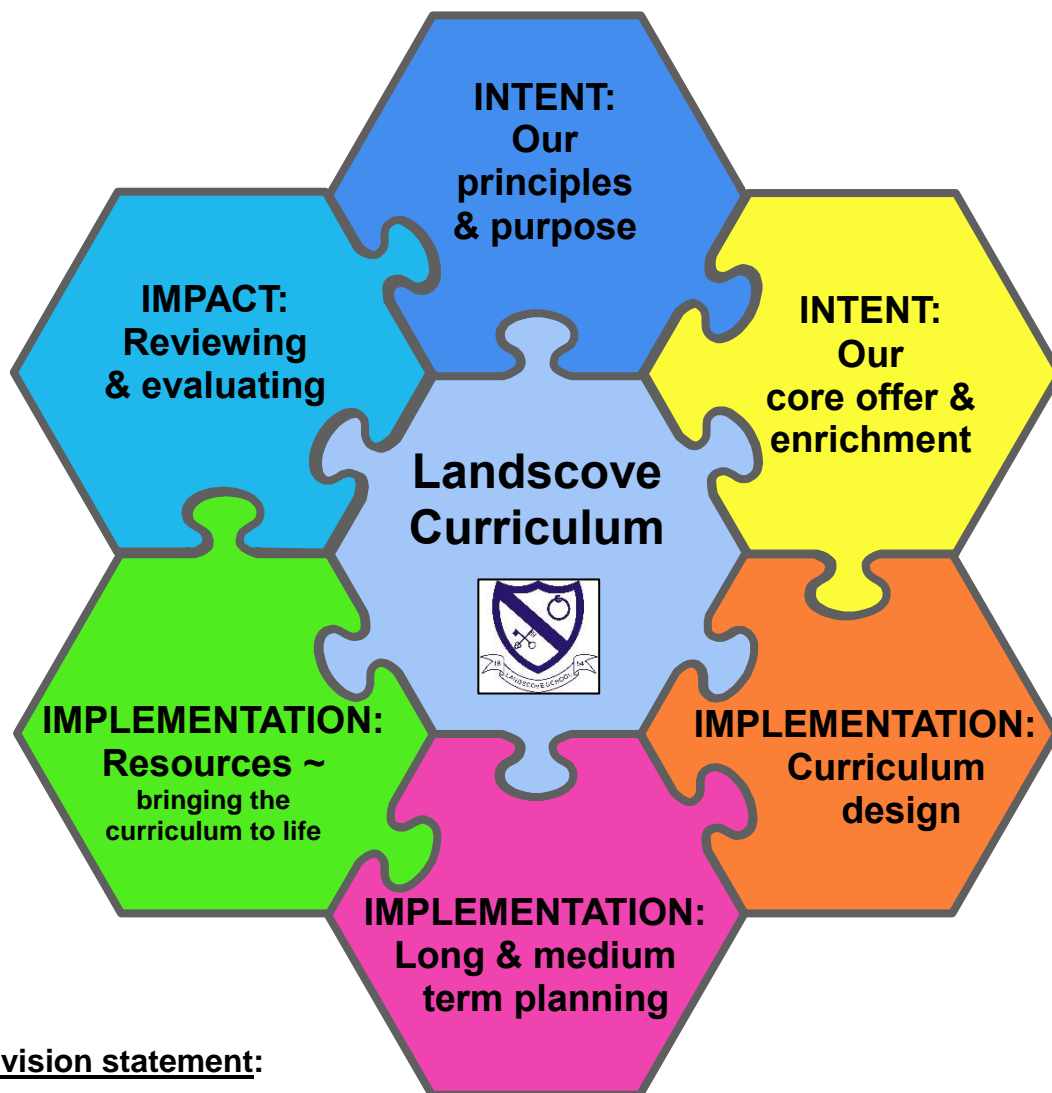


# The Landscope Curriculum



## Our vision statement:

*Keys to unlock the very best of you.*

- **KNOWLEDGE, SKILLS & WISDOM:** Making the best decisions based on the best knowledge and understanding available - using questioning, making links and planning
- **EVERYONE MATTERS:**
- **YOU CAN DO IT:** I can...
- **STOP & LOOK AT THE WORLD AROUND US:** awe & wonder

