

# Curriculum Overview for South Ascot Village School – Year 1 - 6

## Our Curriculum

At South Ascot Village School we have a child centred, themed curriculum that is creative, broad and varied. We develop the children's individual abilities, interests and potential. We do this by a variety of teaching methods and by taking account of children's different learning styles. We also take note of what will interest and motivate children, and adapt our lessons and curriculum to accommodate this.

We have a cross-curricular themed, topic curriculum. Each term a school wide theme is selected, the detail of which is created by the teachers and children each term, drawing on the statutory programmes of study for each year group. Links in the children's learning are emphasised each term by the creation of a 'Bigger Picture' mind map.

The seven dimensions of learning power underpin our curriculum.

These behaviours for learning are the attitudes and qualities required to be effective, lifelong learners



## Our Outstanding Curriculum:

1. is underpinned by aims, values and purpose
2. develops the whole person - knowledge, skills, understanding and attitudes
3. is broad, balanced and has clear progression in subject knowledge and skills
4. is filled with rich first-hand purposeful experiences
5. is flexible and responsive to individual needs and interests
6. embeds the principle of sustainability
7. has an eye on the future and the needs of future citizens
8. encourages the use of environments and expertise beyond the classroom
9. makes meaningful links between areas of knowledge across the curriculum and the major issues of our time
10. has a local, national and international dimension

### National Curriculum Primary (2014)

Please also note that Pupils in Year 2 and Year 6 (2014-15) will follow the previous National Curriculum for English, Maths and Science.

## Themes for Academic Year 2015-16

Autumn Term 2015  
Sugar and Spice

Spring Term 2016  
Machines and Man

Summer Term 2016  
Pens and Paintbrushes

## Seven Dimensions of Learning Power

### Behaviours for Learning

#### Cat

**Critical curiosity.** Effective learners have energy and a desire to find things out. They like to get below the surface of things and try to find out what is going on. They value 'getting at the truth', and are more likely to adopt 'deep' rather than 'surface' learning strategies. They are less likely to accept what they are told uncritically, enjoy asking questions, and are more willing to reveal their questions and uncertainties in public. They like to come to their own conclusions about things, and are inclined to see knowledge, at least in part, as a produce of human inquiry.

#### Fish

**Resilience and robustness.** Effective learners like a challenge, and are willing to 'give it a go' even when the outcome and the way to proceed are uncertain. They accept that learning is sometimes hard for everyone, and are not frightened of finding things difficult. They have a high level of 'stickability', and can readily recover from frustration. They are able to 'hang in' with learning even though they may, for a while, feel somewhat confused or even anxious. They don't mind making mistakes every so often, and can learn from them.

#### Bee

**Learning Relationships/ Interdependence.** Effective learners are good at managing the balance between sociable and being private in their learning. They are not completely independent, nor are they dependent. They like to learn with and from others, and to share their difficulties, when it is appropriate. They acknowledge that there are important other people in their lives who help them learn, though they may vary in who those people are. They know the value of learning by watching and emulating other people, including their peers. They make use of others as resources, as partners and as sources of emotional support. And they also know that effective learning may also require times of studying – or 'dreaming' – on their own

#### Butterfly

**Changing and Learning, or 'growth orientation'.** Effective learners know that learning itself is learnable. They believe that, through effort, their minds can get bigger and stronger, just as their bodies can and they have energy to learn. They see learning as a lifelong process, and gain pleasure and self-esteem from expanding their ability to learn. Having to try is experienced positively: it's when you are trying that your 'learning muscles' are being exercised. A growth orientation includes a sense of getting better at learning over time, and of growing and changing and adapting as a learner in the whole of life. There is a sense of history and hope.

#### Spider

**Meaning Making.** Effective learners are on the lookout for links between what they are learning and what they already know. They get pleasure from seeing how things 'fit together'. They like it when they can make sense of new things in terms of their own experience, and when they can see how learning relates to their own concerns. Their questions reflect this orientation towards coherence. They are interested in the big picture and how the new learning fits within it. They like to learn about what really matters to them.

#### Monkey

**Creativity.** Effective learners are able to look at things in different ways and to imagine new possibilities. They like playing with ideas and taking different perspectives, even when they don't quite know where their trains of thought are leading. They are more receptive to hunches and inklings that bubble up into their minds, and make more use of imagination, visual imagery and pictures and diagrams in their learning. They understand that learning often needs playfulness as well as purposeful, systematic thinking.

#### Owl

**Strategic Awareness.** More effective learners know more about their own learning. They are interested in becoming more knowledgeable and more aware of themselves as learners. They like trying out different approaches to learning to see what happens. They are more reflective and better at self evaluation. They are better at judging how much time, or what resources, a learning task will require. They are more able to talk about learning and about themselves as learners. They know how to repair their own emotional mood when they get frustrated or disappointed. They like being given responsibility for planning and organising their own learning.

