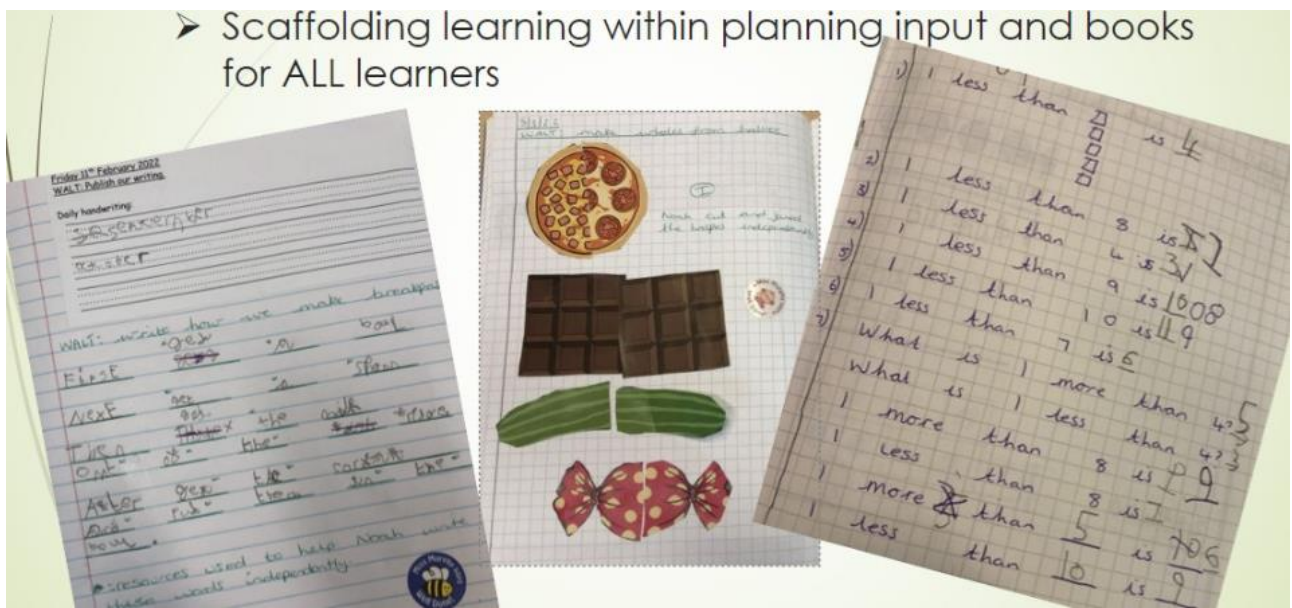


## Moorlands Curriculum Intent

The whole Moorlands Schools Federation community is committed to creating a happy, safe and stimulating learning environment where everyone has 'space to grow for any tomorrow'. Our curriculum of ambition, integrity and academic rigour is designed to provide an excellent education where children encounter a range of opportunities and are encouraged to approach these with resilience and determination.

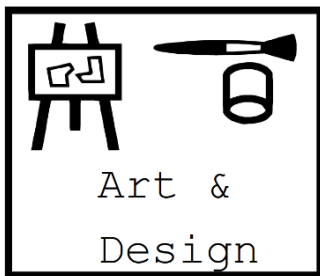
Designed so our children develop a thirst for knowledge, our curriculum inspires a devotion to lifelong learning. Our children will journey through Moorlands as adaptable and courageous citizens, with their passion for learning ignited and with their self-belief and wellbeing nurtured. Our curriculum is successfully adapted to ensure all children, including those with special educational needs and disabilities thrive, feel valued and successful. Every child will have the chance to shine and flourish.



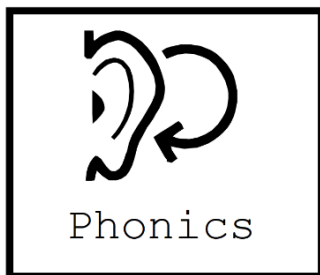
We scaffold learning in a variety of ways so children have personalised opportunities to become independent, confident learners.



Learning through play and reading are important to us at Moorlands.



We use consistent Makaton signs and symbols across the school and as visual timetables to support all children's learning and memory.

