

Where Learning Is An Adventure

Curriculum Presentation Sessions - find out what your child is learning in school and how you might be able to support at home...



Thursday 22nd February

2.45pm - 3.15pm

Key Stage 2

Kestrels & Woodpeckers

Monday 26th February

2.45pm - 3.15pm

Key Stage 1

Robins

- In the foundation subjects and the early years, teachers do not know the essential knowledge that pupils should learn. This means that pupils are not always taught the key knowledge they need to make strong progress. Leaders need to refine the curriculum so that it identifies the precise knowledge that pupils must know and remember.
- Teachers do not consistently incorporate effective assessment opportunities into their foundation lesson designs. Nor do they always utilise opportunities within the lesson to check that all pupils are developing the intended understanding. Misconceptions are not consistently identified or addressed. This means that some pupils do not acquire the knowledge that they need to make good progress through the curriculum. Leaders need to develop assessments in the **foundation subjects** so that teachers are systematically checking pupils' understanding and all pupils are supported to embed knowledge and use it fluently.
- Not all teachers adapt the curriculum to best effect for those pupils with SEND. For example, staff do not ensure small step targets are precise with well-matched provision that is reviewed regularly with leaders. This can slow pupils' learning. Staff require further training and monitoring to help them adapt their teaching effectively, so pupils with SEND know and remember more.

Where Learning Is An Adventure

EARLY YEARS FOUNDATION STAGE

SUMMARY

Our EYFS beliefs have the child at the centre of each decision. As a Federation we feel that the best way for children to develop in the seven areas of learning and development is through play and exploration. Our aspirational classes have a rich provision to; promote curiosity, develop critical thinking and provide a range of experiences. Our adults play alongside our children and we believe this holistic approach ensures our children are ready for the adventures of KS1.



EYFS



KEY STAGE 1

SUMMARY

We believe continuous provision is important for our children to allow them to continue to develop the characteristics of effective learning through the KS1 curriculum. Research tells us the importance of play for the development of the whole child. This means our children are prepared and ready for the adventures of KS2.

KS1

KEY STAGE 2

SUMMARY

In KS2, we learn in depth. Our concept based approach allows time to question ourselves and each other and be motivated towards our continual adventure goals. Our learning toolkits ensure we are collaborative and evaluative. We retrieve continually to build on previous skills and knowledge.

LKS2



UKS2



OUR VISION

Our forest/rural surrounding encourages curiosity and wonder and therefore our curriculum is an adventure that allows our children to **EXPLORE** new things, **DISCOVER** more about themselves and the world around them and **CREATE** a toolkit of knowledge and skills that mean they are well equipped to face the next stage of their adventure. Our values run through everything we do and mean we face adventures with **HEART**.

THE FEDERATION FIVE

THE EXPECTATIONS FOR THE ADVENTURE

1. When someone else is talking, we listen
2. When we want to share, we raise our hands
3. We keep equipment safe and use it for learning
4. We respect each other's learning space.
5. When moving we consider where we are and who we are with.





About what I am
good at and what
I need to develop



To engage
with challenge



Always learning



As we are all
unique and we
all add value



Accepting
each other as
individuals
who work with
one another

VALUES



Tolerance

- Learning about different faiths and cultures
- Listening to other viewpoints
- Learning about diversity

"We understand that it is unacceptable to dismiss the beliefs and opinions of others."



Mutual Respect

- Treating other as you want to be treated
- Respect for each other
- Working together

"We recognise that everyone is entitled to their opinion as long as it does not promote extremism"



Individual Liberty

- Freedom of speech for all
- The right to make our own choices as long as we respect the other British Values and the rights of others

"We have the freedom to make choices that affect us but we recognise that we are accountable for our actions."



The Rule of Law

- Understanding rules and why they are important
- Following rules to develop order
- Understanding that actions can have consequences

"We understand that the school rules are used to mirror society laws and must be respected."



Democracy

- Means 'power of the people'
- Making decisions together
- The right to an opinion/ voice

"We can influence the way school runs through the School Council"



Federation Five

The expectations for the adventure



When someone else is talking, we listen.



When we want to share, we raise our hands.



We keep equipment safe and use it for learning.



We respect each other's learning space.



When moving we consider where we are and who we are with.



