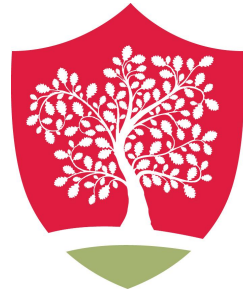


# Staff and Governors' Report to Parents 2019



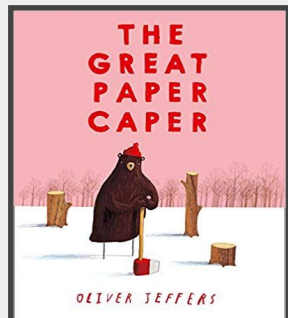
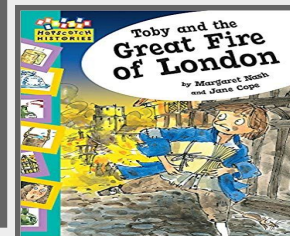
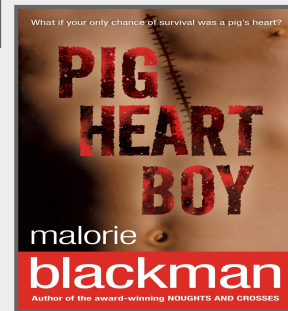
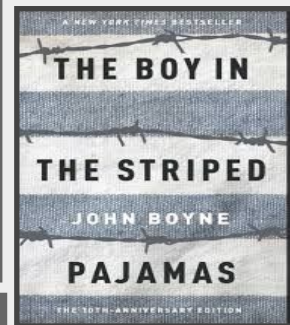
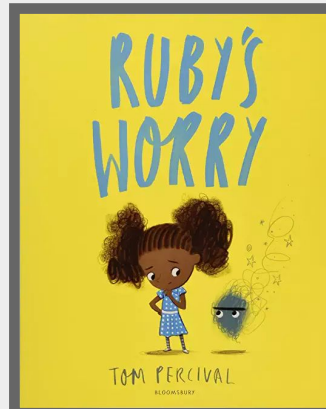
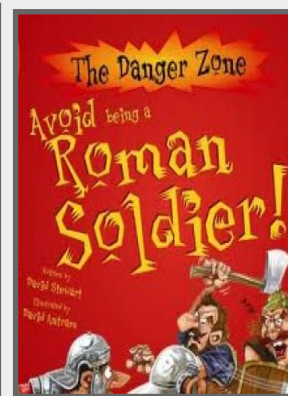
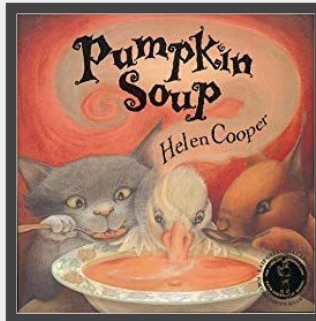
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**Our New Curriculum - Mr J Esplen**  
**Wednesday 17th July 2019, 6.30pm**



