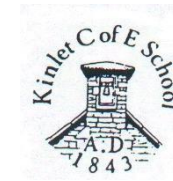





The Federation of St. Giles and St. John Curriculum rationale



At Farlow C. of E. Primary school we aim to deliver a broad and rich curriculum preparing the pupils with the skills, attitudes and knowledge to flourish in a multi-cultural society.

Our rationale	Examples to illustrate how this works in Foundation Stage/Key stage 1	Examples to illustrate how this works in Key stage 2
<ul style="list-style-type: none"> The learning opportunities provided are challenging, engaging and motivating.  <p>A design and technology project using levers and sliders, linked to learning in science.</p>	<ul style="list-style-type: none"> Learning is planned carefully so that the children are excited about the topics covered and are hungry to find out more. Contexts change when a topic is revisited to meet the needs of the learners in the class and although the learning objectives are the same, topics evolve and change to meet the needs and interests of the learners. One example is in history. Instead of learning about Henry V111 as a famous person we changed it to Sir Francis Drake to engage the year 2 children who were really interested in learning about the continents in the previous term. We were therefore able to learn about a famous historical figure but go over the previous term's learning about the continents and oceans. This helps to embed the learning. 	<ul style="list-style-type: none"> Learning is planned in meaningful contexts to hook the learners and is designed to develop deeper learning rather than just coverage. Children become very engaged in their learning and they are encouraged to ask questions and to find answers to these questions through researching an area of a topic that particularly interests them. Children are encouraged to present their work in a variety of ways and they have control of how they present their work. One example is the John Muir work, which children researched independently and presented in different ways. Their work was of a high standard and showed high standards of engagement and enjoyment.

- The curriculum promotes high aspirations and ambitions for all.



The children planned, set up and ran stalls for the Christmas Fayre.

Children are actively encouraged to try a range of activities in child initiated time and to apply the focused learning in their own way. Children are praised for persevering and for being resilient learners and are actively encouraged by the staff to edit, improve and share good learning with others. We offer a wide range of experiences and encourage risk taking eg in forest school, where children learn new skills and explore in an outdoor environment. We make it explicit to children why what they are learning is important and what it can help them with in the future so that they are more motivated to keep trying when something is difficult.

Opportunities in the curriculum raise awareness of life beyond the children's immediate locality. They are taken on visits to larger settlements including cities to study the architecture, for example, in history, or the land use in geography.

Visits to the Houses of Parliament are planned to learn about the structure of our government and the procedures followed to bring policies into action and how they filter down to citizens in our community.

- Learners are actively engaged in their learning and have the opportunities to develop and demonstrate their creativity.



Acting out a story.


We offer many opportunities for children to be creative in the way they apply their learning. Children in Class 1 and Acorn Class have at least two child initiated sessions per week, where they are actively encouraged to try new things and to apply their learning in a different way. We also have a rainbow challenge where children try and complete six different activities over the course of the week, encompassing several areas of learning. This supports them and helps them to choose a wider range of activities. They are also allowed creativity in the way they present their work in focused sessions. One example

Within the planned work the pupils are given a lot of opportunities to be creative in their responses.

For example, following a visit to Clunton Coppice, as



part of the John Muir Award, the children were given the opportunity to choose their own animal to research and produce a report in their own structured format.

	<p>is in RE, where children can express their opinions and show what they have learnt through art, music, lego, play dough etc. The children learn about different artists and styles and learn to use the tools they need to be expressive through art.</p>	<p>In art the children explore different artists work and develop a portfolio of work.</p>
<ul style="list-style-type: none"> The learning opportunities are carefully planned to provide breadth and where appropriate links between different disciplines, which ensures coherence.  <p>Learning life skills.</p>	<p>In class 1 we use a broadly topic based approach to learning so that our youngest children have a good understanding of what they are learning and that the learning is meaningful and appropriate for the age of the children. We teach subjects discretely to ensure coverage and breadth but we also have structured play sessions where we have a carousel of activities for children to access, focusing on identified areas for development. One example is where we were learning about pirates. In art the children had learnt colour mixing so one activity was painting a picture of themselves as a pirate. In computing they had learnt how to save a picture so another activity was drawing and saving a pirate ship picture. We also try to include a range of fine motor activities to develop a better pencil grip so one group were making transient art pictures of pirates using small objects from the funky fingers equipment.</p>	<p>Links are deliberately made between subjects where appropriate to embed the learning and provide a meaningful context for their learning too. For example, the value of notes was linked with fractions in mathematics.</p> <p>Learning about measurements and ratio are applied in designing and technology and science when learning about forces and mechanical control.</p>

- Learning is organised through a variety of contexts both within and out of the classroom.