The National Curriculum

<https://www.gov.uk/national-curriculum/key-stage-1-and-2>

Learn through a journey of



Understand that we are



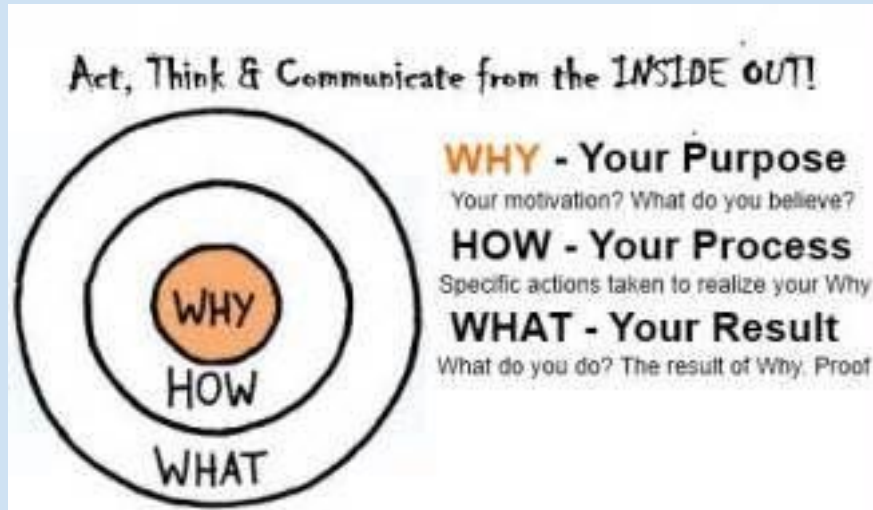
Always learning

and need

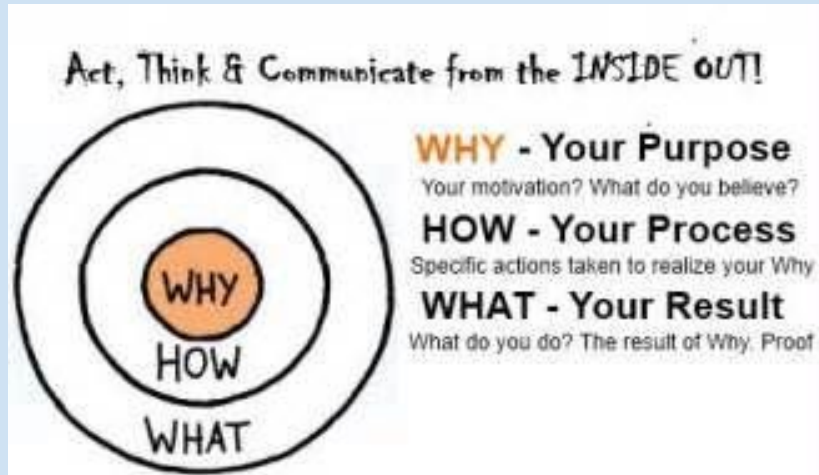


To engage
with challenge

AUTUMN		SPRING		SUMMER	
History	Geography	History	Geography	History	Geography
Art	DT	Art	DT	Art	DT






2 year cycle - A/B	Current cycle is B	
AUTUMN	SPRING	SUMMER
CREATE	DISCOVER	EXPLORE
Art and computing	History	Geography and DT
History retrieval Geography Retrieval	Geography retrieval Art application Computing application	History retrieval Art application Computing application

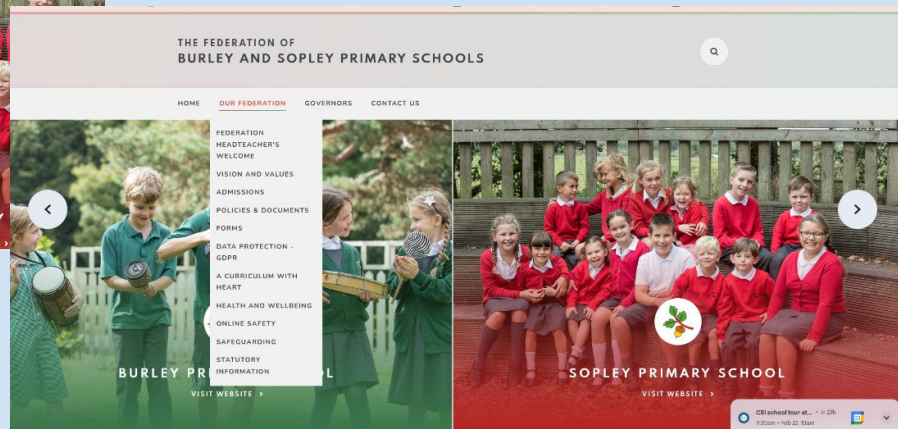


All year round;

