



# Oasis Academy Fir Vale

Approach to the Curriculum



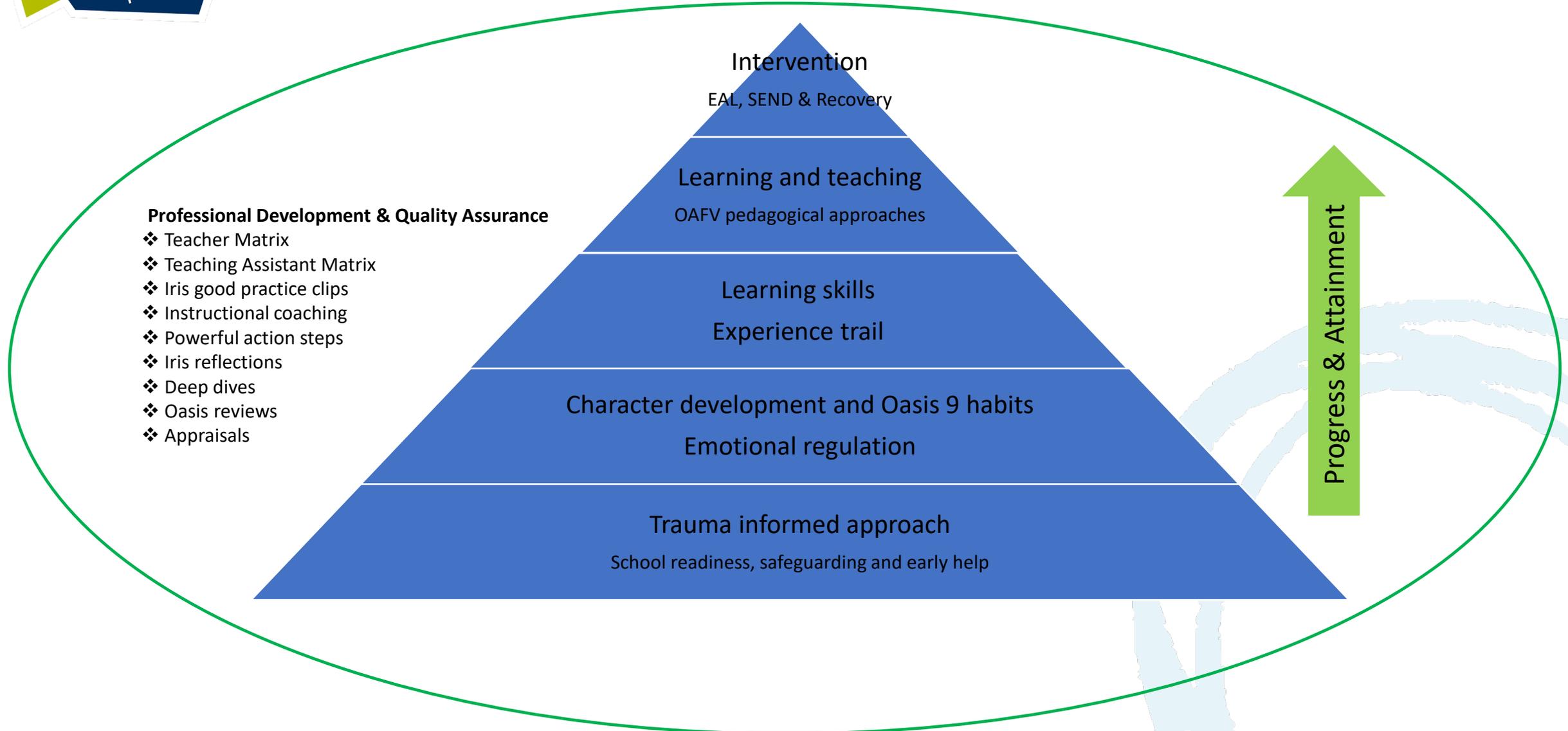
# Intent

- To match our unique context, we have designed a bespoke curriculum based on the National Curriculum.
- Our curriculum has real life experiences, language development and social and emotional development at its heart.
- It is ambitious as it aims to address social disadvantage by raising aspirations and removing barriers to learning in terms of language, experience and school readiness.

