

Moorlands Curriculum Implementation

Reading is our curriculum at Moorlands and we are a reading school. Along with the golden threads of inclusion, diversity and eco, most of our curriculum is delivered through high quality texts. We know this inspires and engages children. Reading is prioritised first and fast so children have the tools to access every other area of the curriculum, and as a fundamental life skill. At Moorlands, we are passionate about ensuring all children become confident and enthusiastic readers. Reading is at the forefront of our curriculum and is prioritised and celebrated at every opportunity so that children read for pleasure. Reading is an essential life skill; it is a vehicle, children can use to learn about the world and it has positive mental health benefits. We have a reading area in every classroom.

Y1 and Y6 children buddy reading.



Our Reading curriculum is centred on high-quality, age appropriate texts which engage and challenge our children. Our texts not only cover a range of genres and writing styles but have been chosen to celebrate diversity and promote inclusion with each year group having specific texts for Black History Month, Disability History Month and LGBTQ+ History Month for example. We want all the children at Moorlands to feel represented so we are constantly hunting for new and diverse books to make all children and their families feel included and celebrated.

Children at Moorlands learn to read using **Read Write Inc. Phonics** scheme as our systematic synthetic phonics programme to teach phonics from the very first days in EYFS through to small group interventions in Y6.

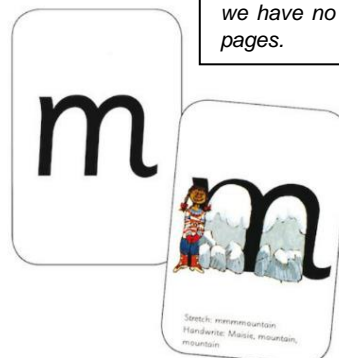


This is taught with the help of “Fred the Frog” and the programme initially teaches children to learn to read the 44 common sounds in the English language. From this solid foundation of phonetic knowledge, children learn to sound-blend words to read.

Please click on the link* below to find out information for parents about Read Write Inc. Phonics:

<https://www.youtube.com/watch?v=sjlPILhk7bQ>

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At Moorlands as well as children learning to read using phonics; understanding what is being read by exploring new vocabulary and analysing a text in reading lessons, we also have further Reading for Pleasure sessions both as daily independent reading time when they read alone - this is an opportunity for sustained, silent reading and when teachers read to their class for pure pleasure for 10-15 minutes every day. We try to never miss this very special event of sharing a story every day - it is hugely beneficial and we know all children value this story time as an enriching and enjoyable experience - just sharing a great story, picture book or novel with an adult.

"I love it when my teacher reads our class novel. It's the best time of the day and we do it every day!"

Child in Y3

Our unique curriculum at Moorlands is coherently planned and sequenced to ensure all pupils' skills and knowledge progress each year. The content of all subjects has been rigorously planned to ensure the children engage in lessons with clear objectives and precise skills and knowledge for all children to access, learn and consolidate. Evidence-based research shows that if we identify the core **concepts** or big ideas and teach children these, then they are likely to know more, remember more and be able to do more, over time. The teaching of concepts is important because they help pupils to develop understanding in the long-term memory which in turns helps them to make connections with new knowledge and other subjects. Core concepts have been identified from the National Curriculum and any previous learning and/or concept is revisited and referred to explicitly by the teaching team throughout the children's learning journey across the school. These concepts are mainly taught using high quality texts that link with the themes and topics.


Core Concepts			Times Examined
Core Concept	Definition		
	Exploration Travelling across or through something to discover new places		10
	Invasion To enter a country or group's land as an enemy, by force, in order to conquer or plunder		5
	Cultural Change Changes to the way that a society or culture is run, how it functions or is governed		
	Rebellion An armed fight or uprising against the rulers of the area that one lives with		

Coverage of Core Concepts			Stone Age
Year	Core Concept	Text	Times Examined
Year 1	Exploration	<i>All About Me</i>	1
	Invasion	<i>What can I tell you about me and my family?</i>	1
Year 2	Exploration	<i>Toys Through Time</i>	1
	Invasion	<i>How are the toys I play with different to those 50 years ago?</i>	1
Year 3	Exploration	<i>Space and Neil Armstrong</i>	1
	Invasion	<i>How do astronauts live in space? What is different between space travel then and now?</i>	1
Year 4	Exploration	<i>The Great Fire of London</i>	1
	Invasion	<i>Who was to blame and who helped in the Great Fire of London?</i>	1
Year 5	Exploration	<i>Guy Fawkes</i>	1
	Invasion	<i>Why do we remember Guy Fawkes?</i>	1
Year 6	Exploration	<i>Christopher Columbus and Arctic Exploration</i>	1
	Invasion	<i>Are Explorers heroes or villains?</i>	1

EYFSP	Autumn 1	Autumn 2	Spring 1	Spring 2	Health & Self-Care
Year 1	Health and Self-Care	Materials	Habits and Environment	Plants	Animals, Including humans
Year 2	Seasonal Changes	Everyday Materials	Animals, including humans	Living Things and their Habitats	Animals, Including humans
Year 3	Uses of Everyday Materials	Plants	Forces and Magnets	Animals, Including humans	Living Things and their Habitats
Year 4	Rocks and Soil	Light	Sound	Animals, Including humans	Living Things and their Habitats
Year 5	States of Matter	Electricity	Earth and Space	Forces	Animals, Including humans
Year 6	Properties and Changes of Materials	Evolution and Inheritance	Animals, including humans	Electricity	Living Things and their Habitats, and Cells

Core concepts are the 'big ideas' that are important to help us to understand and practice our skills over and over again in a particular subject like History.