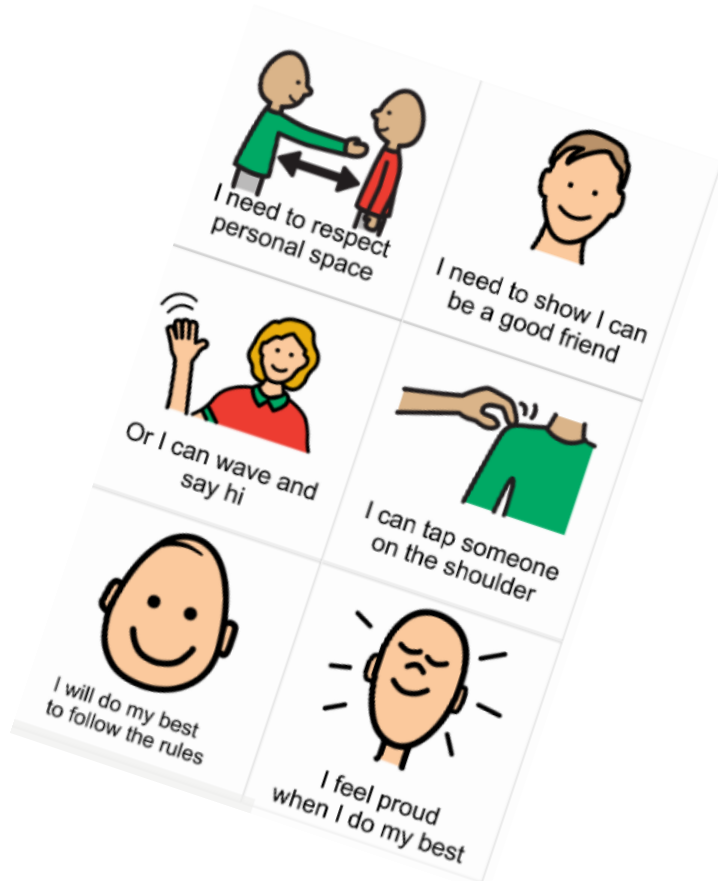


All classes have a sensory box to support regulation and a class worry box to share their concerns.

Children at Moorlands know to speak out and stay safe. We know that children learn best when they are happy and safe.



We use 'social stories' to explain tricky situations to children.



**thrive**

We identify possible gaps in development and help to fill those gaps using a creative and playful approach.

interdependence  
being skillful  
power and identity  
thinking  
doing  
being

Let's help every child thrive

All of the staff at Moorlands are Thrive trained and we have three Thrive practitioners at Moorlands. The Thrive mission is to help children and young people become more emotionally resilient and better placed to engage with life and learning - through the whole-school approach to wellbeing - proven to improve attendance, behaviour and attainment. For more information on Thrive see <https://www.thriveapproach.com/>

Across the school, planned teaching sequences build knowledge and vocabulary in each subject, incrementally over time to form meaningful concepts that can then contribute to learning in other subject areas. Using a range of motivational strategies, regular recall of key knowledge takes place, helping to secure retention and commitment to memory for all pupils over time.

**Reading Aloud**

- 1) Teacher model
- 2) Echo Read
- 3) Chorus Read
- 4) Partner Read
- 5) Independent Read

**'Try it, Use it, Prove it'**

Encourage children to start at different questions depending on their need.

**The text**

Font size, double page, taken from quality copy

Friday 23rd Nov - dividing

**Try it**

1)  $\frac{1}{2} \div 3 =$       2)  $\frac{1}{5} \div 2$

$\frac{1}{4} \div 5 =$        $\frac{1}{4} \div 3$

$\frac{1}{6} \div 2 =$        $\frac{1}{10} \div 4$

$\frac{1}{3} \div 6 =$        $\frac{5}{8} \div 2$

$\frac{3}{4} \div 4 =$        $\frac{2}{3} \div 5$

$\frac{2}{5} \div 3 =$        $\frac{3}{5} \div 4$

$\frac{3}{7} \div 2 =$        $\frac{4}{11} \div 3$

**Use it**

1) I know... so...  
 $\frac{3}{4} \div 2 = \frac{3}{8}$   
 $\frac{3}{4} \div 3 = \frac{1}{4}$

2) Solve these calculations:  
 $\frac{1}{3} \div 2 =$        $\frac{1}{4} \div 2 =$   
 $\frac{1}{8} \div 2 =$        $\frac{1}{6} \div 2 =$

What do you notice?

3) Do you agree? Explain why.  
 Roman says:

When dividing fractions by a whole number, I just ignore the numerator.

**Prove it**

1) How many ways are there to fill the gaps?  
 $\frac{\quad}{\quad} \div \frac{\quad}{\quad} = \frac{4}{36}$

2) Fill the boxes with numbers less than 20.  
 $\frac{1}{\square} \times \frac{3}{\square} = \frac{\quad}{\square}$   
 $\frac{\square}{\square} \times \frac{\square}{\square} = \frac{8}{15}$

3) Rank by difficulty  
 $\frac{4}{5} \div 4$        $\frac{2}{3} \div 4$   
 $\frac{1}{5} \div 4$

Explain your reasoning.