## Our principles and purpose

We are a school that is built on success stories; some big, some small, some public but most private. We provide an education enriched by our Christian traditions; Wisdom, Hope, Community and Dignity. Through our curriculum design, our learners are given opportunities to become independent, collaborative, creative learners who have the confidence to seek wisdom and nurture a love of learning. At the heart of our curriculum are our school values and ethos, the bedrock upon which the school stands. We continuously strive to achieve high academic standards through our exciting curriculum, which is engaging and relevant for all pupils. The curriculum has been designed making best use of our unique staff and their varying experiences and skills, our children's passions and interests and the passions of our families who often share their expertise with us. We have many distinctive attributes; most significantly, our local community and rural location; not far from moorland or coast. We make the best use of our outdoor spaces including our Wild Woodland Learning area, school garden, our local beaches, Dartmoor and enrichment through our 5 star core offer. Through our curriculum design and opportunities for personal choice in how learning is taken forward, we aim for our children to think and talk like experts being immersed in a subject which carries real meaning and purpose.

## Our core offer and enrichment

The Landscope message is simply that we want all the children to feel the warm glow of success and be motivated individuals who are constantly striving to do exceptional things.



### **A 5 star education:**

During their time in our school, children will be offered the opportunity to:

- To perform publically, taking leading roles at least twice, using the medium of song, dance and drama
- To take part in an annual Arts week and exhibit their work at least twice in a local art gallery or other public space
- Food and farming: To experience local produce from the field to the plate and cook in a professional kitchen
- To celebrate and value our learning community through enjoying a whole school 'charabanc trip' to the beach for the day ~ families invited to join us
- To represent the school at a sporting event

We believe that a broad, balanced, creative curriculum will enable children to flourish. With this in mind we have implemented a programme of enriching activities, visits and memorable experiences which underpin our five star core offer.

## **Enrichment**

<b>Whole School enrichment opportunities:</b>			
<b>Experience events linked to the church calendar:</b> Harvest, Christmas Nativities, Carol concerts, Mothering Friday, Easter and leavers service. In keeping with our Christian values we also support charity events across the year.			
<b>Additional curriculum weeks/days</b> (in addition to arts week) where parents are invited to join us Health and well being week, Harvest in a day workshops, Computing & Internet safety week <b>Science week</b> ~ including a day for parents to join children in lessons <b>PE days</b> ~ a day for parents to join children in lessons.			
<b>Sport:</b> In addition to normal range of sports, children will be able to take part in: fencing, archery, cross country events, learning a martial art, as well as having the opportunity to work alongside GCSE & A level students to choreograph their own dance and perform in a dance theatre.			
<b>Music</b> <b>Wider opportunities:</b> children will have regular opportunities to have taster days/ and blocked lessons (usually ½ a terms worth) learning to play a range of instruments including: recorders, clarinets, djembes, p bones, pocket trumpets and ukuleles. These lessons will be supported by music specialists as part of the wider opportunities available to Devon schools.			
<b>Class assemblies</b> All children will take part in two assemblies a year, sharing their learning with parents.			
<b>Individual class enrichment opportunities</b>			
<b>Class 1 EYFS</b>	<b>Class 2 Years 1&amp;2</b>	<b>Class 3 Years 3&amp;4</b>	<b>Class 4 Years 5&amp;6</b>
Farm visit	Make a seaside visit including marine rangers(link with Class1)	Have a wild night out under canvas	Cook a meal for parents~ a ticket event which will raise funds~ for something of children's choice
Make a seaside visit including marine rangers(link with Class2)	Visit a zoo or have visits made by zoological to learn about animals	Experience a museum trip	Visit a place of worship
Visit a wild life centre and go pond dipping	Attend a live theatre event	Go to the Eden project and learn about biomes & the living world	Experience two residential offering challenging outdoor activities: INCL: climbing, orienteering, caving, archery, mountain biking, kayaking, raft building, canoeing, stand-up paddle boarding and high ropes
Visit a place of worship	Eat a meal at a café or restaurant	Meet a Roman centurion	
Plant, maintain and harvest from our school garden ~ cook for enjoyment.	Plant, maintain and harvest from our school garden. Cook for enjoyment.	Visit a place of worship	
		Experience an adventurous activity such as kayaking	

