

Exceed Learning Partnership

Schemes of Learning

Resilience

Investigation

We are trusted with Parents' most precious possessions...

Creativity

Teamwork

... treasure them.

Year Group _____

Exceed Learning Partnership

• EVERY CHILD • EVERY CHANCE • EVERY DAY •

Curriculum Intent

At Exceed Learning Partnership our mission statement is:

‘Every Child, Every Chance, Every Day!’

The Core Principles and aims which drive our curriculum are:

Motivation

Evaluation

Resilience

Investigation

Planning for Learning

Context / Purpose for the Unit of Learning

Why are we teaching this theme?
What prior knowledge will the pupils apply in this unit of learning?

Key Drivers for the Unit of Learning

What knowledge and skills do you want the pupils to learn?
What subject areas are leading this unit?
What Global, National and Local issues will be included in this learning?

Vocabulary Development (Include all subject areas)

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Key Enquiry Question (s) ?

What question (s) to be enquired through the unit of learning?

End Outcome Project Based Learning (Application of Knowledge and Skills)

What end outcome will be achieved?
What knowledge and skills will be applied?
How will this develop communication skills?

Experiences, Aspirations and Opportunities

Trips to be included in the unit of learning?
Internal and External Enrichment Opportunities?
Visiting speakers in the unit of learning?

NB when planning some subject areas may not be drivers and therefore you will leave these sections.

NB Some areas of learning are support by whole school schemes – This can be referred to without the lessons planned out – Assessment must be included.

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Global, National and Local Themes

Knowledge and understanding	Skills	Attitudes
Social justice and equity	Critical and creative thinking	Sense of identity
Identity and diversity	Empathy	Commitment to social justice and equity
Globalisation and interdependence	Self-awareness and reflection	Respect for people and human rights
Sustainable development	Communication	Value diversity
Peace and conflict	Cooperation and conflict resolution	Concern for the environment and commitment to sustainable development
Human rights	Ability to manage complexity and uncertainty	Commitment to participation and inclusion
Power and governance	Informed and reflective action	Belief that people can bring about change

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English

Text (s) to drive this unit of learning	Writing Genres to be covered	Reading and Writing opportunities across the curriculum
	Collaboration	
Motivation	★ ★ ★ ★ ★	Evaluation

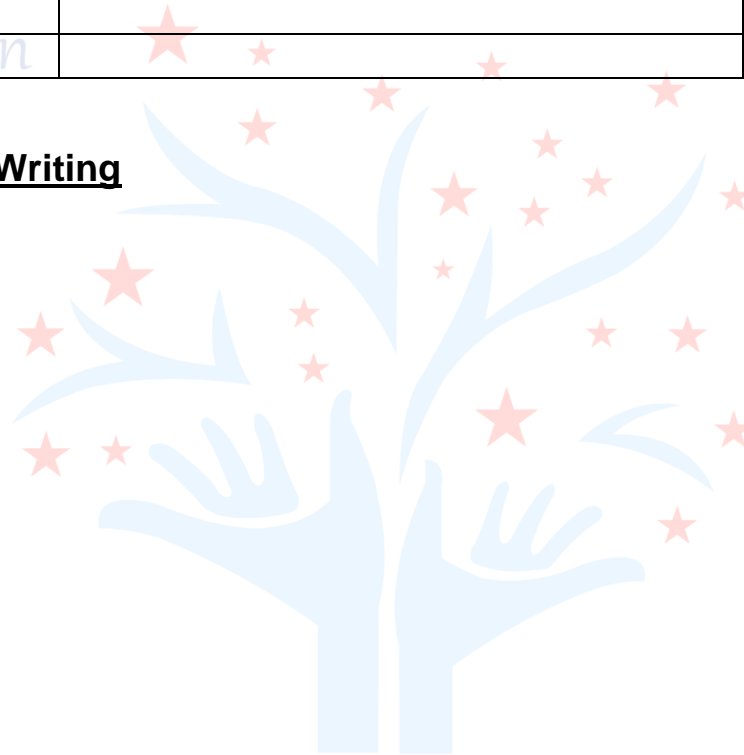
Assessment KPIs for Reading and Writing

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Mathematics

Medium Term Overview to be included

Collaboration

Motivation

Evaluation

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Assessment KPIs for Mathematics

Creativity

Teamwork



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Science

Working Scientifically **Plants and Animals, including humans** **Everyday Materials (Properties and Changes)** **Seasonal Changes**
Living Things and their Habitats **Rocks** **Light, Forces and Magnets** **States of Matter** **Sound and Electricity** **Earth, Space and Forces**