**The Writing Process**

In order to produce a piece of writing through a process. This is broken down into 5 stages:

1. Planning (modelled)
2. Drafting (I do, we do, you do)
3. Sharing and evaluating
4. Revising and editing
5. Publishing

Opportunity to practise the skill

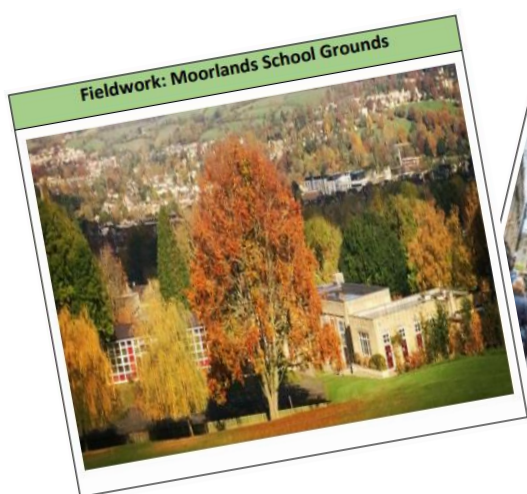
Opportunity to reason and solve problems

Something more investigative or open-ended

In all subjects effective high-quality teaching strategies and processes such as 'I do, We do, You do' along with appropriate visual or concrete resources; oral rehearsal; repeated practice and teacher modelling etc are used to scaffold learning to ensure all children can access learning and build independence and resilience. This focus on the learning reduces cognitive load and provides careful challenge and support for all children.

Please read our Teaching and Learning Policy and our Feedback and Marking Policy in conjunction with our SEND and Relational policy to find out more about our practice celebrating inclusion and diversity at Moorlands, in line with Equality Act 2010 and Special Educational Needs and Disability (SEND) Regulations 2014..

We believe that our curriculum should be seen in its widest sense – as an entire planned learning and enriching experience that takes place in the classroom, throughout the ten acres of our wonderful grounds and in the wider community. The curriculum celebrates diversity and utilises the skills, knowledge and cultural wealth of the community, while supporting the children’s spiritual, moral, social and cultural development. Our curriculum draws on local heritage and culture using citizens of Bath, both past and present, places in the locality and stories to ensure that pupils are knowledgeable about the UNESCO World Heritage City of Bath, in which they live.



Reading is at the heart of our entire curriculum. We strive to instil a passion for reading amongst all of our learners, alongside fluency and comprehension skills for life. Together with reading, we build the vital skills of language and communication so that all children leave Moorlands knowing their own voice, with high self-esteem and able to make a positive contribution to all aspects of modern life in an ever-changing world. Our curriculum promotes reading for pleasure, with story time being an important part of everyday school life. Some texts are cultural touchstones whilst others open minds to cultures beyond their own. We have taken care to include picture books, fantasy and family fun as well as timeless classics, modern day releases, stories told in rhyme, and poetry designed to be read time and time again.



### What will Reading for Pleasure look like at Moorlands?

Reading for pleasure is strongly influenced by relationships: between teachers; between teachers and children; between children and families; between children, teachers, families and communities.

A year-long project working with 43 teachers in 27 primary schools, resulted in a deeper understanding of what is effective in developing children’s reading for pleasure.

- Teachers’ knowledge of children’s literature and other texts
- Teachers’ knowledge of children’s reading practices
- Reading for pleasure pedagogy
- Social reading environments
- Reading aloud
- Independent reading
- Informal book talk
- Reading Teachers: teachers who read and readers who teach
- Reading communities

|  | (States of Matter)<br><b>SCIENCE</b>  | (Roman Empire)<br><b>HISTORY</b>   | (Volcanoes and Earthquakes)<br><b>GEOGRAPHY</b>  | (Animals and Humans)<br><b>SCIENCE</b>   |
|--|---|--|--|--|
| Reading for Pleasure – Class Novel/Story         | <b>The Diary of Curious Cuthbert</b><br>Jack Challoner  | <b>'The Boy with the Butterfly Mind'</b> Victoria Williamson (Disability History Month)  | <b>Max and the Millions</b><br>Ross Montgomery (Complexity of Narrator)  | <b>Varjak Paw</b> SF Said (Complexity of Narrator)<br><b>The Legend of Podkin One Ear</b> Kieran Larwood (Complexity of Narrator)<br>Poetry: Dentist Da Shel Silverstein   |
| Reading with VIPERS – Narrative (2/3 per term)   | <b>The Tunnel</b> Anthony Browne<br><b>The Heart and the Bottle</b> Oliver Jefferes (Complexity of Plot/Symbol) | <b>The Orchard Book Of Roman Myths</b><br>Geraldine McCaughrean & Emma Chichester Clark<br><b>Different</b> – short film <a href="https://www.youtube.com/watch?v=yu24PZlBkoY">https://www.youtube.com/watch?v=yu24PZlBkoY</a> <i>psbe/difference/disability/narrative</i> | <b>Escape from Pompeii</b> By Christina Ballitt<br><b>Hurricane</b> David Weisner<br><b>Lava</b> – Pixar short film <i>psbe/narrative/topic</i><br><b>She’s my Dad</b> – Sarah Savage (LGBTQ+ Month) | <b>The Place of Moon and Stars</b> by Pie Corbett<br><b>'How the Camel got its Hump'</b> Rudyard Kipling (Archaic Text)<br><b>A Journey through the digestive system</b> Emily Sohn<br><b>Piper</b> – Pixar short film <i>psbe/narrative/topic</i> |
| Reading with VIPERS - Non-fiction (2/3 per term) | <b>50 Women in Science</b> Asima Chatterjee<br>Marjory Stoneman Douglas   | <b>Meet the Ancient Romans</b> James Davies  | <b>Volcanoes (National Geographic Readers)</b> Anne Schreiber<br><b>'Survivors'</b> David Long   | <b>Tooth by Tooth: Comparing Fangs, Tusks and Chompers</b> Sara C Levine   |