This is achieved through:

1. **Trauma informed approach** focused on well being, safeguarding early help and school readiness
2. **Character development** including explicit teaching of social skills and emotional regulation strategies
3. **Learning skills & cultural capital** including explicit teaching of lifelong learning skills and opportunities to try new things, widen experiences and raise aspirations
4. **Learning and teaching** focused on high expectations, language, phonics and reading designed with education specialists underpinned by education theory
5. **Needs led intervention** including challenge, push on, focused intervention and intensive support

# Our approach



# Trauma informed approach

We know that trauma halts the capacity to learn. No new learning can take place if children are hyper aroused or hyper inhibited, the optimal zone is 'social engagement'.

Multiple adverse childhood experiences disrupt neural development and impair social, emotional and cognitive development.

Neural pathways are needed for empathy, reflection and the ability to concentrate and learn.

## At Oasis Academy Fir Vale

- We provide a safe space for children to be and to learn
- We build positive relationships with children and families
- We work to understand what each individual child has experienced
- We use calm and consistent strategies to manage behaviour
- We explicitly teach children social skills and emotional regulation strategies
- We include circle check in and reflections in our daily routines



Using the Maslow hierarchy of need children will not be able to fully focus on learning if basic needs (physiological), safety needs (physical and emotional) and social needs (including belonging) are not met. It is at the esteem level that children are most receptive to learning as they want to achieve a good level of self esteem through recognition and achievement. In the final level, children will look for ways to fulfil their potential.



# School ready expectations

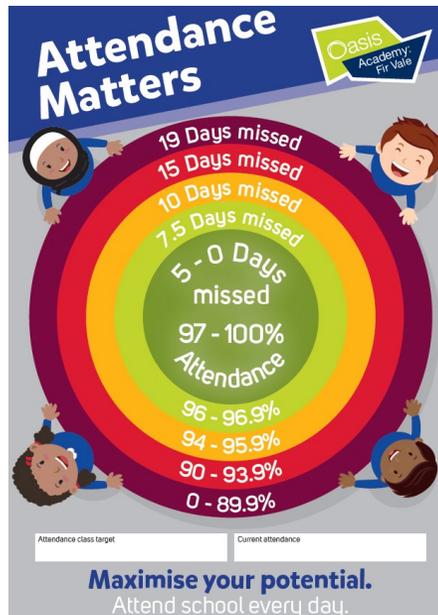


When does school start and finish?



School starts at 8.45am

School finishes at 3.00pm



Expectations are set out visually to support families on induction and as frequent reminders throughout the year.

Every morning in school healthy bagels (low sugar, salt and fat) are prepared for all the children in school. This helps children to concentrate.

We deliver parental support to help children and their parents prepare for entry into school.



# Character Development



We want children to develop their character and essential life skills. We provide a safe and calm environment to support wellbeing. We support children to develop resilience so they learn to manage everyday stress effectively.

We teach children social skills, emotional regulation strategies and mindfulness/relaxation techniques to develop children's social and emotional skills.



We teach character development through the Oasis 9 habits so children are given the tools to make an active contribution to our diverse society.



# Learning skills and cultural capital

We provide opportunities to try new things to raise aspirations.



To promote an appreciation of creativity and achievement we plan and deliver additional themed weeks throughout the year.



We teach children learning dispositions so they can progress well from their starting point and take advantage of future opportunities.



# British Values

The Oasis 9 habits underpin everything we do. They help children learn about self esteem, respect, empathy, tolerance and so promote fundamental British Values. They give children tools to make an active contribution to diverse society. In addition we hold whole school events linked to this; St George's Day, Roma Day, Children in Need. Promotion of British values helps children build resilience to radicalisation and enables them to challenge extremist views.

We actively promote the fundamental British values:

- **Democracy:** Respect for democracy and support for participation in the democratic process
- **Rule of Law:** Respect for the basis on which the law is made and applies in England
- **Individual Liberty:** Support for equality of opportunity for all and support and respect for the liberties of all within the law
- **Mutual respect and tolerance of those with different faiths and beliefs:** Respect for, and tolerance of, different faiths and religious and other beliefs

## Democracy

### Implementation:

- Academy pupil parliament: Children vote to select representatives from their class, who then take ideas to the council and help make school wide decisions.
- Debates: Children take part in discussions in lessons and are supported to prepare balanced arguments and learn about making informed choices.
- Major Events: Children learn about current UK or world events in class assemblies.
- EAL Support: Children with limited language acquisition are supported to participate.
- Educational Visits: Y6 visit the Houses of Parliament.

### Impact:

- ⇒ Children have a voice.
- ⇒ Children develop an understanding of the democratic process—making changes.
- ⇒ Children learn to listen to and respect different opinions.

