

# Where Learning Is An Adventure



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## 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 ....



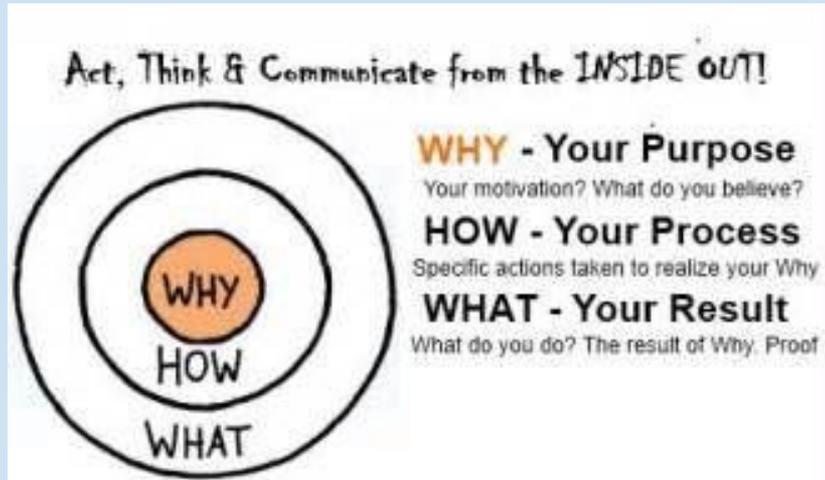
Always learning

and need



To engage  
with challenge

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



All year round;