Working Scientifically:

Key Scientists to be Covered:

Subject Area	Programmes of Study	Sequence of Lessons
Science area such as plants	National Curriculum programme of study Academy programme of study	Sequence of lessons – Focus on Basic / Advancing and Deep learning

Key Assessment Criteria:

Area of Learning	Key Assessment Criteria
	Working towards age-related Insert assessment criteria
	Working at National Age-related
	Working at Greater Depth

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History

Chronological Understanding

Knowledge and Interpretation

Historical enquiry

Collaboration

Working historically:

Key historians to be Covered:

Subject Area	Programmes of Study	Sequence of Lessons
History area	National Curriculum programme of study Academy programme of study	Sequence of lessons – Focus on Basic / Advancing and Deep learning

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Geography

Location Knowledge Place Knowledge Human and Physical Geography Geographical Skills and Fieldwork
 Geographical Enquiry Physical geography Human Geography Geographical Knowledge

Working Geographically:

Key Explorers to be Covered:

<u>Subject Area</u>	<u>Programmes of Study</u>	<u>Sequence of Lessons</u>
Geographical area	National Curriculum programme of study Academy programme of study	Sequence of lessons – Focus on Basic / Advancing and Deep learning

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Art

Drawing Painting Printing Textiles 3D / Textiles Collage Use of IT Knowledge Sketchbooks

Working Artistically:

Key Artists to be Covered:

Subject Area	Programmes of Study	Sequence of Lessons
Art area – line, shape etc	National Curriculum programme of study Academy programme of study	Sequence of lessons – Focus on Basic / Advancing and Deep learning

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Design & Technology

Design **Make** **Evaluate** **Technical Knowledge**
Collaboration
Cooking and nutrition **Textiles** **Mechanisms** **Use of Materials** **Construction** **Electrical and Mechanical Components**
Stiff and Flexible Sheet Materials **Mouldable Materials**

Working Technologically:

Key Designers or Engineers to be Covered:

<u>Subject Area</u>	<u>Programmes of Study</u>	<u>Sequence of Lessons</u>
D & T Subject Area such as structures	National Curriculum programme of study Academy programme of study	Sequence of lessons – Focus on Basic / Advancing and Deep learning

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Computing

Algorithms and Programs Data Retrieving and Organising Communicating E-Safety (knowledge & Understanding & Skills)

Using the Internet Databases Presentation

Collaboration

Working Technologically:

Key Specialists to be Covered:

<u>Subject Area</u>	<u>Programmes of Study</u>	<u>Sequence of Lessons</u>
Computing area	National Curriculum programme of study Academy programme of study	Sequence of lessons – Focus on Basic / Advancing and Deep learning

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Music

Performing Composing (inc notation) Appraising

Collaboration

Working Musically / Styles:

Key Musicians / Styles to be Covered:

Subject Area	Programmes of Study	Sequence of Lessons
Music subject area	National Curriculum programme of study Academy programme of study	Sequence of lessons – Focus on Basic / Advancing and Deep learning

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Physical Education

Acquiring and developing skills Evaluating and improving Health and Fitness

Dance Games Gymnastics Swimming and Water Safety Athletics Outdoor / Adventurous

Working Physically:

Key Sports People to be Covered:

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RE

KS1 Christians and other faiths Muslims or Jewish People
 KS2 Christians Muslims Hindus Jewish People Sikhs and Buddhists (optional)

Believing Expressing Living

Learning about religion:

Key Religious leaders / Values to be Covered:

<u>Subject Area</u>	<u>Programmes of Study</u>	<u>Sequence of Lessons</u>
RE Enquiry question	National Curriculum programme of study Academy programme of study	Sequence of lessons – Focus on Basic / Advancing and Deep learning

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PSHCE

Being me in my world

Celebrating Difference

Dreams and Goals

Healthy Me!

Relationships

Changing Me!

Working in Society:

Key People to be Covered:

Subject Area	Programmes of Study	Sequence of Lessons
PSHCE – issues / themes / community	National Curriculum programme of study Academy programme of study	Sequence of lessons – Focus on Basic / Advancing and Deep learning

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Modern Foreign Languages

Listening and Responding Speaking Reading and Responding Writing

<u>Subject Area</u>	<u>Programmes of Study</u>	<u>Sequence of Lessons</u>
MFL area	National Curriculum programme of study Academy programme of study	Sequence of lessons – Focus on Basic / Advancing and Deep learning

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