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# Our New Curriculum



# What are the stages of designing a new curriculum?

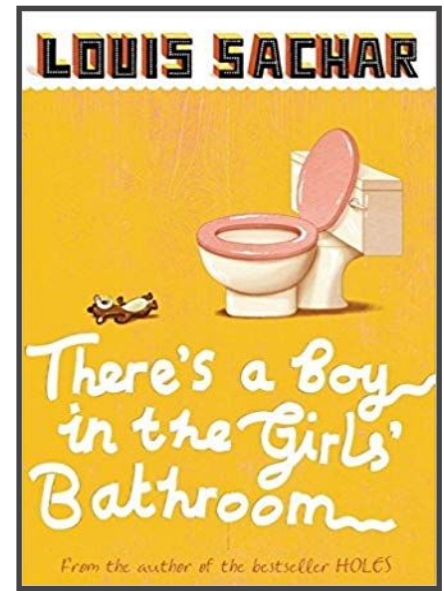
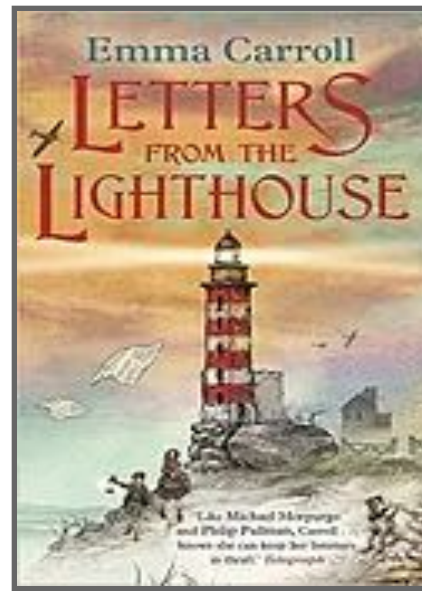
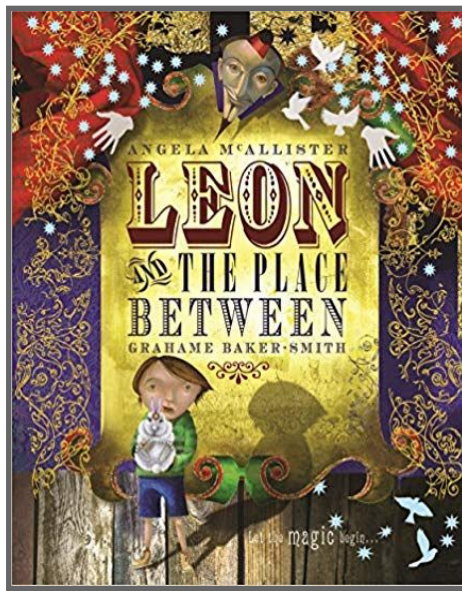
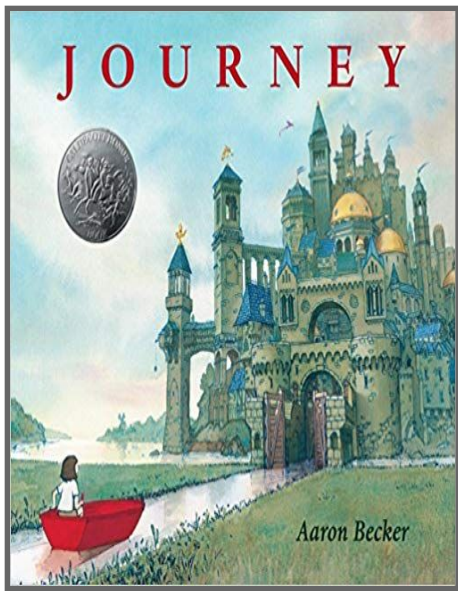
1. **Intent:** The extent to which the school's curriculum sets out the knowledge and skills that pupils will gain at each stage. The design, structure and sequence of the curriculum.

# What are the stages of designing a new curriculum?

**2. Implementation:** The way that the curriculum developed by the school is taught and assessed, in order to support pupils to build their knowledge and to apply that knowledge as skills.

# What are the stages of designing a new curriculum?

**3. Impact:** The outcomes that pupils achieve as a result of the education they've received. Pupils should be able to do more and know more than when they started.



# 1. Our Intent



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## **Our Intent:**

“The extent to which the school’s curriculum sets out the knowledge and skills that pupils will gain at each stage. The design, structure and sequence of the curriculum.”

*Ofsted Framework, 2019*

Our teaching staff discussed the ‘purpose’ of developing our curriculum:

- To make it more engaging
- To foster creativity
- To tailor the curriculum to our children’s needs
- To give staff more ownership of the curriculum
- To ensure our curriculum is sequential, and avoids repetition
- To create well-rounded children, ready for the 21st century