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

# Continuous provision in years 1 / 2

## Tutor Table approach



175

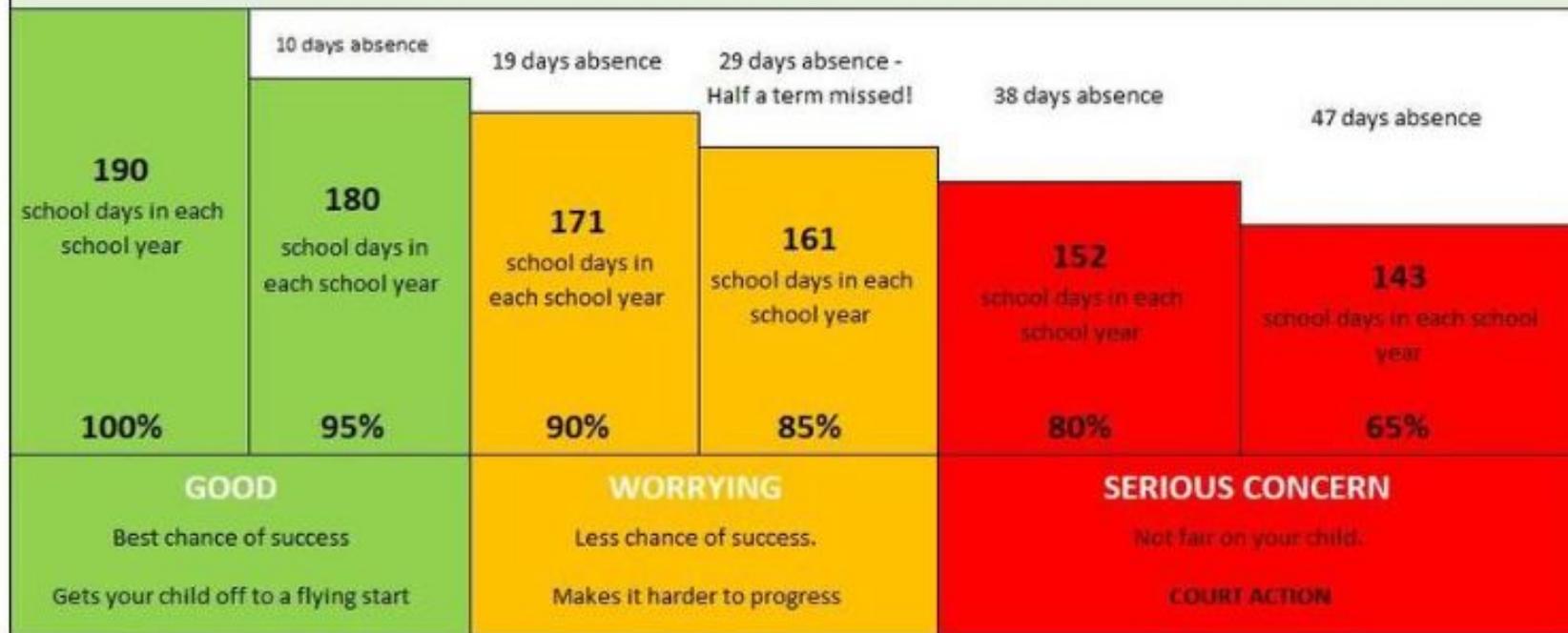
non school days per year

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



# Proposed Trips

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

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

Spring Term in S/6

English      Maths      Science

In reading we are using The focus will be on... We are reading... The house with... Clicker Link

In our maths this term, we will be... to develop our calculation strategies... multiplication and division, then exploring... our addition skills across the maths... curriculum. We will be exploring our... understanding of fractions and decimals as... part of number and how these are related... in our everyday lives. We will explore... measurement, including using conversion and... conversions between units of measure.

In Science, this term half term, we will be... studying Crustaceans and the heart... The children will be identifying and naming the... main parts of the human circulatory... system, and describing the function of the... heart blood vessels and blood. They will... describe the impact of diet, exercise, drug... use, and smoking on our circulatory... system. During the second half term, the... children will be comparing the life cycles of... an amphibian, mammal, insect and bird. They... will have been learning about the different... animal groups according to taxonomy... Hierarchical levels, based on similarities and... differences.

Key concepts:  
Chronology  
Significance  
Impact

What makes us civilised?

As well as this we will be writing our non-fictional creature to feature in a myth written by us!

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# Talk about what your child is learning at school

Empty Question

How fast transport changed over time?

Identify: Through the use of transport lists of activities have been able to meet. Through transport humans have been able to explore the world.

Describe: With transport we are able to travel around the world in different vehicles and meet new people.

Explain: The Wright Brothers were able to turn flight from a dream into real life. 200,000 flights take off every day today.

Significance: Lewis and Clark led the way for male and female pilots. The Wright Brothers were pioneers in flying.

Timeline: 1800 1900 2000

Beyond Living Memory      Living Memory

Key Dates for Timeline

Wright Brothers Helicopter Toy 1876

Wright Brothers First Flight 1903

Amelia Earhart 1907 - 1935

Charles Lindbergh 1927 - 1931

Boeing Motor Museum 1932

First car on British roads 1894

Substantive Knowledge (3 boxes)

When was flight first achieved by the Wright Brothers and what is flight like today? What was the record of the Wright Brothers?

What was Amelia Earhart's aim and what did she do?

What was the first car like and how has it changed?

What is the importance of Boeing's Museum in...

Disciplinary Knowledge (2 can do)

Create a Timeline

Sort images from past to present

Identify causes to great events

Explore the mathematics for significant people.

# NEW! Knowledge organisers - try to learn the new knowledge

## Be on time and in school

...

### The School Day

Start of the School Day:	
School gate opens	8.40am
School Day Starts	8.50am
School Day:	
Morning Break time	10.30am
Lunchtime	12pm to 12.50pm
End of the School Day:	
School gate opens	3.10pm
School Finishes	3.15pm



Talk positively about school  
Come and talk to us if there is a problem





We now have enough money to create a jetty for pond dipping - we will need your help clearing and sorting...



## Sopley's Secret Garden

83 likes • 132 followers

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



# School Uniform

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

Black school shoes or black trainers for outdoor use.

Black indoor shoes, i.e, plimsolls

Grey trousers, grey shorts, grey skirt or pinafore dress. Red and white gingham dresses can be worn during warmer months.

Black, white or grey socks or tights.

White or red polo shirt.

Red school logo/plain sweatshirt or cardigan.

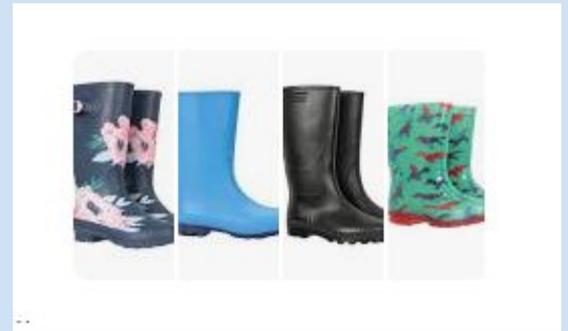
PE Kit: Black PE shorts, red school logo/plain t-shirt and suitable trainers - not fashion trainers. Red school logo sports hoodie or non-logo red, black coloured tracksuit for colder months. No sports branding or slogan items.