## Individual Liberty

### Implementation:

- Rights: Children learn about the school rights and Unicef rights in assemblies.
- Anti-Bullying: Circle time and PHSE sessions focus on this regularly. Children also take part in anti-bullying week each year.
- Stereotyping: These are challenged by all staff day to day in an on-going way through PSHE lessons.
- Self Confidence and self esteem: Praise is used effectively to support children's self esteem and confidence to have a go and keep on trying. The pastoral team also deliver a range of interventions.
- Values: Children learn about the Oasis 9 habits through assemblies and PSHE work.

### Impact:

- ⇒ Children develop self confidence, self esteem and social skills.
- ⇒ Children learn that everyone has rights.
- ⇒ Children develop personal values to make a positive contribution to modern society.
- ⇒ Children learn to challenge stereotypes and understand they choose and can change their values.

## Rule of Law

### Implementation:

- Academy 'rules' and rewards: Children know and understand them, they are simple, clear and fair. Children are taught to understand they are responsible for their behaviour through the language of choice and that actions have consequences.
- Crucial Crew & school visitors: The Police regularly visit school to talk to classes. Year 6 children attend crucial crew where UK law is explained through first hand scenarios.
- Safety: Children are taught how to keep themselves safe through assemblies, PSHE sessions and visitors to school.
- Sporting Events: Children participate in games and sports where there are clear rules.

### Impact:

- ⇒ Children take responsibility for their behaviour choices.
- ⇒ Children know that actions have consequences.
- ⇒ Children know how to keep themselves safe.
- ⇒ Children learn how rules and laws can help keep us safe

## Mutual Respect & Tolerance

### Implementation:

- Places of Worship: Children learn about places of worship through the RE Agreed Syllabus.
- Values: Children learn about the Oasis 9 habits through assemblies and PSHE work.
- Difference: Children explore, value and celebrate difference through PSHE sessions, RE sessions and circles times.
- Seasonal: Seasonal events are celebrated in the Academy Chinese New Year, Roma Day, Eid, Christmas.

### Impact:

- ⇒ Children learn about their own beliefs and the beliefs of others.
- ⇒ Children learn to respect people with different beliefs to their own.
- ⇒ Children learn that they can expect others to respect their beliefs.



# Spiritual, moral, social and cultural

Spiritual, moral, social and cultural development is promoted through the school aims, the three school rights which are the right to respect, the right to be safe and the right to learn, the 9 habits and the Oasis Fir Vale experience trail.

**Spiritual:** This includes exploring beliefs and experiences, respecting faiths, feelings and values, enjoying learning about oneself, others and the surrounding world, being able to reflect, and using imagination and creativity

•**Moral:** This includes recognising right and wrong, respecting the law, understanding consequences, investigating moral and ethical issues, offering reasoned views and having an appreciation of British values.

•**Social:** This includes investigating moral issues, appreciating diverse viewpoints, participating, volunteering and cooperating, resolving conflict and engaging with the fundamental values of British democracy.

•**Cultural:** This includes appreciating cultural influences, appreciating the role of Britain's parliamentary system, participating in culture opportunities and understanding, accepting, respecting and celebrating diversity.

## Spiritual

### Implementation:

- Collective worship is provided through daily class reflection time, use of Picture news resources, and the Friday celebration assembly
- RE lessons provide an opportunity for children to learn about and discuss beliefs and religion
- Children have opportunities to learn about religious events and celebrations – Ramadan & Eid, Christmas
- Children take part in national reflection events – Remembrance day, National reflection day
- Children take part in activities where they can use their imagination and learn to infer – once upon a picture

### Impact:

- ⇒Children can talk about different religions
- ⇒Children know how to treat people who have different values and beliefs with respect
- ⇒Children learn how to think deeply and ask questions
- ⇒Children develop their imagination and creativity

## Moral

### Implementation:

- PSHE and RSE scheme of work
- Oasis 9 habits, character development and think for the future interventions
- Additional experiences throughout the year – Fairtrade fortnight, Earth day, environment week, Black history month
- Police visits to school
- Visits to crucial crew

### Impact:

- ⇒Children learn that everyone has rights.
- ⇒Children develop personal values to make a positive contribution to modern society.
- ⇒Children learn to challenge stereotypes and understand they choose and can change their values.