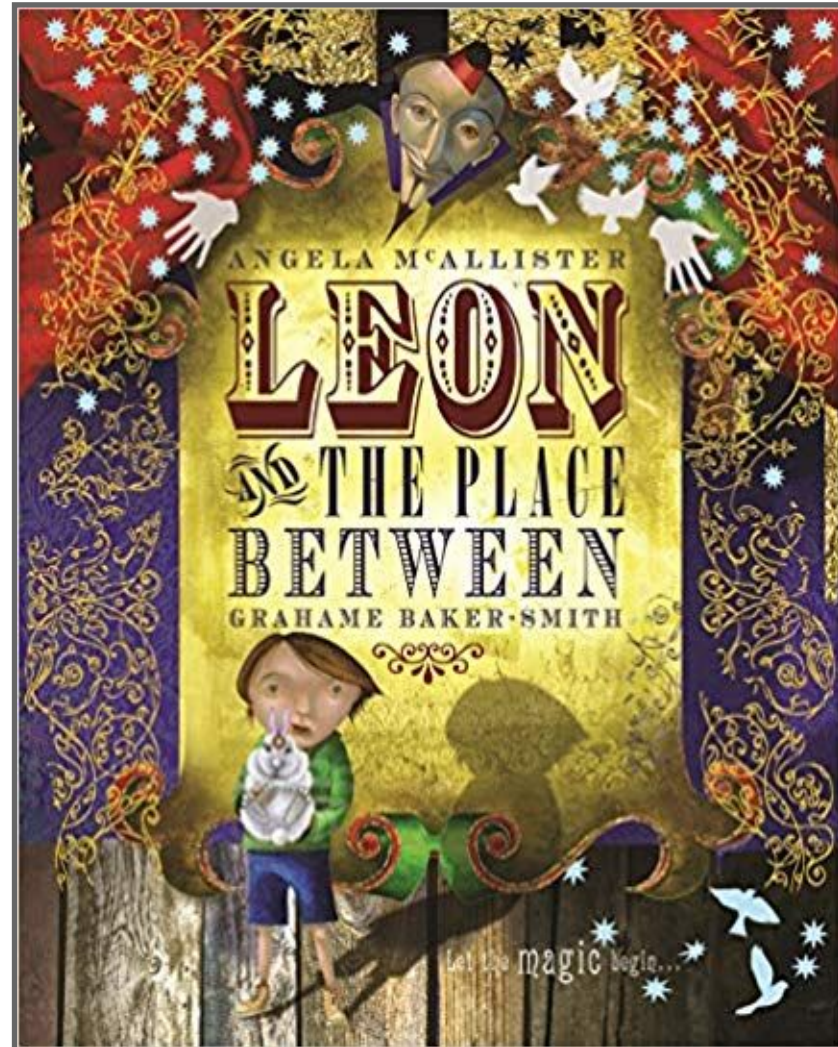
# Planning together during our Inset at Saddlescombe Farm





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## 3. Outcomes



# How did this meeting help to shape the new curriculum?

It became clear that all staff agreed that social and emotional wellbeing are an absolute priority for our children, and must be woven through the entire curriculum.

## As a result

- Every year group has at least one topic dedicated to emotional, social and physical wellbeing.
- A new PSHE scheme has been purchased, so that there is a clear progression in skills as children progress up the school

## Use of Key Texts

- Every new topic is hooked onto a key text. This will help to link our writing and reading closely to the topics, and give a context for all work.

## Subject specific topics

- Topics are now split into four subject areas, which will be made explicit to the children:

History, Geography, Science and  
PSHE



# How will we use the key texts effectively?

Topic Name: This is the Greatest Show

Key focus: History

National Curriculum Objectives - *'Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.'*

Key learning: Children to learn about how the circus has changed in the past 200 years, comparing similarities and differences and using different historical sources to find and interpret information.

# The 'Key Texts' can be used in a variety of ways



History 'Hook'

Writing



Artwork

Key texts will be used as a stimulus for writing - for example, short burst writing like character



description.

Thursday 8<sup>th</sup> March 2018  
~~So I can write a character description~~  
Abdul Kalam  
Deep in the big top ~~sup~~ on the stage stood Abdul Kalam. His hands glowed as his blue robe waned in the breeze. He was like the lover and king of magic. He wore a small red hat that sat on his head, but not very well. ~~and~~ and wore a cool eyeball net ~~pieces~~ necklace that jingled as he floated ~~was~~ floating when he told us to.

**Key texts will be used as a stimulus for whole english units - e.g. portal stories.**

*In this story, the character goes through a magic portal on stage at a magician's show.*

*Once children have studied portal stories, they can write from the point of view of the main character to retell the story.*

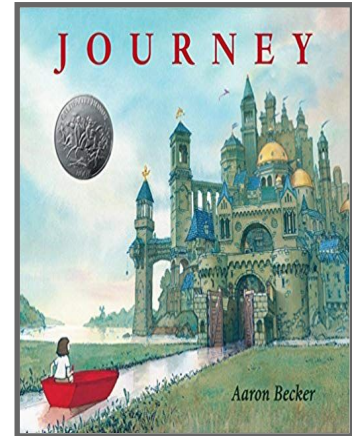
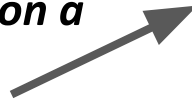


# Curriculum Design

Ownership of the curriculum has been handed over to the teachers.

