

## **Winter Gardens Academy – How we deliver the curriculum**

### **Foundational Knowledge**

We follow the National Curriculum to ensure the curriculum is broad and deep. Progression documents map out the long term outcomes for children in each year group for each subject, showing how each year builds upon the next. Long Term planning shows outcomes that children will achieve for each year. Medium Term Planning demonstrates the half termly unit of learning in order for children to achieve each outcome; recapping prior knowledge/skills, building on this knowledge/skill, introducing new knowledge and skills in a sequential way and showcasing learning at the end of the half term. Three or four bits of key knowledge are identified for each subject over the half term. Short Term planning identifies the children's prior knowledge on the specific learning area and breaks down the building blocks of the main learning. Subject specific content is presented to children clearly in lessons. Opportunities are given in lessons to practice to help them remember and embed knowledge/skills and teachers probe and check children's understanding throughout lessons. When children have secured the knowledge or skill, teachers support them to deepen their learning through questioning, reasoning and application tasks. In lessons, time is given to talk and discussion of the concepts. Through immediate feedback, mistakes and misconceptions are addressed and used to build on their learning.

### **Integration**

Each subject's key concepts act as a thread running through each year group's curriculum. The Significant Learning Theme draws some of the subjects, ideas and concepts together allowing children to make links between aspects of learning in the past; last year, last term, last week, yesterday. The use of K (what we Know) in KWL gives children opportunity at the beginning of the learning sequence to recap prior knowledge and use this to help them with the new learning. Teachers encourage children to identify similarities and differences and common themes, make comparisons and through this deepen their learning of the world. Assemblies link to these Significant Learning Themes and to the concepts that we want our children to learn about and have an understanding of (demonstrated in our school rules and Trust values).

### **Application**

Each half term children use the knowledge and skills they have learnt and apply this in a particular context through an event or project. The hook towards the beginning of the sequence engages and excites the children. The learning is linked to areas of real life/the world, which makes the learning relevant and meaningful. Children are encouraged to think critically through the use of Big Questions. At the end of the sequence (or sometimes throughout) children show creativity through deciding how they will showcase their own learning, celebrating the process of learning and taking pride in their achievements.

### **Learning to Learn**

KWL (what we know, what we want to know and what we have learnt) is used by teachers to help children to identify aspects of learning and to create an enquiry model for learning. Through this they take responsibility for what they want to learn and teachers allow children to drive their own learning where appropriate. Staff using Growth Mindset techniques and phrases to encourage an effective learning attitude but also recognise that learners may enter the 'learning pit'. These ideas are consolidated and developed in whole school assemblies.

### **Caring**

Significant Learning Themes are chosen in order to develop children's passions, values and beliefs. Significant people and events are used throughout the curriculum to inspire children and demonstrate good role models in the past, and in our society currently. Learning tasks encourage discussion, debate, reasoning and justification to develop children's thinking from the superficial and to understand that we all have the right to our own opinion and for our voice to be heard. Leadership opportunities for children enable them to take responsibility in the school and enact values, passions, beliefs together.

## **Human Dimension**

Our actions are driven by the values of Trauma Perceptive Practice; Belonging and Connection, Compassion and Kindness, and Hope. We prioritise time for practices that support children's developing mental health -relaxation, meditation, discussions relating to Zones of Regulation, use of the sensory room and sensory breaks. Staff plan opportunities (including assemblies) for children to collaborate and understand a democratic approach, through sharing of ideas, views, resources, working together as a group and making decisions together. Our curriculum is designed to teach children about a variety of significant figures; people with a range of viewpoints, of differing faiths, religions, genders, cultures and values. This develops their tolerance, understanding of diversity and respect for others. The school has three clear and easily remembered rules which promote safety, respect for all and ensuring we are ready to learn. They are taught to understand the impact of their actions through logical consequences.