Our curriculum is planned with purpose and taught with passion so that children learn more, know more and remember more. Every term starts with a day to ignite children’s curiosity in the new term’s learning and theme.

Autumn 1	
Overview	<p>States of Matter</p> 
Suggested Content	<p>Examine features of the three states of matter</p> <p>Classify materials and objects by state of matter</p> <p>Investigate how quickly solids melt</p> <p>Find out if all liquids freeze at the same temperature</p> <p>Investigate evaporation pace</p> <p>Understand condensation</p> <p>Examine how water changes state in nature</p>
Key Vocab	<p>solid</p> <p>liquid</p> <p>gas</p> <p>grains</p> <p>melting</p> <p>freezing</p> <p>evaporation</p> <p>condensation</p> <p>transpiration</p> <p>precipitation</p>
Observing over time	<p>How does the level of water in a glass change when left on the windowsill?</p>



Challenge 1:

Your first challenge is to try and stop your ice block from melting. You must keep it solid as long as possible. There will be a range of materials to choose from, but you can only pick up to 3 and you cannot change your mind after you have chosen.



Challenge 2:

Your second challenge is to make a chocolate rice crispy cake. You will be provided with:

- A piece of solid chocolate
 - Rice crispies
 - A cake case
 - A ziplock bag
- And nothing else!!



Throughout the school, each term's learning will be celebrated and displayed and final pieces of work portray each topic's implementation, progressive journey and learning impact. The learning can be found in living walls in classrooms; in books; and on displays around school. This includes interviews with the children through pupil voice, videos of their experiences and photographs to document their hands-on learning experiences, progress and achievements.



Moorlands was lucky to have a Paralympian visit us to show us her power, endurance and resilience.

The progress in learning is celebrated at the end of the term with a culmination exit point. This is also seen as an opportunity for another hands-on experience and can take the form of an exhibition or museum; a sharing assembly or creating a product etc depending on the theme and curriculum drivers. This end process serves to share and celebrate their learning. The key learning will then be revisited further over the course of the rest of the year, and future years, where core concepts link, to see if the learning has been embedded into long term memory.

Teachers at Moorlands use diagnostic assessment in core and wider curriculum subjects to help pupils embed and use knowledge fluently, or to check understanding and inform teaching.

<p>History assessment Geography assessment RE Assessment</p> <p>T1 Recognise the artefact, Menorah. Can you mix colours to paint your own Menorah? Understand that some people believe in Judaism.</p>	<p>T2 Let's Celebrate Assessment: Have a party full of different celebration traditions. Understand that some people believe in Christianity. Know the story of The Nativity.</p>	<p>T3 Amazing Animals Assessment: class assembly to discuss different animals in different locations [drawings] Understand that some people believe in Sikhism. Understand the link between Sikhism and Guru.</p>
<p>Y4 North and South America. Focus: Locational knowledge and key physical and human features. Assessment: Brochure or poster to advertise different parts of North and South America. Hold a Shabbat event. Create the bread? Persuade S.I to let your Shabbat event happen, emphasising on the importance of your beliefs. Understand what happens during Shabbat and reflect on its importance to Jewish.</p>	<p>Roman Rule of Britain Focus: Empire and Invasion Assessment: Filmed interview (include role play) about the impact on the Roman invasion of Bath. Children should use their knowledge from their trip and historical evidence etc. This could be shared on Dojo. How is Easter?</p>	<p>Volcanoes and earthquakes. Focus: Physical and human features. Assessment: Create a seismograph. Children should be able to speak about the inventory, strength and Richter scale. Create a brochure (or some form of written task) showcasing the different festivals that Sikhs celebrate. Understand the different types of festivals for Sikhs. Describe and compare to other festivals.</p>
<p>Y2 The Great Fire of London and Guy Fawkes Focus: Cultural change Assessment: Museum about the differences between London then and now. T1 Design and decorate a Menorah based on your own values + a class Menorah based on the values of a Jewish person. Understand what happens during Yom Kippur. T2 Learning about Advent. Design a gift for Jesus, what would you give to him? What gift do you think Christians would give to God?</p>	<p>Non-European country study. Focus: Place/location knowledge and human features. Assessment: Double page spread about their learning about New Delhi. Choose the guru that you value the most and explain what you have learnt so far about that guru. Understand the different guru's and how this helps teach Sikhs.</p>	

Amongst daily assessment for learning and more traditional independent assessment every other term, we also use regular retrieval practice, spaced repetitions, interleaving, low stakes quizzes and discussion about the knowledge being learnt which are important strategies in helping to secure knowledge in the long-term memory.