Reading with VIPERS is a strategy we use at Moorlands in our Reading lessons to build and practice our reading skills (Vocabulary, Inference, Prediction, Explain, Retrieval, Sequencing (KS1) or Summarising (KS2)).

N.B. Texts/Authors subject to change.



Together with the British Values of Individual Liberty, Mutual Respect and Tolerance, Democracy and the Rule of Law, central to the curriculum and life at Moorlands are the 'LEARN' values:

- Lead by example
- Engage and Enjoy
- Achieve your best
- Respect everyone
- Never give up!

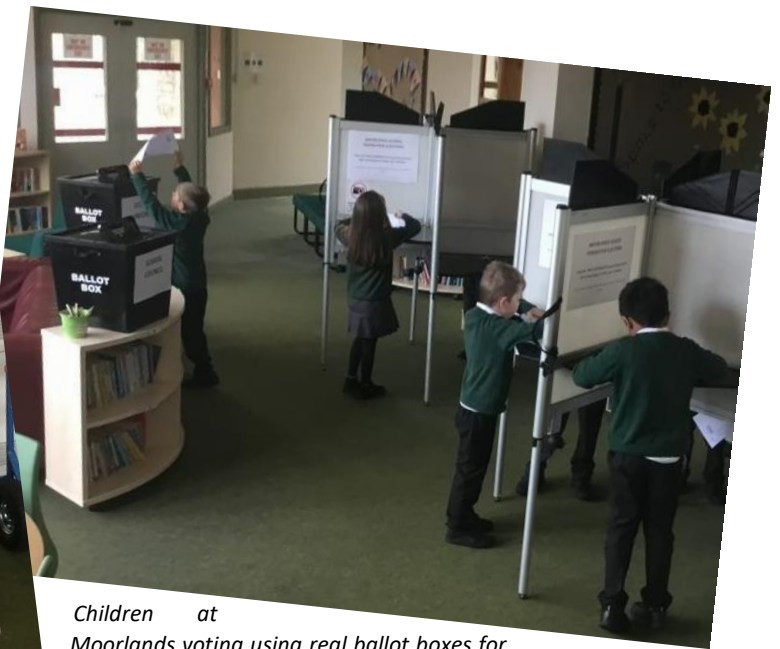
**L.E.A.R.N**

*Lead by Example*  
*Engage and Enjoy*  
*Achieve your Best*  
*Respect Everyone*  
*Never Give Up*



*Miss Sellars leading a weekly Celebration Assembly and a child who has demonstrated one of our LEARN values receiving a LEARN certificate.*

These values are embedded and celebrated in all we do. Children at Moorlands are encouraged to be curious, take informed risks and celebrate mistakes as much as successes.



Children at Moorlands voting using real ballot boxes for their chosen School Council and Eco Warrior candidates.

We value every child's individuality and creativity and we aspire to equip them with the knowledge, self-discipline and confidence to succeed. Where there are barriers, we pride ourselves on embracing different approaches to ensure high-quality learning for all. We strive to ensure that our curriculum offer equips every child with the knowledge they need to be successful both now and in the future.



Choose your food politely

Put your hand up, scrape your plate and put rubbish in the bin.  
Put away plate, cups and cutler

Children at Moorlands enjoy a range of school dinners and being independent, choosing their food and carefully tidying their plates. They use and apply their Moorlands Manners and LEARN values on the playground too – joining in new games and keeping active led by Play Leaders.

### Play Leaders!

- Remind your partner what a Play Leader is
- Year 5 and 6 children will be able to apply for a Play Leader job in a few weeks and they will be on duty to help teach you new games, make new friends and have fun!





Moorlands Schools Federation – Space to Grow for Any Tomorrow