- SLT have met with subject leaders to map out the key national curriculum objectives
- Twilight staff meetings have been used so that teachers can meet as teams to start to fit certain objectives to appropriate topics

***For example - 'use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map'***





# Bombs, Battles and Bravery



Term	Topic Name	Key Text / supporting texts	Key Focus	Key emotional, physical and social intent
Autumn 1 Autumn 2	Bombs, Battles and Bravery	The Boy in the Striped Pyjamas  Letters from the Lighthouse	History	

## History and Geography objectives coverage

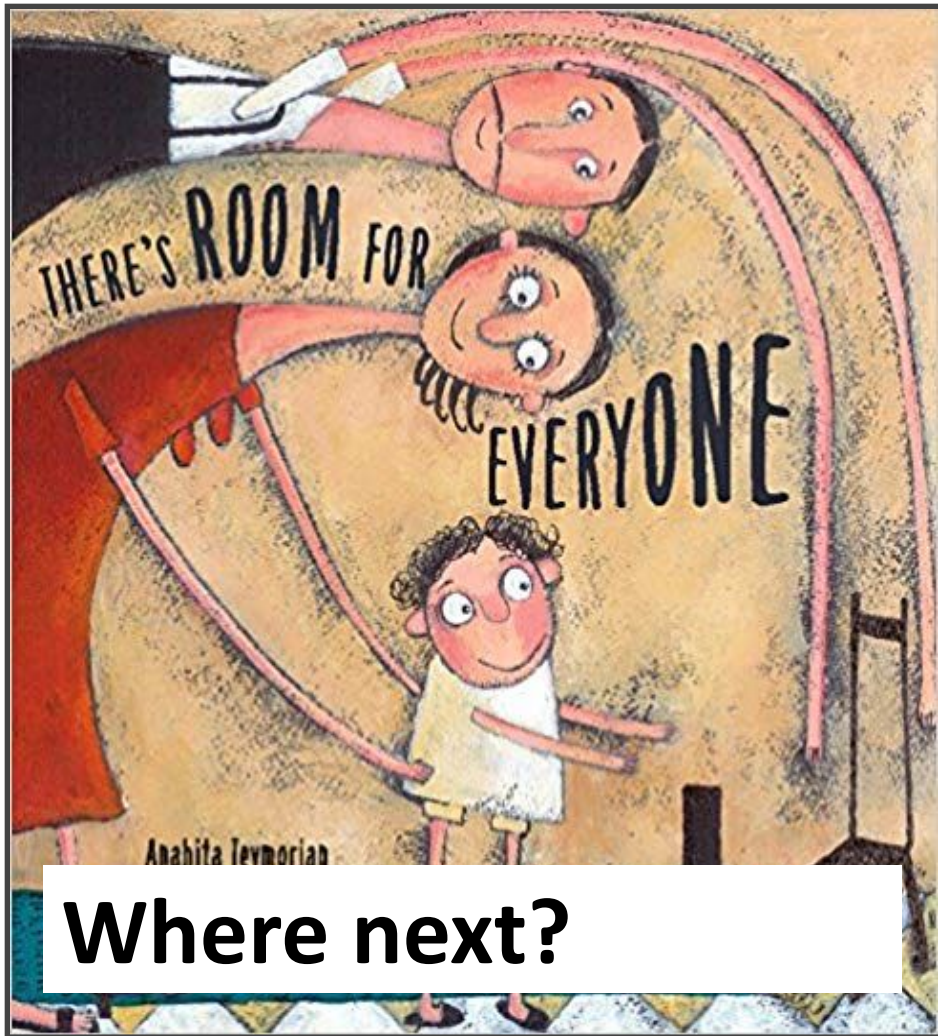
Geography Objectives	Learning Opportunities	History Objectives	Learning Opportunities
Locate the world's countries, using maps to focus on <u>Europe</u> (including the location of Russia) , concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	<p><b>Stand-alone map skills</b></p> <p><b>Mapping the war e.g. Dad's Army</b></p> <p><b>Land use, how it changed during the war, how it has changed back.</b></p> <p><b>Waring countries - where they are in the world, why they are <u>waring</u>.</b></p>	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	<p>Taught mainly through the English</p> <p>WW2</p> <p>Walk the timeline of history</p> <p>Sir Teach-a-lot</p> <p>Evacuation</p> <p>Imperial War Museum?</p>