We have a standardisation and moderation calendar so teaching teams can come together to share consistency, best practice and progress in learning both within year groups and across the school.

As a whole-school approach, this consistent implementation, balanced with extraordinary opportunities within captivating themes, and hands-on learning will give our children a broad, challenging and aspirational curriculum that nurtures their love for learning.

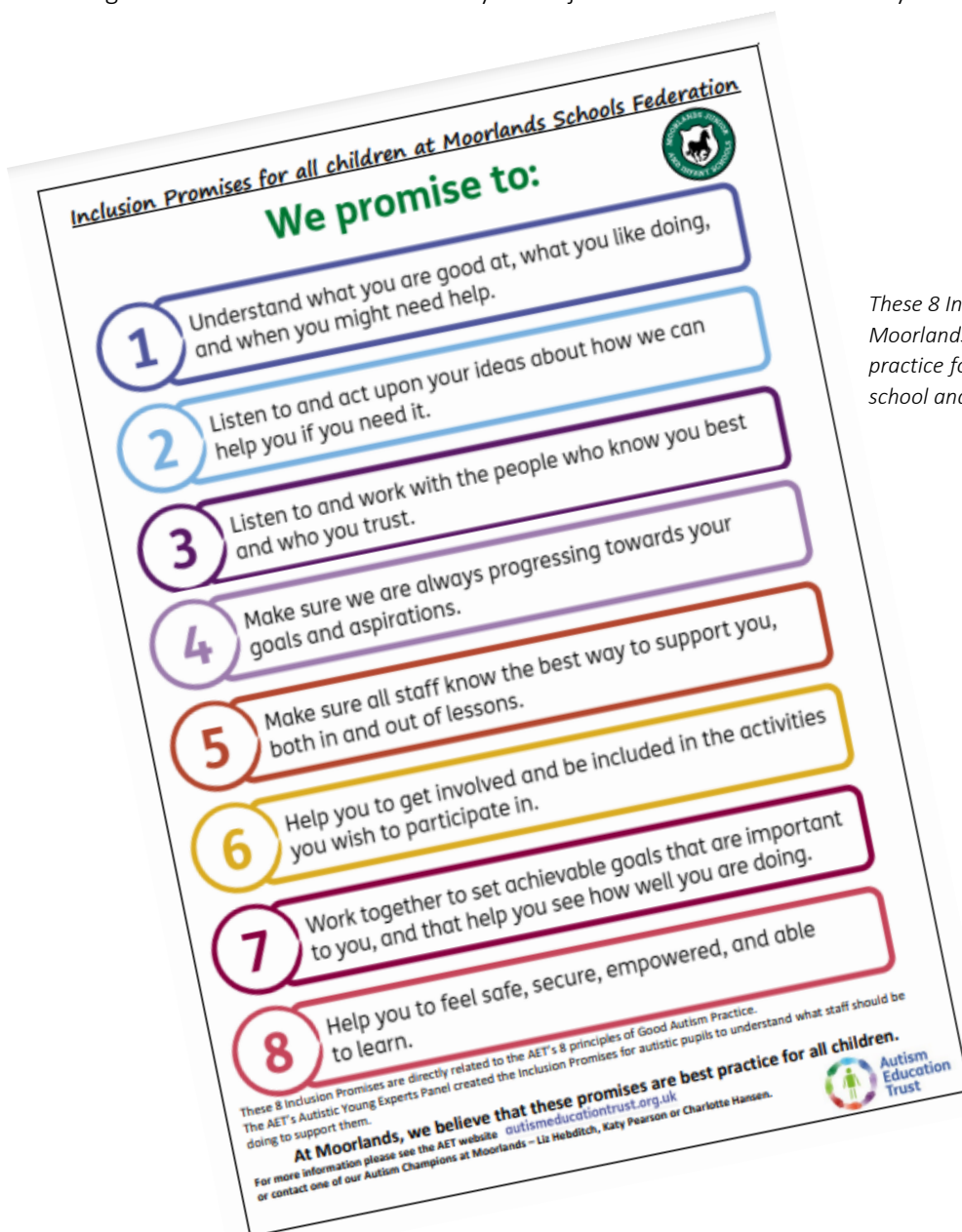
In practice, at Moorlands we:

- **Set high expectations for all pupils**

This is personalised to every child but can involve setting ambitious targets for specific children; promoting a growth mindset and building skills such as problem solving, independence and metacognition depending on their need.

- **Remove barriers to allow pupils to achieve those expectations**

This is also personalised to the individual through a graduated response including through accessible resources, scaffolding and reasonable adjustments. The curriculum, teaching and learning is adapted to promote wellbeing and success for all children. As a non-negotiable we support children to feel happy and safe before they can access any learning. Please see our Relational Policy in conjunction with our SEND Policy for more information.



These 8 Inclusion Promises are made by the staff and at Moorlands we believe that these promises are best practice for all children. They are displayed around the school and shared with the children.