## Social

### Implementation:

- Academy 'rules' and rewards: Children know and understand them, they are simple, clear and fair. Children are taught to understand they are responsible for their behaviour through the language of choice and that actions have consequences.
- Through the zones of regulation children learn how their behaviour choices impact on other people and how communication, feelings and behaviour are linked.
- Children's choice opportunities to work with children from different year groups
- PSHE scheme of work and circle time
- Shine transition project Fir Vale School mentoring project

### Impact:

- ⇒Children take responsibility for their behaviour choices and know that actions have consequences
- ⇒Children understand how to behave in school and society in a socially acceptable way
- ⇒Children know how to regulate their emotions and how to resolve conflict
- ⇒Children can listen to others and respect different points of view

## Cultural

### Implementation:

- RE & PSHE & music schemes of work
- Children learn about celebrations throughout the year – St Mikulas Day, Chinese New Year, Roma Day
- Children explore, value and celebrate difference through PSHE sessions, RE sessions and circles times.
- Topics include opportunities to learn about other countries and cultures
- The work of the school parliament, parliament week and links to local MPs
- Page Hall festival & Oasis talent show

### Impact:

- ⇒Children can talk about their own beliefs and the beliefs of others
- ⇒Children know how to treat others with respect and celebrate diversity



# Enrichment

Children develop leadership skills by applying to take on different roles in school.

### Young Interpreters

This involves training children to act as mentors for their peers who are learning English as an additional language.

### Well being Champions

Their role is to promote positive mental health.

### Peer Mediators and Play Leaders

Their role is to help children develop the skills to handle conflict well.

### Anti-bullying Ambassadors

Their role is to give inspiration to others, promote anti-bullying initiatives and carry out practical ideas to prevent bullying and ensure everyone feels safe and happy in the academy.

Children also have opportunity to lead the curriculum and take part in clubs during the school day both at lunch time and in children's choice.

We also provide a range of before and after school activities throughout the school year.

	Monday	Tuesday	Wednesday	Thursday	Friday
Before school	Family breakfast Games	Family breakfast Stories, phonics & reading	Family breakfast Maths	Family breakfast Music and singing	Family breakfast Ipad games
After school	Music & dance	Reading	Sports	Homework	
			D&T projects	STEM science	
				Arts and crafts	



# Safeguarding in the Curriculum

To supplement our Personal, Social and Health Education and Relationships and Sex Education scheme of work we provide extra opportunities for children to learn how to keep themselves safe and healthy.

This includes visits from organisations such as Childline or the Police and visits to places such as Crucial Crew.

Children also learn how to stay safe through a range of other subjects including science, design and technology, art, computing and physical education.

Physical education and science lessons are also used to teach children about healthy lifestyles.

Term	Aspect
Autumn 1	Fire safety and dark nights
Autumn 2	Anti-bullying
Spring 1	Online safety and Stop the Traffik
Spring 2	Healthy lifestyles
Summer 1	Stranger awareness
Summer 2	Water, sun and cycle safety





# Protected characteristics in the Curriculum

To supplement our Personal, Social and Health Education scheme of work we provide extra opportunities for children to learn about respect, rights, equality and the protected characteristics.

Children also learn about inclusion and equality through a range of national events such as a focus on Black History month, Roma Day and International Women's Day.

Term	Aspect
Autumn 1	Race
Autumn 2	Age
Spring 1	Disability
Spring 2	Gender
Summer 1	Religion or belief
Summer 2	Pride





# Pedagogical approach

Our approach to learning and teaching is rooted in the principals of metacognition and Rosenshine's principles of instruction.

The majority of our children are new to English so we provide a real life experience at the start of a topic to engage interest and provide vocabulary in context.

Practical experiences help learning begin to stick by building neural pathways and schema in the long term memory.

We use initial assessments to group children according to their stage of development.





# Our Curriculum

Our curriculum has been carefully designed for our context. It is based on the early language semantic categories with vocabulary at the centre. We use a topic approach under 6 ‘umbrella’ headings; people, structures, science, food, animals and places.

We have carefully selected the most useful language, knowledge and skills for each year group in relevant subjects. Medium term planning sets out the objectives that will be covered in each topic and how learning builds on what has been taught before.

Structuring learning under the topic headings mitigates the impact of mobility as planning includes prior and subsequent learning. Revisiting ensures children build knowledge and skills towards clearly defined end points taken from the National Curriculum.