Wild Woodland Learning	Visit a place of worship	Plant, maintain and harvest from our school garden. Cook for enjoyment.	Plan and run an enterprise project~ including designing, making & sales
	Wild Woodland Learning	Wild Woodland Learning	Plant, maintain and harvest from our school garden. Cook for enjoyment
			Wild Woodland Learning

Together with, and underpinning our core offer, we ensure that our curriculum has its roots in knowledge and skills. Our teaching of reading is well established and we have systems in place for ensuring that children secure basic skills at the earliest point possible. We teach writing through the Talk for writing approach and use synthetic phonics and No-nonsense Spelling and Grammar to support skills children need to acquire. Alongside this staff 'forensically' analyse children's written work to enable focussed targets, which result in accelerated progress.

Our maths teaching is through a mastery approach. The children are exposed to discussions, vocabulary and CAPED (check it, another way (show), prove it, explain, draw your learning). This ensures children's understanding of new concepts is both secure and challenged.

The core curriculum at Landscope is of a high standard and supports our creativity. It focuses on the necessary priorities for ensuring that all pupils make excellent progress in reading, writing and maths. It allows for progress within all groups of children across the school and results in high standards.

### Curriculum Design

Our Early Years curriculum is designed with the characteristics of effective learning and development matters at its core. Beyond EYFS, the curriculum ensures coverage of the statutory requirements of the national curriculum. The school's curriculum builds on pupils' prior learning and develops deep understanding of the material covered, introduces subject content progressively and constantly demands more of pupils embedding reading, writing and communication, and maths where appropriate, across all subjects. We aim to develop pupils who love the challenge of learning, are resilient to failure and are curious to seek out new information to deepen knowledge, understanding and skills.

The curriculum has been designed making the best use of our unique staff and their varying experiences and skills, our children's passions and interests and the passions of our families who often share their expertise with us. Through our curriculum design, we aim for our children to think and talk like historians, designers, artists, scientists (etc) being immersed in a subject which carries real meaning and purpose. It was built with the Landscope creative sparkle that all our stakeholders have come to expect.

Our two-year programme, was created in 2014/15, in collaboration with all stakeholders using questionnaires for staff and children and discussion with our parent body: the School Ethos Committee. Our most successful and enjoyable topics were retained with new ideas were developed to ensure a broad and balanced approach.

### Long and medium term planning

The following are the long-term rolling programmes for the classes at Landscope.

#### **Class 1: EYFS**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS Years A&amp;B</b>	<b>'On the Farm'</b> Life on a farm: jobs, animals and produce. Class farm shop. Harvest time celebrations.	<b>'Colour and Change'</b> . Seasonal change. Autumn festivals. Colour exploration.	<b>Space</b> A first look at planets, stars, the sun and moon. Fun with rockets and astronauts through our space ship role play.	<b>Dinosaurs</b> A fun look at these amazing beasts through stories and craft.	<b>'New life'</b> Springtime - exploration of seasonal change. Chick/butterfly life cycles. Visit out of school to observe new life.	<b>The Sea/ The Jungle</b> Life in the sea and pirate fun with our pirate ship role play.  Jungle stories and animals.

## Class 2 Years 1&2

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1&2	Year A	<b>Ourselfs</b> Science: Animals, including humans (Y1&2) History: Significant individuals from the past~ Florence Nightingale and Edith Cavell		<b>Africa</b> Geography: Continents, place knowledge ~ comparing UK and Kenya, Equator, North and South poles, using maps, atlases and globes, aerial photos, fieldwork Science: Living things and their habitats (Y2)		<b>Roots, Shoots and Muddy Boots</b> Science: Plants, life cycles (Y1&2) Geography: Daily weather patterns / local environment study	
	Year B	<b>Toy Story</b> <b>Science:</b> Materials (Y1&2) <b>History:</b> Changes within living memory ~ old and new toys, trains and transport.		<b>Fire! Fire!</b> <b>History:</b> Events beyond living memory, local historical events <b>Geography:</b> UK countries and capital cities, maps <b>Science:</b> Living things and their habitats (homes, houses) (Y1)		<b>Under the Sea</b> <b>Geography:</b> World oceans and UK seas, world maps, atlases, globes, compass directions <b>Science:</b> Seasonal change (Y1)	

