



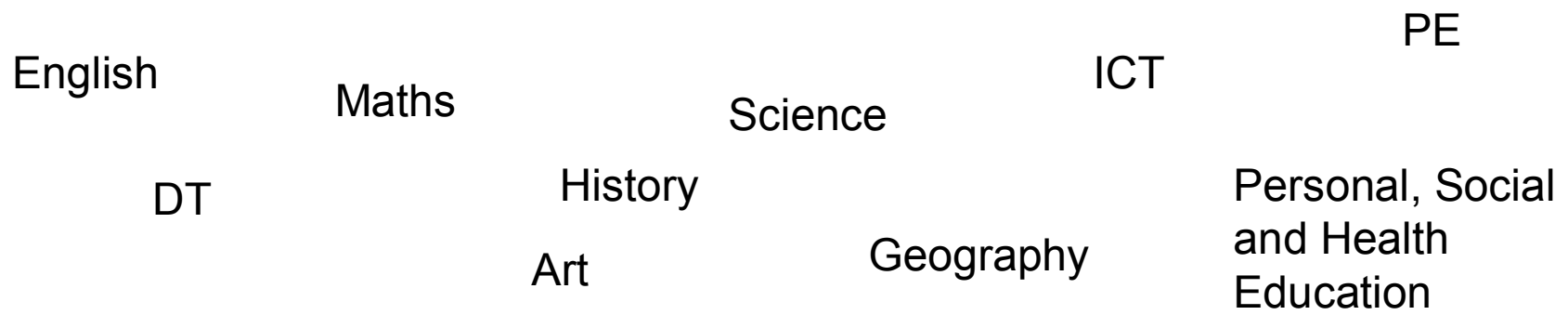
A new curriculum for Hope School

Programme

- 1) The present situation and the need to change
- 2) The story so far
- 3) The new curriculum – almost
- 4) Your turn and chance to reflect
- 5) Our future plans – and how this fits in

The Present Situation

So much to do and so little time....



One solution – schemes of work

An example of Class 2 planning – Autumn Term 2004

English – Persuasive writing

Maths – Multiplication and division

Science – Forces and Motion

History – The Tudors

Design Technology – Photoframes

Art – Self portraits

ICT – E-mail

RE – Creation stories

PE – Invasion games (Netball and Football)

Result

- Lots of things covered but
 - nothing covered in depth
 - teacher driven
 - subjects squeezed
 - disengagement

In making any change, we want to ensure

- that we adhere to National Curriculum
- that knowledge, skills and understanding are developed and addressed across the school, not just in individual classes
- that attention is given to individual subjects
- that children and parents are involved in the planning of the work
- that children are given (through guidance and advice) more freedom to explore own interests to explore areas of interest to them, whilst adhering to National Curriculum
- that a 'rolling' 4 year programme is used to prevent duplication whilst ensuring sufficient coverage

The story so far

- 'Themes' established across the school
- 2 year rolling programme for English and Science established
- Mathematics will continue on 1 year rolling programme
- KS1 has piloted Forest School initiative
- KS2 has piloted 'Starting Book' project
- Children in Class 2 asked to contribute thoughts and ideas on new curriculum

	Autumn	Spring	Summer
A	<p>THEME – The Olympic Dream Science – Life Processes & Keeping Healthy History – Famous People (Olympians) Geography – Local environment RE – Major world religion focus</p>	<p>THEME – Weather around the world Science – Material & their properties History – Great Fire of London Geography – Weather (& Barnaby Bear) RE – What do Christians use, wear & do in daily life?</p>	<p>THEME – Summer Fun! Science – Physical processes History – The Seaside Geography – Holiday destinations RE – Why is our world special & how do we look after it?</p>
B	<p>THEME – Houses & Homes Science – Materials & their properties History – Local history (homes) Geography – Contrasting UK locality RE – Why are some places special? & How do Christians celebrate Christmas?</p>	<p>THEME – All aboard! Science – Physical processes (electricity) History – Changes in transport Geography – Local routes RE – Who am I important to? Where do I belong? Who are my neighbours?</p>	<p>THEME – Window on the world Science – Life Processes Geography – Contrasting Locality History – Famous people (explorers) RE – Major world religion focus</p>
C	<p>THEME – Family Fortunes! Science – Life Processes & Keeping Healthy Geography – My locality History – My history RE – Major world religion focus</p>	<p>THEME – Our earth & beyond Science – Physical processes (light & sound) History – Famous people (flight) Geography – Local environment RE – How is our world special & how do we look after it? (view from space and school)</p>	<p>THEME – Coasts Science – Materials & their properties History – Famous people (Grace Darling) Geography – Contrasting UK locality & weather RE – What do Christians use, wear & do in daily life?</p>
D	<p>THEME – Forces & Toys Science – Physical processes (forces) History – Toys (& Gunpowder plot) RE – Why are some places special? & How do Christians celebrate Christmas?</p>	<p>THEME – Food around the world Science - Materials & their properties History – Kitchens and Food Geography – Where food comes from (contrasting locality) RE – What do Christians use, wear & do in daily life?</p>	<p>THEME – Home Sweet Home Science – Life Processes (Habitats) History – Castles Geography – Contrasting UK locality - Birmingham (& improving environment) RE – Major world religion</p>

