

*Curriculum Meeting

Sproston Infant School 2017



*Curriculum

The school curriculum is what children need to learn. It is the entire planned learning experience that they encounter in school.

It includes events, routines, playtimes etc etc...

...and the national curriculum.

So what do they need to learn?



* Learning

Surface level learning

- Learning as a **quantitative increase in knowledge**. Learning is acquiring information or “knowing a lot”
- Learning as **memorising**. Learning is storing information that can be reproduced.
- Learning as acquiring facts, skills and methods that can be **retained and used as necessary**.

Deep level learning

- Learning as **making sense** or abstracting meaning. Learning involves relating parts of the subject matter to each other and to the real world.
- Learning as interpreting and **understanding reality in a different way**. Learning involves comprehending the world by re-interpreting knowledge.

*Children's Intellect

Academic

Social

Cognitive



*Academic

- *Knowledge
- *Facts
- *Terminology
- *Skills
- *Curriculum Content



* Cognitive

- * Thinking
- * Understanding
- * Applying
- * Creativity
- * Connecting
- * Classifying



*Social

- *Self awareness
- *Self confidence
- *Emotional Literacy
- *Relationships
- *Understanding contexts
- *Managing behaviour



The qualities we want to develop in children to be effective learners - and for life:

- * Craftsmanship
- * Creativity
- * Collaboration
- * Communication
- * Curiosity
- * Confidence

*The aims of our
curriculum: The 6 'Cs'



*The 6 'Cs'

*Craftsmanship

Continuing to work on something until it is of a very high standard, not just completing tasks.

Redrafting work, continuous improvement.

Producing less things but of higher quality.



*The 6 'Cs'

*Creativity

Finding their own solutions to problems.

Finding new ways of doing things.

Connecting different areas of learning.



*The 6 'Cs'

*Collaboration

Developing the skills for working together.

Negotiating, resolving disagreements.

Valuing others' ideas.



*The 6 'Cs'

*Communication

Developing language and vocabulary.

Presenting to different audiences.

Building confidence.



*The 6 'Cs'

*Curiosity

Makes them want to keep learning.

Environments to stimulate it.

Adult interactions build on it.



*The 6 'Cs'

*Confidence

Staff 'coaching' children.

Children pursue their own ideas.

They take ownership of their learning.



- * 1. Real life context
- * 2. Making connections
- * 3. High expectations
- * 4. Longitudinal learning
- * 5. Different teaching approaches
- * 6. Characteristics of Learning

* 6 Principles of Teaching and Learning

*Some examples



*Some examples



*Some examples







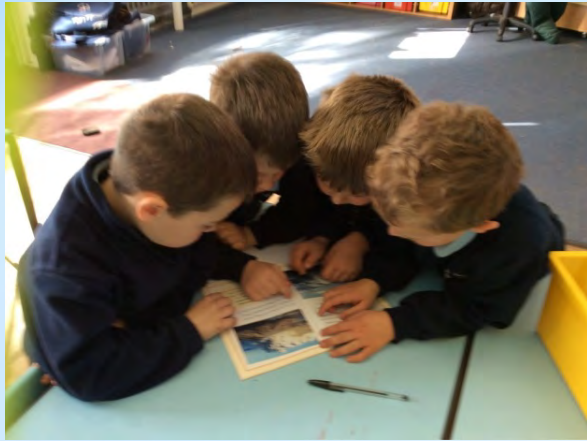
* Learning happens in many different ways....

Children need to relate play and learning to real life contexts

Children need to work on their own and collaboratively

Children need the opportunity to revisit learning to deepen their understanding





* Reception



- * Planning in the moment
- * Children choose whether they learn inside or outside
- * We deliver the areas of learning and development which “must be implemented through planned, purposeful play”.
- * Children have a whole class daily phonics and maths session
- * Children are taught to be independent and develop self help skills
- * Children are taught to manage risks



* Year 1



- * In Year 1 we continue to plan in the moment
- * Your child will have access to both an inside and outside learning environment
- * Your child will have daily guided reading, phonics and maths sessions
- * Focus children continue and your input in these is encouraged
- * Challenges and hooks



* Year 2



- * The morning follows a more structured format with the focus on English and Maths
- * The afternoons are continuous provision where the children have 'teach and tinker' time.
- * Children continue to work independently and collaboratively
- * Children will regularly critique work to improve the final outcome
- * The children work through projects and hold an end of project event



Tapestry

We use online learning journeys. We create individual learning journals for your child through a piece of educational software called 'Tapestry'. By logging on with a secure username and password you will be able to view all **your** child's observations, photographs and even videos of their time in school. You will also be able to add your own photos and comments about what your child is doing at home.



* Child A asked me what he could use to make a drone. We researched on the iPad and found out the main drone body features a camera, sensors and a battery. A drone should be made of light materials with plastic sensors. Child A filled in a design sheet and chose his materials. He told me straws are plastic and the box is light. He drew a square for his diagram and I encouraged him to use a ruler to measure all sides the same. We compared the square to the cube he was using for the body and used 2D and 3D language. Child A used tape and split pins to join with. We found out that a drone is an unmanned aircraft that can take aerial view photographs. Child A put a small cube box inside his bigger box and told me it was the battery. I provided a research book on electric circuits and batteries and Child A experimented with a light bulb and batteries. He found out that the battery was pushing electric/power into the bulb. I wondered if Child A would like to go outside and take an aerial view photo with his drone, he stood on a crate to get a better photo.

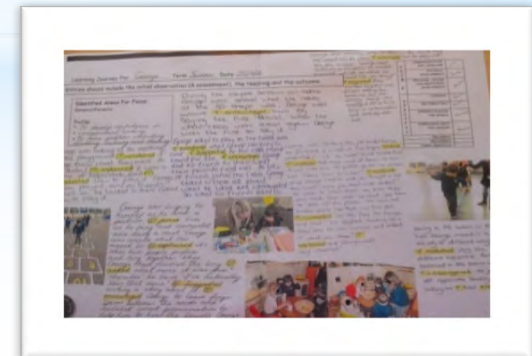


* **Observations**



Focus Child

- In partnership with parents and carers, your child will be a focus child once a term. Prior to this week we will send home a form to fill in and will ask you to add photos to Tapestry. During their focus week the staff will record your child's experiences on a Focus Child Learning sheet. The learning that takes place is recorded and teachers ensure coverage across the curriculum. We record dialogue to demonstrate children's understanding. From the focus child we decide the next steps for the child.



- * 'Story scribing' is the approach to writing we have adopted in YR and Yr 1. This is high quality time 1:1 with an adult.
- * Children are encouraged to write stories based on their interests at any point in the day.
- * In YR story scribes are acted out at the end of the day in a whole class session.
- * Staff assist children according to their level of phonics. Initially the adult may be scribing the whole story with the child attempting to make marks for their name. Once phonics have begun to be taught, the adults expect children to use them in their writing and children may write in a few sounds that they know along with the adult's scribing.
- * By the end of the YR, some children will be writing almost independently. This approach builds children's confidence and means the emphasis is on using the sounds they know at all times, in effect personalising instruction for all children.
- * In Yr1 children continue with this but the children will be also writing for different purposes. The adult will support with punctuation and grammar.
- * As the children become confident with this approach to writing the children will sometimes take the adult role with their peers.
- * In Yr1 children will be encouraged to critique their writing.



* Story Scribing

***Any questions.....**

