

Our Curriculum at



**Hove
Junior School**

Our curriculum at West Hove Junior School

At West Hove Junior School our aim is to deliver an exciting, relevant, broad and balanced curriculum that equips the children with essential skills for life in the 21st century. In order to ascertain what the curriculum might look like we asked the staff and children what they wanted the children/ themselves to be like when they left the school at the age of eleven. These are some of the responses:

Be →

- curious
- independent
- happy
- positive
- healthy
- literate
- emotionally literate
- able researchers
- feel safe
- street wise
- responsible
- IT competent
- organised
- co-operative
- confident
- keen to learn/excited about learning
- aware of others
- numerate
- aware of what they need to do to improve
- polite/well mannered
- kind/considerate
- good communicators
- sociable
- friendly and able to make friends
- proud of themselves
- trustworthy

and know how to →

- learn and access learning

We also asked staff/children what they felt every child/themselves should have the opportunity to experience during their time at the school. These are some of their responses:

Every child should have the chance to:

- develop their own interests
- visit an art gallery
- visit a museum
- experience live music/live theatre
- play an instrument
- participate in a residential trip
- become a swimmer
- work with a real artist/scientist/musician/author etc
- develop a love of learning
- perform in front of an audience

- develop positive relationships
- learn to be safe on a bicycle
- participate in lots of local visits/trips
- access a variety of after school activities
- raise money for a chosen charity
- learn with/from experts
- reflect
- learn to cook and sew
- learn a foreign language
- engage in self- assessment
- collaborate with, and learn from, one another
- HAVE FUN!
- MAKE GOOD PROGRESS

We agreed that in order to achieve our aim and meet the above we would deliver our curriculum through a series of cross curricular topics.

These are delivered termly and are now mostly chosen by the children. This is the cycle of topics we have had over the last 4 years:

2000	Autumn	Spring	Summer
9-10	The Italian Job	The Decades	“Going for Goals” World Cup/South Africa
10-11	Knights and Castles	Shakespeare “All the World’s a Stage”	Act Local Think Global
11-12	America	Titanic	London Calling The Olympics
12-13	Magic, Mayhem, Mystery	China	Brighton Rocks

Three new topics have been chosen for 2013-14

Choosing the Topics

The choice of topics is discussed at School Council meetings. School Council reps are given a lot of information and guidance in relation to the sort of issues they need to consider when feeding back to their classes. For example, how topics chosen need to facilitate and ensure breadth and balance across curriculum areas (e.g. not three “history based” topics in a year), how key local/national/worldwide events need to be taken into consideration (e.g. Olympics, World Cup, 100 year anniversary of World War 1, Brighton Festival etc). Once topics have been agreed the children take home a sheet (during the term prior to a new topic being introduced) asking them to highlight:

- What they already know
- What they would like to find out

These responses are used by teachers when planning the learning journey for their specific year groups.

The Planning Process (SEE APPENDIX)

We follow a specific process when planning topics:

- mind mapping/sharing ideas (what might/could be covered)
- identifying what we are actually going to do/focus on (key skills/key questions to be answered)
- Planning the learning journey/learning environment journey (how will topic start, grow, finish?)
- Planning the progression – what will be covered week by week, how much time will be spent on each subject/part of the journey

We have developed skills checklists, (for every subject) that are differentiated, (Years 3/4 and Years 5/6) to guide our planning and determine content/what is actually going to be taught. We do not make tenuous links – some subjects are taught discretely if they do not “fit into” the topic (e.g. some RE, science topics may “stand alone”) and PE has its own specific schemes of work and rolling programme of activities to be taught/covered by each year group.

Termly topic information is sent to parents/carers outlining the planned learning journey and suggesting a variety of “take away”/family learning tasks and activities that can be done at home.

Our key priorities are to:

- develop pride in work (handwriting, presentation, etc)
- develop creative approaches to teaching and learning
- develop life skills
- ensure we use the local environment/community
- ensure children read for pleasure
- develop confident writers
- ensure children are literate, numerate and develop emotional literacy/intelligence

and we agreed a list of “musts” for every topic:

- Choose an exciting context which will excite and engage the children
- Ensure we are surrounded by stimulating resources
- Create an exciting title for the context
- Mind map possible questions/directions that link to the context and ensure that the children are involved in this process

- Create the journey/the learning sequence/the order in which children will do things
- Map out blocks of learning within the term's journey. Plan the learning environment journey
- Plan a stunning start
- Ensure there are lots of opportunities for first-hand experience
- Plan family learning/take away tasks
- Ensure there are lots of opportunities for speaking and listening (**talk**, drama, role play, emotional engagement)
- Use the indoor and outdoor environment
- Use high quality texts
- Celebrate the learning – project books, presentations, film shows, open days.
- Plan a fabulous finish – (glorious end) – celebrate/share/present
- Consider what we said we wanted our children to be like when they leave our school (and what they said they'd like to be like!)
- Ensure that steps and skills are carefully modelled

and that learning must be IRRESISTIBLE