		People	Week 8	Structures	Week 7	Science	Week 6	Food	Animals	Week 7	Places	
	Week 1	Autumn 1		Autumn 2		Spring 1		Spring 2	Summer 1		Summer 2	
<b>R</b>	Science week	Nursery rhymes	Black History Week	Gingerbread man	Music and Art Week	Colours	Geography & Environment Week	Picnic	Eric Carle	History Week	Bear hunt	Parliament Week
<b>1</b>		All about me		Homes		Superheroes		Fruit and Veg	Pets		In the woods	
<b>2</b>		All about me & Toys		Great Fire of London		Potions		Bread	<u>Minibeasts</u>		Seaside	
<b>3</b>		Settlers		Invaders		Heroes and Villains		World food	Farm		Caves	
<b>4</b>		Bodies		Grand Design		Harry Potter		Chocolate	Owls		Slovakia	
<b>5</b>		Ancient Egypt		Forces		<u>Eyam</u>		Growing food	Under the sea		Space	
<b>6</b>	Conflict	Bridge the gap	All at sea	Perfect Products	Coastlines	Coastlines						
<b>9 habits</b>	Good to be me	Hopeful Joyful	Patience Compassion	Forgiving	Considerate	Humble Honest						
<b>Safeguarding</b>	Fire safety	Anti-bullying	Internet safety Stop the Traffik	Healthy lifestyles	Stranger awareness	Water, sun, cycle safety						
<b>PSHE</b> On going each half term	Getting to know you Relationships Safety Celebrating difference Health and changes Actions, consequences and emotions Dreams and goals											



# Sequencing

Our curriculum is sequenced through cohesive topics to ensure language development in English supports children to make meaningful connections in English, science, history, geography, art & design and design and technology.

Revisiting and repetition is used to reduce the impact of mobility.

The first topics each year are fact based. Children are taught key vocabulary and skills that they can use and apply as the year progresses. For example in science in Year 1 Autumn 1 children learn about the human body, naming body parts and learning about the senses.

In Summer 1 children progress to be able to name common animals, describe and compare their structures and learn how animals change over time through hatching chicks.

In history in Year 2 Autumn 2 children learn about the great fire of London as a nationally significant event beyond living memory. In Spring 2 children progress to look at the lives of significant individuals in the past with a focus on Florence Nightingale.

Science Year 2 - Plants					
<b>National Curriculum Objectives:</b> <ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>					
<b>Lesson 1</b> <b>Skill - Observe</b> <b>Knowledge</b> - 4 main parts of a plant. <b>WALT:</b> Observe plants. <b>WILF:</b> - Create a plant - Identify parts of a flower - Make observations Teacher's note: Plant a flower seed in preparation for next lesson. Ask children to think, pair, share what they know about how plants grow and about what plants need in order to be able to grow. Children use different shapes to create their own plant. Show children pictures of lots of different plants. Do they all have flowers? Look closely to compare & share back with the class. <b>Recording:</b> Playground & garden & draw which plant they can see.	<b>Lesson 2</b> <b>Skill - Name, describe</b> <b>Knowledge</b> - Purpose of the roots, stem, leaves and flower. <b>WALT:</b> Describe the purpose of parts of a plant. <b>WILF:</b> - Describe the role of the roots - Describe the role of the stem - Describe the role of the leaf - Describe the role of the flower Show <b>aba</b> a small pot plant & carefully remove the plant from the pot. <b>aba</b> will be able to see the roots, leaves, stem and flower. Explain why each of these is very important. Can you describe a plant? Why does a plant need roots? How does a plant get energy to grow? Where do plants make their seeds? <b>Recording:</b> Videos, QR codes. Each table role-play a part of the plant acting out the role it plays.	<b>Lesson 3</b> <b>Skill - Investigate</b> <b>Knowledge</b> - Germination occurs when a seed starts to grow. <b>WALT:</b> describe how seeds and bulbs grow. <b>WILF:</b> - Define germination - Identify what a seed needs to grow - Plant a seed. What is germination? Show a time-lapse video. Show the children a variety of seeds and bulbs - they all look very different. Ask them what the seeds and bulbs need to germinate and what they will need to keep growing healthily. Plant pea seeds How are we going to take care of it? <b>Recording:</b> A comic book style strip of frames in which <b>aba</b> draw each step the children took when planting the seeds.	<b>Lesson 4</b> <b>Skill - Find out, Observe</b> <b>Knowledge</b> - Plants need light, air, water, nutrients and space. <b>WALT:</b> Find out what plants need to grow and stay healthy. <b>WILF:</b> - Experiment fairly - Make observations - Plant a seed - Identify the needs of a plant What do plants need in order to grow? <b>aba</b> look at picture of plants with too much water and not enough water. <b>aba</b> go on to plant cress seeds. One as a control with suitable amount of water. One with no water at all. One with too much water. <b>Recording:</b> Take pictures of each plant every day.	<b>Lesson 5</b> <b>Skill - Group</b> <b>Knowledge</b> - Farmers must take care of crops & protect them from pests & weeds <b>WALT:</b> Understand that plants are grown for food. <b>WILF:</b> - Identify the needs of a plant - Explain how bread is made - Sort Foods into groups What are 'crops'? Explore the plants we eat and where they come from. Look at plants grown in the UK. What must a farmer do to look after his crops? Find out how bread is made from wheat. Read 'The Gigantic Turnip'. What Food could you grow in your home? <b>Recording:</b> Sort foods into groups depending on how they are grown. For example bananas are grown on trees, blueberries are grown on a bush.	<b>Lesson 6</b> <b>Skill - Identify</b> <b>Knowledge</b> - We need a variety of fruit and vegetables in our diet. <b>WALT:</b> Identify which parts of the plant we eat. <b>WILF:</b> - Name Fruits and vegetables - Explain why some plants are dangerous - Identify parts of plants we eat Show <b>aba</b> some familiar vegetables & discuss which part of the plant we eat. Show <b>aba</b> the whole part of the plant, e.g. carrots with their tops still on. Explain that the fruit and vegetables we see in supermarkets are just a part of the plant that would have grown. Discuss the important fact that some plants are <b>dangerous</b> and we must not pick and eat plants we do not know about. <b>Recording:</b> <b>aba</b> draw the entire fruit/Veg and the part we eat next to it.
<b>Assessment:</b> Use the vocabulary mat to assess the children's prior knowledge and use the mats again to assess what the children have learnt. <b>Key Vocabulary:</b> Observation, growth, seeds, bulbs, temperature, roots, stem, predict, leaf, flower, measure, diagram, measure, life cycle, life process, germinate, grain					