- English - writing and reading
- Maths
- Science
- PE (year 3 / 4 swimming)
- French
- Music
- RE
- PSHE (RSE)

	AUTUMN	SPRING	SUMMER
			
1 / 2 A	How do I express myself through art? Exploration, Choice, Creativity	How does the past change the future? Society, Impact, Diversity, Significance	What does it mean to belong? Individuality, Belonging, Home
1 / 2 B	How do we work together to create? Power of Collaboration, Togetherness	How has transport changed over time? Society, Impact, Diversity, Significance	How are we changing our world? Passion, Influence, Respect
3 / 4 A	Do you see what I see? Ambition, Dreams	Are we all connected? Society, Impact, Diversity, Significance	Should we protect our forest? Community, Sustainability, Responsibility
3 / 4 B	Have we lost our imagination? Expression, Interpretation, Creativity	How are we influenced by the past? Society, Impact, Diversity, Significance	What if the river runs dry? Connections, Responsibility, Perspective
5 / 6 A	Who is responsible for creating change: designers or consumers? Discovery, Freedom, Future	Should the Punishment fit the Crime? Society, Impact, Diversity, Significance	What is the difference between surviving and living? Respect, Exploration, Rights
5 / 6 B	Can art(ists) make a difference? Influence, Identity, Responsibility	What makes us civilised? Society, Impact, Diversity, Significance	Does adversity always make you stronger? Change, Resilience, Migration

<https://www.burleyandsopleyfederation.org.uk/>



HOME > OUR FEDERATION > A CURRICULUM WITH HEART

A Curriculum with HEART

Our curriculum is built around the objectives set out in the [National Curriculum](#) which covers the core subjects: English, Mathematics and Science and the foundation subjects: Computing, History, Geography, Art and Design, Design Technology, Music, Physical education, Languages (French), Citizenship (including PSHE and RSHE) and Religious Education.

We develop projects which evolve to match the needs and interests of our pupils and which use the strengths and skills of our staff. Our children are naturally curious and deserve a curriculum approach that enables them to ask questions, challenge their thinking and beliefs and make connections. Carefully mapped progression documents ensure children are equipped with the knowledge and skills to CREATE, DISCOVER and EXPLORE.

Our beautiful forest environments enhance our curriculum, and we work to foster a love and respect for the outdoors. Our curriculum with HEART encourages our children to demonstrate independence and involvement in their learning as well as understand their responsibility towards each other and the wider world.