A coat and school bag of your own choice. A water bottle for 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.**

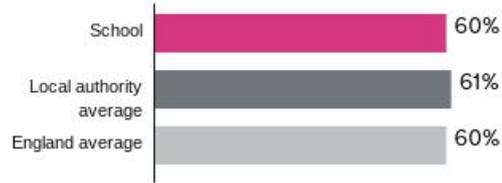


Wellies or a change of shoes for outdoors - we want to be outside more and using the Secret garden....wellies are not suitable for PE lessons

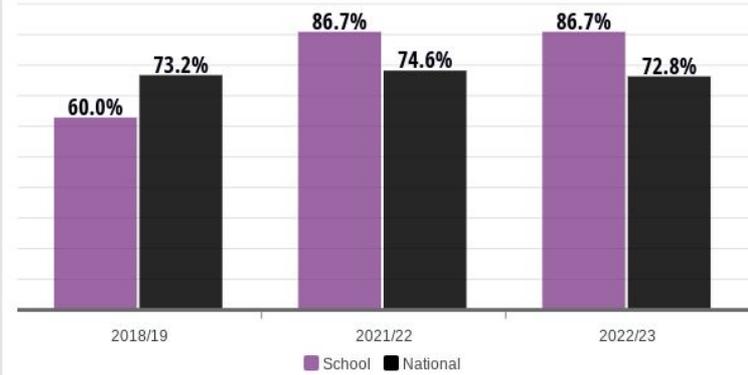
Plain black indoor shoes / black slippers - we need to look after the carpets and we often sit on the floor to learn....

# Data - KS2

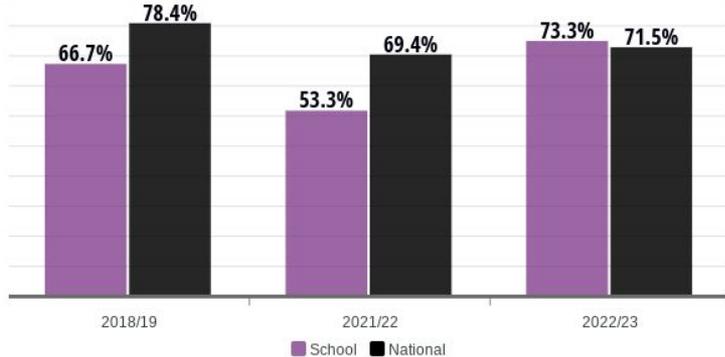
## Pupils meeting expected standard in reading, writing and maths ?



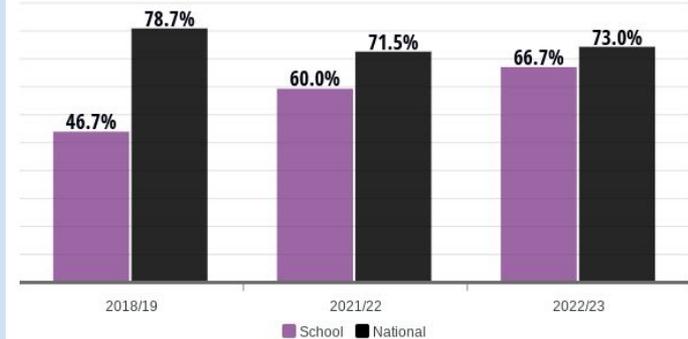
## Key Stage 2: Reading Expected Standard | Trend



## Key Stage 2: Writing Expected Standard | Trend



## Key Stage 2: Maths Expected Standard | Trend



# 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 work with the local community to improve roads and online learning in flooding situations (Burley site is viable on these occasions)
  - 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 the DT curriculum - woodwork and sewing to move up and through - **fundraising required for tools and resources. (£1000 needed for the summer term project)**
  - Continuous provision in the outdoors for owls - **a self service shed required**
  - **Shed storage for early years.**
  - Enhance the computing curriculum - ipads (animation / QR codes for research / apps for tree identification).
  - Flooring throughout the school and then re-decoration.