Science Year 3 - Plants					
<b>National Curriculum Objectives:</b> <ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>Investigate the way in which water is transported within plants</li> <li>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>					
<b>Lesson 1</b> <b>Skill - Describe</b> <b>Knowledge</b> - Purpose of the roots, stem, leaves and flower. <b>WALT:</b> Describe the functions of a plant. <b>WILF:</b> - Use different shapes to create a flower - Name the different parts of a flower. - Draw a picture of the flower. Generate Qs about plants. Explain the functions of different parts of the plant. Role-play & act out the functions of the flower, stem, leaf & roots. Can you describe a plant? Why does a plant need roots? How does a plant get energy to grow? Where do plants make their seeds? <b>Recording:</b> Create a variety of plants using different shapes. Label the parts	<b>Lesson 2</b> <b>Skill - Investigate</b> <b>Knowledge</b> - Plants need light, air, water, nutrients & space. <b>WALT:</b> Explore the requirements of plants for life and growth. <b>WILF:</b> - Experiment safely. - Experiment fairly. - Record the results. Compare the effect of different factors on plant growth. Plant broad beans changing a variable for each one & the amount of light, the amount of fertiliser. What would happen to a seed placed in a dark area? Why do we need to water plants? What is the best way to grow a plant? <b>Recording:</b> Observe and measure the progress of the plants every week.	<b>Lesson 3</b> <b>Skill - Identify, observe</b> <b>Knowledge</b> - Pollination when air is transferred from the anther to the stigma. <b>WALT:</b> Understand the process of pollination. <b>WILF:</b> - Use a magnifying glass - Discuss what you can see - name the parts inside a flower Dissect a flower (lilies or daffodils) and identify the parts of the flower. Use a microscope to observe the pollen. Teach how pollination and fertilisation occur. <b>Recording:</b> Children choose a flower from the school and identify the reproductive organs. (Pictures)	<b>Lesson 4</b> <b>Skill - Describe</b> <b>Knowledge</b> - Germination is when the seed breaks open and the embryo starts to grow. <b>WALT:</b> Describe the lifecycle of a plant. <b>WILF:</b> - Draw the process of germination - Draw a growing seed - Draw fertilisation Teach the 4 stages in the lifecycle of a plant. Germination, growth, flowering and fertilisation. The <b>aba</b> could role-play each stage, which can be filmed. Alternatively, create freeze frames. <b>Recording:</b> Create a life cycle wheel.	<b>Lesson 5</b> <b>Skill - Identify</b> <b>Knowledge</b> - Plants spread their seeds to reproduce. <b>WALT:</b> Identify methods of seed dispersal. <b>WILF:</b> - List the different ways seeds are dispersed. - Experiment fairly. Children observe different types of seed and compare them. Why do plants need to disperse their seeds? Children learn about different seed dispersal methods evolved by plants including gravity, wind, water and animals. Read 'The Tiny Seed' and explore what happens to the seeds. <b>Recording:</b> <b>aba</b> can act out seed dispersal e.g. sticky tape on ping pong balls	<b>Lesson 6</b> <b>Skill - Investigate</b> <b>Knowledge</b> - The stem is used to transport water & minerals around the plant. <b>WALT:</b> Explore how water travels through a plant. <b>WILF:</b> - Experiment safely. - Experiment fairly. - Record the results. Demonstrate how plants absorb water through the stem by putting some white cottons in water with food colouring. Children predict and measure how long it takes for coloured liquid to the stem of a carnation flower and colour its petals. <b>Recording:</b> Record the results in a table. (Create a graph of the results.)
<b>Assessment:</b> Use the vocabulary mat to assess the children's prior knowledge and use the mats again to assess what the children have learnt. <b>Key Vocabulary:</b> Air, Light, Water, nutrients, Warmth, Soil, Growth, Reproduction, Dispersal, Pollination, Flower, Plants, trees, leaves, roots, stem, germination					