CREATE

DISCOVER

EXPLORE

EYFS

FRENCH

MATHS

MUSIC

PE

PHONICS

PSHE

RE

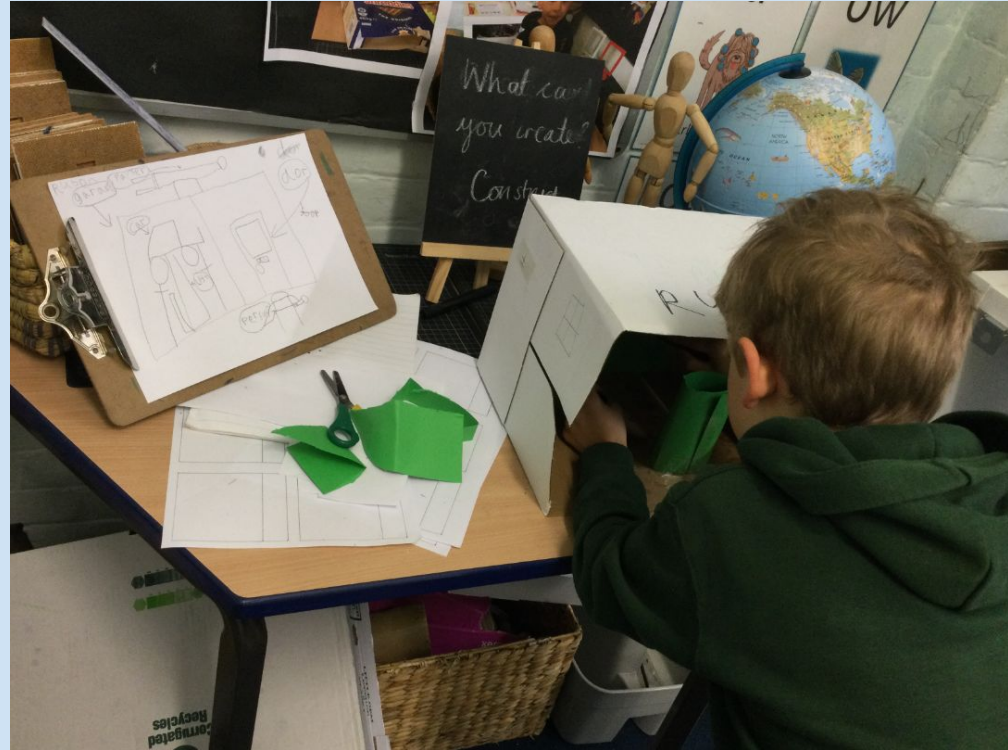
READING

SCIENCE

WRITING

Continuous provision in years 1 / 2

Tutor Table approach



National curriculum in England

Purpose of study

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Subject content

Key stage 1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

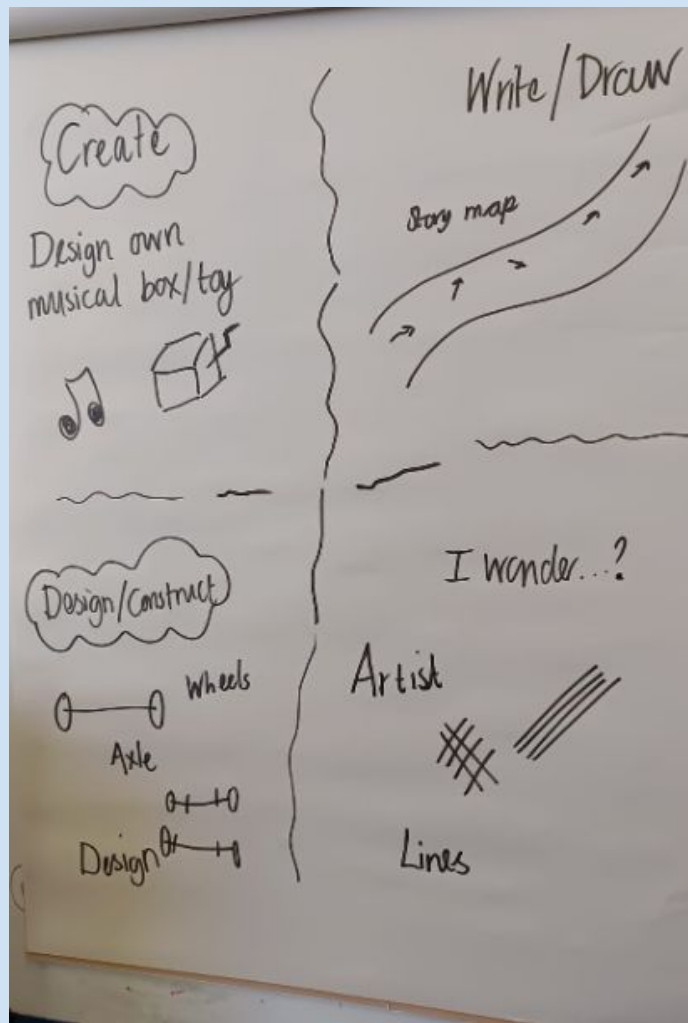
- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.





	Inside block construction / outside large scale construction	Small construction kits	Woodwork	Junk modelling	Snack	Sewing (textiles)	Tinkering

175

non school days per year

That is 175 days to spend making memories

with family time, visits, holidays, shopping, household jobs and other appointments

47.95% of the year are non school days!

365 days in a year

10 days absence

19 days absence

29 days absence -
Half a term missed!

