Thomas Bullock CE Primary Academy

Curriculum Ethos

All children will receive a broad and balanced curriculum. They are all expected to progress in their learning in line with National Curriculum Standards.

**Children will experience three distinct stages in their learning at Thomas Bullock CE  Primary Academy.**· **Concrete learning;** at this stage children learn the essential language, knowledge and skills associated with the current unit through the use of real, tactile and visual resources. This stage of their learning is designed to enable all children to progress onto the next stages with confidence and the tools required.  
· **Pictorial;** At this stage children use a wider range of visual resources and tools to further develop their learning. They begin to use and apply the skills and knowledge learn at the first stage in a wider variety of contexts.  
· **Abstract;** By this stage children will have begun to master the skills, knowledge and language of the learning and are now able to complete their learning more independently and without the need for resources. Children are encouraged to choose their own methods to compete their learning. They are now fluent in their learning as it has become natural and they begin to attain a mastery of the subject.  
 **What will the Curriculum enable the children to do?**· Children will have the opportunity to succeed in reading, writing and maths through all other subjects so that their learnt skills in reading, writing and maths are used within a context and have a real purpose.  
· Children will lead their own learning using a resource rich environment that enables them to make decisions about how they learn.  
· Children will intrinsically want to learn - the rewards at the end of the learning are not certificates or badges - simply pride in success and satisfaction in developing skills and knowledge.  
· Children’s efforts and the process they go through are celebrated as much as a successful outcome.  
· Children become highly reflective learners - analysing and evolving their skills and knowledge in order to reach a successful outcome.  
· Adults are guides, supporters and directors of knowledge who expect the teaching and learning to come more from the children than themselves.  
· All subjects will follow the same focus below but may put emphasis on different parts of the below and this emphasis will change as the needs of the children develop. Individual subjects will but have a different expectation to the below - just different skills, knowledge and emphasis.  
 **All Children will experience the below process regularly throughout the curriculum;**  
***Initiate an idea and create a challenge - Enquire and analyse information and ideas - Practice and learn - Perfect and finalise - Present& Achieve their learning***  
**1. Initiate;** Children and teacher decide upon a product(s) that they will create during the unit of learning.  
· A product that inspires the teacher and the children.  
· It is challenging.  
· The product(s) will lead to English and maths skills being used across other subjects.  
· Active questioning strategies will guide the children and enable them to make appropriate decisions.

**2. Enquire**; Children will spend several lessons discussing and researching plans as to how they will create the product.  
· What do they need to learn in order to create the product?  
· How will they learn what they need to learn?  
· What resources are required?  
· How will they present the product to their audience (parents and children) in an informative and interesting way?  
· How much time will it take?  
· What skills do they need to learn and develop?  
· Lots of reading to gather knowledge using a wide variety of sources of information.  
· Develop a method/ process for working through the unit of learning so children are logical and methodical.

**3. Learn;** Discussions, speaking, listening skills to continue  
· Throughout the unit take time to engulf the children in conversation where the vocabulary and knowledge of that learning point is evolved and absorbed - Active questioning strategies are ideal for this purpose.  
· Analyse information, learning and ideas.  
· Develop further ideas and lines of investigation/ learning.  
· Use active questioning strategies to develop knowledge and identify skills that require development and practice.

**4. Practice;** Independent practice (with support and guidance from adults).  
· Children begin to make the product(s) as independently as they can manage.  
· They explore the possibilities of how to create the product.  
· Children allowed make mistakes and learning from those mistakes.  
· Children reflect upon their work and efforts and spend more time reading and discussing how they can improve their efforts.

**5. Perfect;** The final product(s) are completed to a very high standard.  
· Spend time reflecting on the learning so far. What has gone well, what needs to improve?  
· Set clear expectations as to the standards and features expected of the final product.  
· Make the final products sticking to the agreed expectations.  
· Practice the presentation to each other ensuring the presentation is clear, interesting and informative.  
· Self reflection activity to end the unit

**6. Present & Achieve;** Parents and other classes invited in to take part in/ listen to a presentation about the products and the learning process that lead to the product completion.  
· How will you present this - a play, a PowerPoint, a video, a pamphlet guide that leads parents around a gallery of products, a game to use the products?  
· What are the key points of the presentations.  
· Ensure children speak clearly using the correct technical vocabulary.  
· Reflect on the whole unit to find way to improve next time.