the factory closing. Drama in role as characters Predicting next scene Court scene asking questions formulating replies echo reads from book</p>	<p>Songs from the film.</p> <ul style="list-style-type: none"> • <u>"Augustus Gloop..."</u> • <u>"Violet Beauregarde..."</u> • <u>"Veruca Salt..."</u> • <u>"Mike Teavee..."</u> • <u>"Wonkavite..."</u> • <u>"Goldie Pinklesweet..."</u>
<p>Week 5- 7 The Twits</p>	<p>Descriptions of the Twits. (Sentence stacked) Big write- Diary entry from Mr Twit and Mrs Twit about all the Tricks Big write- a new trick that they each do.</p>	<p>Wanted poster. Newspaper report- Mr Twit and Mrs Twit wanted for cruelty against animals and people. Taken to court to decide who is guilty.</p>	<p>Listening to the story being read by the teacher. partner read the text Echo reads from the book. Hot seating Mr and Mrs Twit. Creating new tricks, group discussion Court room scene, children in role as different characters giving evidence against The Twits.</p>	<p>Mr Twits beard- alliteration.</p>
<p>Autumn 2 Week 1- 4 Georges Marvellous Medicine</p>	<p>sentence stack- description of grandma writing own chapter about what happened to grandma once she took the medicine.</p>	<p>Writing their own revolting recipes/ instructions.(alliteration) inventing own marvellous medicine- instructions, advertisement.</p>	<p>Hot seating Grandma and George- How do they feel about each other? story read to the class, use different children to read pages, encouraging use of expression.</p>	<p>dirty rhymes writing a rhyming poem</p>

<p>Weeks 5-7 James and the Giant Peach.</p> <p>reading comprehensions weekly Pixl assessments one in September one October/November</p>	<p>playscript- James inside the Peach when being attacked by the sharks.</p> <p>Big write- sentence stack from the BFG trailer</p>	<p>Big write- newspaper report about the Giant Grandma and animals.</p> <p>non chronological reports about minibeasts. Posters/advertisement to encourage people to come to see the giant peach. Persuasive letter to judge explaining why James should be allowed to stay in New York.</p>	<p>partner reading, text read by teacher/students. parts used for echo read acting out playscript.</p>	<p>poems about Aunt Spiker and Aunt Sponge- pretend to be each of them. write a</p>
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Maths Based learning

Links to sequence of learning	White rose												
	Year 3												
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Autumn	Number: Place Value			Number: Addition and Subtraction				Number: Multiplication and Division			Consolidation	

Year 4

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value				Number: Addition and Subtraction			Measurement: Length and Perimeter	Number: Multiplication and Division			Consolidation

plus areas identified in the September assessment.

Knowledge organiser including key vocabulary

Curriculum Impact.

Our children achieve well through the school.

The local secondary school has stated that they can “spot” a Wollaston Primary child at their school as they are resilient and able to cope better than the majority of the others.

Our children succeed at their secondary school.

Ofsted has previously stated that our curriculum is strength of the school

P4C is allowing children to become confident speakers who can then debate topics

Curriculum is relevant and allows children to apply skills out of school