Subject specific learning challenge planners are used to set out National Curriculum objectives, prior and subsequent learning and potential misconceptions. Plans include the incremental sequence of learning and how it will be broken down. Plans are carefully sequenced across different year groups so that learning builds on what children already know and can do.

# Short term topic planning

Subject specific knowledge organisers are used to set out the key vocabulary and knowledge children will focus on for each topic in each subject.

Knowledge organisers are used to help children reflect on their learning to support them to know and remember more.

Learning challenge planners and knowledge organisers set out the end points of what children should know and be able to do for each topic.

Outcomes and progression in terms of children doing, knowing, remembering more are evidenced and celebrated in topic floor books and displays.

Year 5: The Bubonic Plague and Eyam		Significant dates, people and places
What should I already know? -History refers to the passing of time -Common words related to the passing of time -How to ask and answer question		<b>February 1665</b> The outbreak of the plague began in London. <b>September 7th 1665</b> The plague reaches the Derbyshire village of Eyam. <b>William Mompesson</b> Following the advice of local priest WM villagers voluntarily placed themselves under quarantine. <b>November 1666</b> The emergency ended and of the 350 residents of Eyam 250-260 had died. <b>Samuel Pepys</b> Lived through the plague and wrote about it.
History -learning about past events people and decisions	N/C - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. <b>Powerful knowledge</b>	
		
Interesting facts - people thought holding bunches of flowers to their noses would stop the bad air going in their bodies. They soaked money in vinegar before paying for goods to kill germs and bacteria.		

Glossary/Key Events	
<b>Black Death</b>	A feared disease from the 14 <sup>th</sup> century it broke out again in London in 1665-1666
<b>Plague</b>	A contagious disease with symptoms of high fever, delirium and buboes.
<b>Buboes</b>	A swollen inflamed lymph node usually seen in the armpit or groin
<b>When and where did The Great Plague occur?</b>	During the hot summer of 1665 London was hit by the disease known as The Great Plague.
<b>What were the common symptoms?</b>	Common symptoms included headaches, fever, vomiting and painful swellings on the neck, armpits and groins known as buboes - victims died within days.
<b>What was the cause of the plague?</b>	Some believed bad poisonous air was the cause some believed livestock was the cause but it was black rats - fleas would bite the rats become infected and spread the disease to humans.
<b>What did the people of Eyam do that was different?</b>	The people of Eyam self quarantined under the advice of the local priest William Mompesson and his predecessor Thomas Stanley so as not to spread the disease
<b>What cures did people try?</b>	People were so terrified they were willing to try anything from drinking fine wines to eating toads or bathing in milk.



# Parent Partnerships

## **Parent Voice**

Parents are encouraged to share their views, concerns and ideas. Key staff are available on the gate at the start and end of every day, or parents can visit the school office to make an appointment at a convenient time. Parents are encouraged to use parent view when they visit school events such as parent consultations. We have multi-lingual staff who speak a range of community languages including Roma, Slovak, Polish, Arabic, Somali, Urdu.

## **Reading Morning**

Parents can come into school to read with their child every Wednesday from 8.30—9am.

## **Stay and Play sessions**

Hands on sessions are held for parents in Early Years Foundation Stage every half term focused on a theme. Parents can find out more about how children learn in school and how they can support learning at home.

