

Wider Curriculum at Eastbury



Intent:

At Eastbury Primary we believe it is important to ensure children experience a broad and balanced curriculum that develops knowledge and skills. Our wider curriculum empowers children to develop an understanding and appreciation of the subjects they study. The curriculum needs to be well planned with variety of tasks and differentiated to meet the needs of all children. Moreover, we firmly believe that to fully enhance the life chances of our children, our curriculum must actively promote the acquisition of a broad/academic vocabulary and depth of understanding. We believe that knowing more words makes you smarter, and our curriculum is very intent on ensuring this becomes a reality for all of our children.

The wider curriculum provides opportunities for children to apply their new learning to real life context, linking with other subject areas to solve problems, be engaged in debates and discussions. The curriculum encourages children to take a positive mind-set approach to learning and is embedded through our Eastbury core values of creativity, respect, aim high, team work, enjoyment and resilience.

Our children are taught to self and peer assess their own and others learning. They learn how to use thinking for learning skills using meta-cognitive methods. Using rigorous assessment and evaluation procedures teachers are able to make accurate judgments of a child's academic success and social well being.

Implementation:

In order to deliver the aims of wider curriculum we ensure that KS1 and KS2 children study all subject within a term. The subjects are timetabled on a weekly basis with history, geography, art and DT taught on a half termly basis. The Eastbury wider curriculum shows the organisation of topics and subjects of the National Curriculum in a 'Curriculum overview map' across year groups. It includes National Curriculum Progression of skills and medium term plans for history, geography, art, design technology. It also includes overview of topics from schemes used for science, computing, Spanish, RE, PHSE and PE.

Teacher's plan using the wider curriculum template. Teachers use resources from schemes and link subjects with one another to deepen understanding and provide depth. Each lesson is structured using the TEEP learning cycle. This includes hooking the children into the lesson, sharing of learning objectives and success criteria, teacher presenting new information using clear modelling and steps, allowing the children to practise and construct their learning using different methods, children are then challenged using activities that promote application of new learning. The lesson ends with children reflecting and reviewing their learning using plenary exit questions and plenary triangle.

Impact:

A robust assessment system is in place for wider curriculum subjects. Children develop detailed knowledge and skills across the whole curriculum. It follows that there will be a greater emphasis on the behaviour and attitudes of children towards their learning. The children are assessed in science using online Collins assessment tasks, for computing and Spanish the children use a key skills check list to monitor own progress and create own targets. All other wider curriculum subjects are evaluated end of each topic (half-termly) using wider curriculum end of topic evaluations.

As children progress through each year, they further develop key skills and ideas about how to be well prepared for learning and how to meet their next steps and targets. They are taught to have a positive mind-set and show team work and resilience. Teachers use assessment for learning and assessment of learning strategies to understand and support the children to achieve their highest potential. Teachers use positive praise and give regular feedback to children on how to improve their subject knowledge, skills and learning habits. From school monitoring schedule that includes lesson observations, book scrutiny feedback and analysis of data, teachers ensure planning is well differentiated and the curriculum is accessible to all children they teach keeping. Ensuring high expectations of presentation and completion of tasks are maintained.

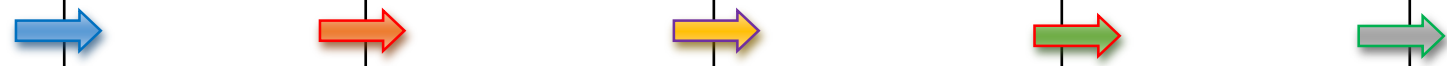
Wider Curriculum Topic theme title: See overview maps for more details

YEAR GROUP	AUTUMN	SPRING	SUMMER
Topic theme title: Year 1	Term 1: Who Am I?	Term 2: The Magic Toy Maker	Term 3: The Secret Garden
Topic theme title: Year 2	Term 1: Treasure Island	Term 2: Animals	Term 3: London
Topic theme title: Year 3	Term 1: Pre-Roman Britain – Bronze Age and Iron Age	Term 2: Ancient Egyptians	Term 3: Roman Britain
Topic theme title: Year 4	Term 1: Anglo-Saxons and Scots	Term 2: Vikings	Term 3: UK parliament
Topic theme title: Year 5	Term 1: Ancient Greece	Term 2: Tudors	Term 3: Victorians
Topic theme title: Year 6	Term 1: Life and War in the UK. (1914-1945)	Term 2: Rise and fall of the Shang Dynasty.	Term 3: Islamic Civilisation: Baghdad c.900

Year:	Date:	WIDER CURRICULUM WEEKLY PLAN					
Class:	Week:	6 PART LESSON - FLOW CHART					
	Term:						



Subject	1. Hook	2. Share learning objective and success criteria	3. Present new information	4. Construct: Explore new learning	5. Application of learning and challenge	6. Review of learning and plenary	Resources
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Science							
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Computing							
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History		<p>Weekly Overview:</p> <p>All wider curriculum subjects are planned using this template. Brief outline from schemes are added here and reference made to actual detailed lesson plan. For some subject medium term plans are used to create more detailed short term lesson plans.</p>					
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Geography		<p>Weekly Overview:</p> <p>All wider curriculum subjects are planned using this template. Brief outline from schemes are added here and reference made to actual detailed lesson plan. For some subject medium term plans are used to create more detailed short term lesson plans.</p>					
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Art and design							
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Assessments:

- Year 6 SATs assessment (Key Stage 2) - May.
- Year 2 SATs assessment (Key Stage 1) - May/June.
- Year 4 Multiplication Tables check - June.

- For all subjects progress and attainment is measured using end of term assessments, end of lesson plenary exit questions, end of topic evaluations and teacher marking, feedback and observations.

- School uses SIMS to record scores and levels. These are reviewed and analysed to support future planning and support.

- The school annual report will reflect the final score/level given for each subject.

Wider curriculum evaluations:

***Example template:
This will vary
according to phase
and year group.***

Subject: _____

Term: _____

What I enjoyed best about this topic:	
What I have learnt new:	
What I did well:	
What I can improve next time:	
What questions I still have:	

KS1 Plenary Exit Questions



1. What have you learnt in this lesson that you did not know before?
2. Can you summarise what you have learnt?
3. What made your learning achievable?
How?
4. What did you find challenging? Why?
5. What have you not achieved yet?

KS2: Plenary Exit Questions



1. What have you learnt in this lesson that you did not know before?
2. Can you summarise what you have learnt?
3. What made your learning achievable? How?
4. What have you not achieved yet?
5. Did you meet the learning objective?
6. Where you able to apply your new learning? How?
7. How can you improve on your learning from this lesson?
8. What question(s) do you still have that has not been answered yet?

Plenary Triangle:

Discuss one thing you have seen.
Discuss one thing you have heard.
Discuss one thing you have done.
What question do you still have?