## Class 3: Years 3&4

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4	Year A	<b>What did the Romans ever do for me?</b> Hist – the Roman Empire and its impact on Britain Geog – what countries/UK cities did the Romans invade? Art –creating Roman shields based on archaeological evidence English –Narrative Sci and WWL- Forces & Magnets (+ extra WS) 5 star – Roman soldier Cooking during	<b>Waiting for Christmas!</b> Mini unit(3wks) Christmas –FaB link(Y3 Festival Matters – waiting/advent) English link  Art- Creating Christmas cards DT –making Christmas edible gifts and making packaging Music –Christmas songs	<b>Chocolate (Rainforest and the Mayans)</b> Eng – Rainforest Information text(and Beasties) Hist –Mayan civilisation c.AD900 Sci-living things/habitats (incl food chains) & plants Geog-physical geo/water cycle. Art- work of Henri Rousseau Music- drums linking to music of Rainforest 5 star –Eden project WWL-Plant, maintain (this term) and harvest(next term) from our school garden.	<b>Dartmoor Rocks</b> Eng-Stone Age Boy, and The River Sci – Rocks (+ extra WS) Geog – fieldwork and human geog Hist – changes in Britain from Stone Age to Iron Age Art –cave art WWL – linked to topic  Music –topic samba(musical notations)  5 star- Adventurous outdoor activity		
	Year B	<b>Eruptions and Explosions</b> Sci – States of matter & Sound Geog - Physical geography, including volcanoes and earthquakes. DT – materials (clay volcanoes) WWL-creating earthquakes and volcanoes using natural materials 5 star –present, in pairs, a topic of interest to the class and have a Q&A session	<b>Christmas in the papers:who, what, why, when?( RE Ideas Christmas)</b> Mini unit(3wks)  Eng –newspapers reports  Art- Creating Christmas cards DT –making Christmas edible gifts and making packaging Music –Christmas songs	<b>Walk like an Egyptian</b> Hist – The achievements of the earlier civilisations(Egypt) Art-Egyptian masks Music- Ten pieces  Sci- Animals including humans (not food chains) (+ extra WS) WWL – minibeast hunting – classifying plants and animals – making identification keys  5 star-museum visit	<b>Fun at the Fair</b> Eng –Leon and the Place in Between Sci – Light & Electricity DT- Technical knowledge – understand and use electrical systems in their products (funfair game) WWL-gardening Music-Charanga  5 star –Wild night under canvas		

## Class 4 Years 5&6

		Autumn	Spring	Summer
<b>Years 5&amp;6</b>	<b>Year A</b>	<b>Dig for Victory</b> History – World War 2 (local history study) Geography – European countries DT – food and nutrition, WWL (rationing) Science – electricity & light – blackouts – DT English – WW1 – Archie’s War? Christmas Link to FAB, WW2 Christmas	<b>Movers and Shakers</b> Science – Animals inc. humans Y6 – blood, body, health, exercise; Y5 humans to old age Music – percussion linked to body, ten pieces connect it English – Wallace and Grommit Computing – Scratch – explain the body systems PSHE – Healthy lifestyles (drugs, alcohol etc)	<b>Greece is the word</b> PE - athletics History – Greeks & achievements (Olympics) Art - sculpture Residential week English – Myths and Legends Computing – Scratch tell a story
	<b>Year B</b>	<b>Evolution, Revolution</b> History – Victorians (a study beyond 1066) Science – evolution, classification, life cycles Art – William Morris Computing – present an inventor English – Street Child <b>Christmas</b> Link to FAB, Victorian Christmas	<b>Invincible Invaders</b> History – Viking invasion, Anglo Saxon settlements Geog- settlement, land use, trade, resources Science/DT – properties of materials – make a long boat.  English - Beowulf	<b>Out of this World</b> Science – earth and space, forces, Music – the planets Art – print making Computing – scratch - planets Residential week)– map work

**Medium term planning** is completed by all teachers and involves ensuring coverage of both the national curriculum objectives and the key skills that we want the children to develop.