Including involvement in the Forest Schools programme (SDP 2006/7)

	Autumn	Spring	Summer
A	<p>THEME – The Olympic Dream Science – Life Processes & Keeping Healthy (Human & animals) History – Ancient Greece Geography – (Olympics) RE – In what ways does religious belief influence how someone affects their life? PE – Invasion games & Gym</p>	<p>THEME – Weather around the world Science – Material & their properties (Changing & separating) Geography – Weather RE – How do Christians deal with those who suffer? PE – Invasion games, dance, orienteering</p>	<p>THEME – Summer Fun! Science – Physical processes History – The Seaside Geography – Rivers RE – How do Sikhs mark special times in their life? PE – Swimming, athletics, cricket and rounders</p>
B	<p>THEME – Houses & Homes Science – Materials & their properties (Grouping & Classifying) History – Romans Geography (Linked to Romans) RE – What do faith groups do to show someone belongs? How do Christians mark special times in their life? PE – Invasion games & Gym</p>	<p>THEME – All aboard! Science – Physical processes (Forces & motion) History – Local transport Geography – Managing environment (public/private transport) RE – What do religious people do when someone dies? Focus on Christianity PE – Invasion games, dance, orienteering</p>	<p>THEME – Window on the world Science – Life Processes (Green plants) History – The Tudors RE – What sort of book is the Bible? PE – Swimming, athletics, cricket and rounders</p>
C	<p>THEME – Family Fortunes! Science – Life Processes & Keeping Healthy (Humans & animals) History – WW2 Geography – Europe in 1930s RE – Why does a Christian celebrate Christmas? What does a Christian mean by ‘loving your neighbour’? PE – Invasion games & Gym</p>	<p>THEME – Our earth & beyond Science – Physical processes (earth in space) History – Britain since 1930 – Space Race & Cold War Geography – Russia & USA RE – Who different views describe how the world began? What does religion tell us about the specialness of the world? PE – Invasion games, dance, orienteering</p>	<p>THEME – Coasts Science – Materials & their properties (Changing & separating) Geography – Contrasting UK locality RE – In what ways does a religious belief affect how someone lives their life?- Sikhism PE – Swimming, athletics, cricket and rounders</p>
D	<p>THEME – Egyptians Science – Physical processes (forces) History – Ancient Egypt RE – Why do Hindus and Sikhs celebrate Diwali? PE – Invasion games & Gym</p>	<p>THEME – Food around the world Science - Materials & their properties (Grouping & Classifying) History – Changes in Shopping Geography – Where food comes from: A village in Africa RE – In what ways does a religious belief affect how someone lives their life?- Christianity PE – Invasion games, dance, orienteering</p>	<p>THEME – Home Sweet Home Science – Life Processes (Green plants) Geography – Contrasting UK locality & improving environment History – Contrasting histories (Birmingham/Hope) RE – What do religious traditions say how we should treat each other? PE – Swimming, athletics, cricket and rounders</p>

Including 2hrs per week (supported study)

What do you think?

- any questions?

-any ideas

- could we do something different?

- do you have skills, talents or interests which could support this?

Our future plans 2006/7

Priority	Action needed
<p><u>Science</u></p> <p>Input from LEA to enhance quality of science teaching (in particular investigations)</p> <p>Develop tracking procedures to include science, to ensure the development of children's scientific understanding is measured over the school.</p>	<p>Science teaching is judged to be good across the school following recent independent lesson scrutiny. All children at end of KS2 (2005) reached nationally expected levels (Level 4) with $\frac{3}{4}$ reaching highest Level 5.</p> <p>The school also has no system in place for assessing and tracking pupil progress in science. Having such a system would lead to better teaching which is more responsive to pupil need.</p>
<p><u>PSHE & Citizenship</u></p> <p>The inclusion of planned PSHE and Citizenship in the curriculum as part of the school development plan for 2005/6</p>	<p>New thematic curriculum established from September 2006.</p> <p>Enable the school to build effective strategies for healthy living across the school and to take advantage of 'Healthy Schools' materials being made available through LEA.</p> <p>Involvement of KS1 in Forest School programme</p>
<p><u>PE</u></p> <p>2 hours of high quality PE per week</p>	<p>Input from South Shropshire Sports Partnership and LEA</p> <p>Purchase of new PE resources/equipment</p>
<p><u>Changes to PPA organisation</u></p> <p>Class 1 to be involved more closely in growing and planting of school garden,</p> <p>Class 2 pupils to be given greater freedom to explore own interests through 'Starting Point' book over the year</p>	<p>Make better use of school polytunnel and resources, also obvious links between healthy eating and growing own food.</p> <p>PPA in Class 2 has worked well in 2006/7 with input from a number of outside groups (e.g wildlife trust, energy efficiency agency and Shropshire waste awareness programme.)</p> <p>However in order to provide balance and respond to pupil need, the starting point project will enable individual interests, in addition to generic study skills to be developed.</p>
<p><u>Mathematical problem solving</u></p> <p>Scrutiny of impact development of online collaboration between schools.</p>	<p>Lesson and work scrutiny from September 2006 will focus on the impact of our work on investigative maths as part of the primary strategy learning network. Although the external funding for this projects ends at the end of August 2006, the school will continue to participate in the maths network through videoconferencing.</p>

Your comments are welcome