## **Family and Adult Learning**

A range of drop in activities and short courses take place throughout the year coordinated by our Parent Partnership Champion. They include activities like ESOL, crafts and cooking.

## **Special Events**

A range of special events are held throughout the year including a Summer Fayre, Stories at Bedtime and Christmas singing.



# Home & Blended Learning

## **Reading books**

Each class has a selection of take home reading books.

## **Big Maths Learn its & Spelling**

Sent home for children to practise.

## **Class emails (online)**

Regular communication

## **Purple Mash (online)**

Home learning activities set each week

## **Times Tables Rock Stars (online)**

Times Tables Rock Stars is a sequenced programme of daily times tables practice.

## **Vimeo lessons (online)**

Recorded viewable lessons on the school website using a mobile first design.

## **Parent consultations**

These are held twice a year in October and March. They are to share information about how children have settled in, attendance, progress and attainment information, ideas for helping at home and to discuss any barriers to learning and how they can be overcome.

## **Record of achievement and statutory attainment**

Record of achievements are sent home in the summer term for every child. Parents can meet with their child's class teacher to discuss the report. The report includes statutory attainment information YR, Y1, Y2, and Y6.

## **Statutory Assessment Tests**

Sessions for parents about the Phonics Screen and Y2 and Y6 SATs tests are held in class with home language support where possible.

# Subject Specific Information

## English

Our approach has been intentionally planned with an experienced English Consultant who has a proven track record of school improvement and a thorough understanding of supporting children who are learning English as an Additional Language.

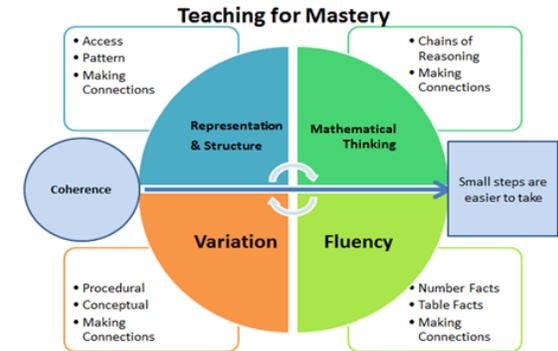
We have a be-spoke reading pathway which sets out how we teach children phonics, fluency, comprehension and promote a love of reading. We have a be-spoke reception writing teaching sequence and a writing teaching which we use to develop language skills and teach children how to write for different purposes and audiences.

## Maths

Children who are accessing the National Curriculum follow a clear mastery of maths teaching sequence, which promotes fluency, reasoning and problem solving.

Lessons include key elements of a mastery approach; fluency, variation, mathematical thinking, representation and structure.

NCETM, White Rose and Power Maths resources are all used to support learning and teaching.





# Subject Specific Information

## **Science — cross curricular**

To match our unique context, we have designed a bespoke curriculum based on the National Curriculum. Children learn key subject knowledge and skills through science lessons.

Key knowledge is set out in a knowledge organiser for each topic.

Progress in terms of knowing, remembering and doing more is celebrated in floor books or science books (Y3 onwards).

## **History, Geography, Art and Design, Design and Technology—cross curricular**

To match our unique context, we have designed a bespoke curriculum based on the National Curriculum. Children learn key subject knowledge and skills through topic lessons.

Key knowledge is set out in a knowledge organiser for each topic.

Progress in terms of knowing, remembering and doing more is celebrated in floor books or topic books (Y3 onwards).

Daily routines are also used as learning opportunities, for example use of the day, date, month, season and weather chart.



# Subject Specific Information

## Physical Education—discrete

We use Rising Stars scheme to teach children essential skills. We are also part of the Archers sports partnership. Children have 30 minutes of daily activity through active breaks and activities such as fit in fifteen and mindfulness.



## PSHE & SRE—discrete

We have designed a be-spoke curriculum to help children develop the knowledge, skills and attributes to stay healthy, safe and prepare for life and work in modern Britain. We also use the Oasis 9 habits to teach children personal, social and emotional skills. We also use the Sheffield RSE guidance to support the teaching of sex and relationships education (SRE).

## Computing—discrete

We use the Purple Mash computing scheme. Children also have opportunities to apply their learning in English, maths and topic sessions.

## RE—discrete

We follow the Sheffield SACRE agreed syllabus.

## Music—discrete

We use the Charanga scheme to teach music.



## Languages—discrete

We teach Spanish in Key Stage 2 using i-languages. This fits with the language taught at the local secondary school.