Our core Christian vision is integral to all planning and we identify how aspects of this vision will be met through our planning, teaching and learning.

Our planning details the starting points for all topics, show how it will develop and outline any significant outcomes. These documents using the format below, are entirely for the use of teaching staff, and become a starting point for short-term plans.

**Class**

**Theme:**

**Length of time:**

**Big question:**

**Hook /enrichment:**

**Desired outcome:**

**KNOWLEDGE, SKILLS & WISDOM:**

**EVERYONE MATTERS:**

**YOU CAN DO IT:**

**STOP & LOOK AT THE WORLD AROUND US:**

<u>Key learning Outcome for theme</u>		<u>Maths links</u>	<u>Key vocabulary</u>
<u>National curriculum objectives</u>	<u>National curriculum key skills</u>		
<b>Elicitation Task linked to big question</b>			
<u>Other subjects not linked to this topic</u>	<u>National curriculum key skills</u>	<u>Maths links</u>	<u>Key vocabulary</u>
<b>Other events/weeks:</b>			

Parents are kept well informed about what their children will be learning each term. Topic webs and learning journeys are created to share our intentions. These are available on our website or in paper form.

## **Resources**

At Landscope, the curriculum is brought alive by the range of quality resources used by the staff. 'Hooks'/inquiry days are used to engage and enthuse pupils who inquire and use their curiosity to pose questions and design part of their own learning journey.

The importance of inquiry learning is that pupils learn how to continue learning. This is something they can take with them throughout life -- beyond parental help and security, beyond a textbook, beyond the time of a teacher, beyond school -- to a time when they will often be alone in their learning. A tool for life.

Resources we use may include:

- Vertically grouped themed days
- Local artists
- Field to fork farm visits
- Developing, growing harvesting and cooking from our school garden
- Wild Woodland learning,
- Local businesses (EG local Pub and chef)
- Visits to places of worship
- Visitors with specific skills, event programmes or from different cultural backgrounds,
- sporting champions,
- educational visits linked to our topics,
- parent expertise,
- Stem leaders,
- museum visits,
- zoo/wild life centre visits
- residential centres
- musicians
- story tellers

This list is not exhaustive, but is a sample of the many ways we engage and enthuse children, families and staff.

## **Reviewing and evaluating**

Life at school is never dull; education is constantly changing and evolving in order to meet the needs of the world in which we live, and to prepare the children for the world in which they will live as adults. As a staff we never feel that we have quite finished planning our curriculum as we always want to create an even better product for the children in our care.

With this in mind, we review our curriculum on a 2-year cycle. Through collecting the views of our school council, School ethos committee, pupils - via questionnaires, and staff discussion we review its current impact and aim to continue to personalise our curriculum for Landscope, making the most of our children, families, community and environment.

We review and evaluate our curriculum /2 year rolling programme; strategically planning our 5 Star Core offer and enrichment activities to ensure high levels of interest, enthusiasm, challenge and motivation.

We will ensure

- Each topic is enrichment led – share ideas, develop what is in place now.
- Enrichment activities will underpin each block of learning.
- Make community links for events and people where possible.
- Ensure our pupils' voice impacts on school curriculum
- Ensures our pupils' horizons are broadened and prepares them to be global citizens.
- Design with our pupils in mind, to support them and to build on their skill and knowledge set.
- Extended better use of outdoor learning.

- Key vocabulary is clearly identified and taught to enable best outcomes.
- Our curriculum offers children opportunities to think and talk like an expert in each area of the curriculum.

Throughout our curriculum design process, our principles and values stand strong. Through our enriched and broadly balanced curriculum, we offer every child the opportunity to unlock the very best of themselves.