38 days absence

47 days absence

190

school days in each
school year

180

school days in
each school year

171

school days in
each school year

161

school days in each
school year

152

school days in each
school year

143

school days in each school
year

100%

95%

90%

85%

80%

65%

GOOD

Best chance of success

Gets your child off to a flying start

WORRYING

Less chance of success.

Makes it harder to progress

SERIOUS CONCERN

Not fair on your child.

COURT ACTION

Proposed Trips

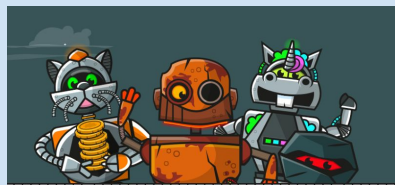
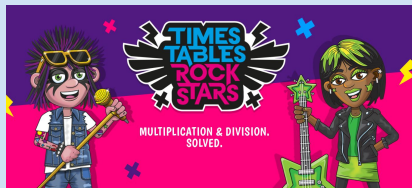
	Autumn	Spring	Summer
Robins A	Local area walks	Hindu temple	
RobinsB	Art gallery	Aviation museum Beaulieu	Local area walks Beach
Kestrels A	(Synagogue)	Southampton City visit	Forest
Kestrels B	Art gallery	(Ancient technology centre)	Residential - ancient technology centre River study Beach
Woodpeckers A	Intech - science museum (Mosque)	Verderers court (London - Houses of Parliament?) Y6 Bikeability	Marwell - biomes
Woodpeckers B	Art gallery Residential	Y6 bikeability	Beach

If the opportunity arises for local theatre visits to see a show which links to the curriculum then this will be taken up.

Regular author visits.

Opportunities to visit Burley site - forest fieldwork (and vice versa for pond dipping etc)

How you can help.....



Practise times tables (they need to know all their times tables by the end of year 4) and number bonds



READ with / READ to / share a BOOK... PLEASE!!!!
Online e-books available



NEW!!! Statutory words



Science curriculum
Art in the garden
Mental health and wellbeing
Geography
Space to explore
DT - food technology
Horticulture curriculum



School Uniform

School uniform is available from PMG New Milton. Click [here](#) to view online.

Black school shoes or black trainers for outdoor use.

Black indoor shoes, i.e, plimsolls

Grey trousers, grey skirt or grey shorts

Black, white or grey socks or tights.

White or green polo shirt or alternatively plain white shirt (tie optional)

Green school logo sweatshirt or cardigan

KS1 Optional green school logo hoodie

PE Kit: Green PE shorts, yellow school logo/plain t-shirt and suitable trainers - not fashion trainers. Green school logo sports hoodie or non- logo green coloured tracksuit for colder months. No sports branding or slogan items.

A coat and school bag of your own choice. A water bottle for in the classroom which can be refilled during the school day

No other hoodies or sweaters, t-shirts or any other clothing items which are not school uniform.

No jewellery (studded earrings are permitted - these need to be removed or covered for PE), nail varnish or temporary tattoos.

Long hair must be tied back with appropriate bands.



Wellies or a change of shoes for outdoors - we want to be outside more and using the School House garden garden....wellies are not suitable for PE lessons

Plain black indoor shoes - we need to look after the carpets and we often sit on the floor to learn....

The Big Picture.... Ofsted and data

Ofsted - currently rated RI (Requires Improvement) by Ofsted. The school has been on a journey over the past few years and is working hard to ensure all aspects of school life are 'good' and effective and that standards are raised for all pupils... we are not there yet...

What next.....

- Embed our concept driven and project based approach to curriculum delivery.
 - Close gaps and raise standards for all - greater challenge for those who need it.
 - Ensure children know more, remember more and can do more.
 - Increase parental engagement and involvement both in supporting learning and fundraising.
 - Continue to promote the school within the local community to increase numbers on role
 - Continue to develop the use of the outdoors to enhance curriculum delivery - real contexts
 - Promote diversity and an understanding of modern Britain to broaden our pupils horizons
 - Develop a horticulture curriculum
-
- Develop the DT curriculum - woodwork and sewing to move up and through - **fundraising required for tools and resources. (£1000 needed for the summer term project)**
 - Enhance the computing curriculum - ipads (animation / QR codes for research / apps for tree identification).
 - School and re-decoration.
 - Consider the use of the pavilion - remove and replace? A library?