A visit from Sally Tonge (storyteller)

We believe that young children learn best when they are interested in a topic and so we frequently change our topic focus to meet the needs of the class. For example, children were keen to learn about dogs so we linked this to our science topic on animals. The activities in forest school sessions are carefully planned to link with the learning in the classroom. We try to make sure the children have a wide range of experiences and we offer a wide range of visits and we also have a lot of visitors eg storytellers and dogs' trust.

Learning takes place in a variety of contexts including visits to places, inviting speakers and workshops to the setting, as well as working towards awards such as the John Muir Award and the York Trust's Award.



Our choir singing at Doddington Lodge

- First hand learning experiences are central to our teaching and learning approach.



A visit to the churchyard.

We believe that children learn best through first- hand experience and this is why we offer such a broad range of visits and experiences. We also ensure that the learning in the classroom involves children asking questions and trying to find the answers. We try to include lots of play-based activities and use effective questioning to move the children on in their learning.

Visits are planned to support the learning and to give children a good quality first-hand experience. This helps to build children's enthusiasm and encourages them to find out more about a topic and to ask and answer questions.



<ul style="list-style-type: none"> The purpose and relevance of what they are learning is shared and discussed with all learners. 	<p>We make it explicit right from the beginning why we are learning things so that children can see where their learning can take them. For example we talk about how important it is to learn to read and the children think about times when they will need this skill in later life.</p>	<p>Learning targets are set in every lesson. We go over previous learning and talk about next steps with children. We are careful to explain the relevance of what we are learning so that the children are aware of how their work will help them to develop as learners.</p>
<ul style="list-style-type: none"> Breadth is ensured through our curriculum map. 	<p>Our curriculum map is varied and ensures breadth. Topics and concepts are revisited and built upon. We do change our topics to meet the children's needs or interests or when there is a significant national, local or international event eg the Olympics so that the learning is current and exciting for the children.</p>	<p>Topics covered in Key Stage 1 are built upon in Key Stage 2. We revisit topics in science to deepen children's understanding. We ensure that children learn the skills they need for later study and we use exciting contexts and varied topics to ensure breadth. We have a four-year curriculum so that the children visit a wide range of topics in their time in Key Stage 2.</p>
<ul style="list-style-type: none"> Progression of skills and knowledge is built upon through our medium and short-term planning and is responsive to the interests and needs of different groups in our setting. 	<p>The medium term planning is detailed and builds upon prior learning. We check what the children already know at the beginning of each topic and build upon their prior learning and understanding. The planning is updated regularly and sometimes topics are changed when there is a significant event, either local, national or international or to reflect and deepen children's understanding of something they have expressed an interest in learning about. For example, the children were interested in</p>	<p>The medium-term planning sets out the learning objectives and shows how the learning will progress. We endeavour to make learning accessible and interesting for all and often explore topics which build upon children's interests eg we visited Liverpool on a residential visit as we knew a group of children had an interest in finding out about ships, particularly the Titanic. Work in school following the visit capitalised on the first hand experience the children had enjoyed and they</p>

	<p>the recent bush fires in Australia. We adopted a koala called Anwen and we learnt about Australia as part of our geography. We then learnt about Aboriginal art and music and used Australian traditional stories in our English work.</p>	<p>produced high quality work following the visit.</p>
<ul style="list-style-type: none"> Progression maps for each subject are followed to ensure the building blocks of each are built upon as the pupils progress through the school. The knowledge, skills and vocabulary are set out across the different phases to ensure depth and progression in learning. 	<p>We always start from what children already know and we plan topics and a series of lessons to deepen children's understanding. The skills are built on and refined from Foundation Stage into Key Stage One. There is an emphasis on independent learning through play-based activities which prepares children to be independent learners in Key Stage 2. Children often have free choice as to how they present their work eg a poster, a model, a picture.</p>	<p>The progression maps give an outline of the learning and show clear progression as children move throughout Key Stage 2. The skills and independence learnt in Key Stage 1 are built upon and children enjoy presenting their work in many different ways. One example is the John Muir Award, which children work towards in Class 2. They research their own topic and present it in different ways, using art, computing, making posters and non-fiction books.</p>
<ul style="list-style-type: none"> Multiple encounters to experience new ideas are built into our curriculum so that learning is embedded and opportunities for application and retrieval are frequent and meaningful. 	<p>We revisit new learning in different ways so that it is accessible to all learners and so that these new ideas become embedded. In phonics sessions we go over all phonemes every day with all children, so that those who are less confident get the opportunity for over-learning. This way of working is very successful and enables all children to succeed.</p>	<p>Children have daily opportunities to practise key skills eg times tables and spellings so that they become more fluent and confident to approach new learning.</p>