## Medium Term Planning - Foundation Subjects

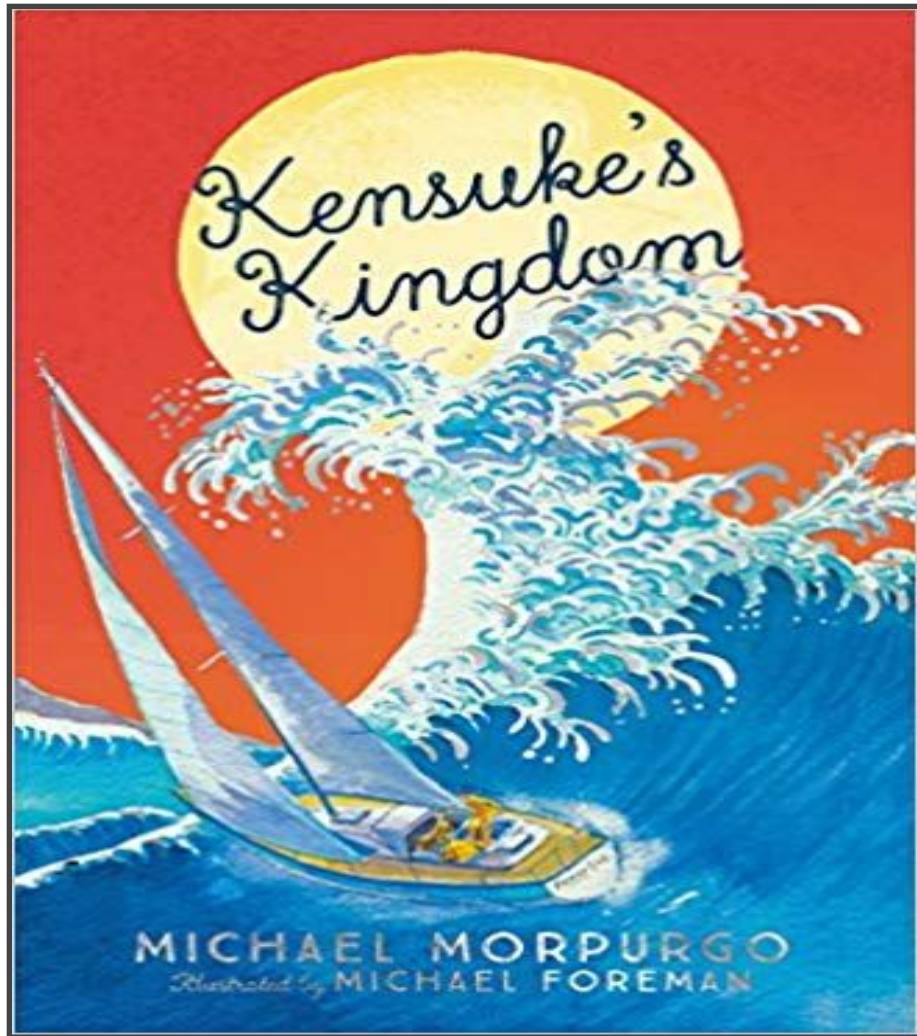
### Autumn 1

# Monitoring Implementation

Topic Name:	Bombs, Battles and Bravery, Key Text: Letters from the Lighthouse							
Key Question (linked to focus subject of theme)								
Thrive End Points								
Subject:	English	History	Geography	Science	PSHCE	Art and Design / DT	Computing	RE
WC 09/09/19 objectives (taken from National Curriculum where appropriate)  Key Text up to Pg 32	Outcome: Newspaper report about war outbreak	To understand why WW2 started	To locate the world's countries, using maps to focus on Europe (including the location of Russia).	LIGHT To recognise that light appears to travel in straight lines	TBC	To use different shades of pencils to create different tones and lines	We are adventure gamers (SoC 6.1)	Judaism TE
Learning opportunities		Listen to Neville Chamberlain's speech - chn note down key points and can explain why England declared war on Germany link to	Chn complete their own map to identify the key allies from WW2 - focus on the location of Germany and the invasion of Poland	Using examples, pupils can make a statement to show how light travels in straight lines using scientific diagrams.  Link to History:	Link to what it would feel like to be told what to do, the rationing, evacuation, the Blitz and black out	Big picture: Explain to the children that they are going to be creating their own WW2 drawing over the next few weeks, depicting the Blitz	Step 1 Getting started with Python.	



**Where next?**



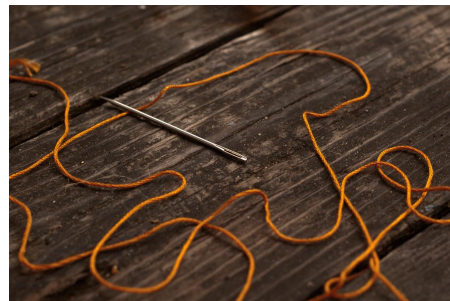
# End Points - Social and Emotional Stages (Thrive)

- The development stages for Thrive for the end of each emotional development stage will be threaded through our curriculum.
- Each theme will have an end point - what do we expect our children to have achieved by the end of the topic? What skills will they have acquired?



**Developing new links - enriching our curriculum**

# Our New Mission and Curriculum Statement, with Thrive being the golden thread.



All pupils to become **socially** and **emotionally intelligent**, as well as **academically**, so they can access all **learning and life** opportunities, now and in the future.