



At Whitegate End, we create **emotionally resilient children and staff** with a range of academic and life skills. We prepare our children for life, not only the next stages of their education, and provide them with the tools to be **lifelong learners**.

Everyone **belongs**. The environment we create for each other is **safe** and gives us the opportunity to challenge each other's thinking and stand up for the things we feel passionate about.

We **thrive** when we go out into the ever-changing world and are proud of the **memories** that we create together.

Curriculum Intent

At Whitegate End, we pride ourselves on offering a curriculum to meet the academic and holistic needs of all learners within our unique community. In order to meet their complex needs we ensure that we regularly review the content of our curriculum and run specific threads alongside the national curriculum. These include:

- Oracy
- Diversity and culture
- Mental and physical well-being
- Experiences and aspirations
- Life skills through our connected curriculum

Our curriculum, which is based upon the National Curriculum, is knowledge and vocabulary rich, with enhancements and experiences such as visits, to provide opportunities to build cultural and social capital.

We want to inspire an ambition for our children and staff to deepen their curiosity about, understanding of, and respect for, the world around them. We want our children to become independent, emotionally resilient learners who are willing to take a risk and take responsibility for their own learning and we do all of this in a safe, engaging environment, promoting active learning.

Implementation and our pedagogical approach



We implement our curriculum through carefully designed long-term plans which teachers adapt into learning sequences for children. Our pedagogy is planned, both in the long and medium term, to ensure children **know more, remember more** and can **do more**.

Long-term plans have been designed to ensure that across year groups and key stages, children experience a consistent and developmental educational journey. Substantive and conceptual knowledge is weaved across the long-term curriculum to ensure children make good progress.

The long term and medium-term sequences consider four key steps that structure daily teaching. This is informed by *Roshenshine's Principles of Effective Instruction* and at Whitegate End all our planning and delivery follows these steps. These are: **activate, build, use, review**.

When creating learning sequences, teachers carefully consider the *gradual release of responsibility* model, following an "I do, we do, you do" approach. This supports the reduction in cognitive load, which provides greater opportunity for learning, as described in multiple memory models.



Every lesson we teach follows common pedagogical principles. This structure is based on *Roshenshine's principles of effective instruction*. **This is not a lesson structure** but rather a guide to our principles of effective teaching and learning.

Lesson section	What the teacher/support staff do...	What the children do...
Lesson introduction		
<p>Activate knowledge</p> 	<ul style="list-style-type: none"> • The introduction always contains the activation of previous knowledge. • As children become experts, this knowledge will be activated in different and unusual contexts. • This activation will focus on knowledge of vocabulary, key facts and concepts. This means Educators use quick-fire, closed questions often using teaching strategies such as 'cold calling' (Lemov, <i>Teach Like A Champion</i>) 	<ul style="list-style-type: none"> • Children ask and answer questions and demonstrate their current knowledge. • This retrieval and recall may be extended so children give examples, non-examples, detailed answers etc.
Teach and explain		
<p>Building knowledge</p> 	<ul style="list-style-type: none"> • New material is introduced. This material extends prior knowledge. • New material is presented in small steps to allow time for children to ask and answer questions. • Educators plan expert explanations supported by carefully selected models, tasks and resources. • Educators constantly check, support and challenge understanding. • Teachers make expert decisions about who is ready to practise and apply. Re-teach, defer, move on. 	<ul style="list-style-type: none"> • Children interact with teacher modelling and demonstration and are active participants in explanations and demonstrations. • Children make connections with other areas of learning. • Children articulate their understanding.



<p>Using knowledge</p> 	<ul style="list-style-type: none"> • Educators guide and support children by giving the least amount of help first. • Educators work with children in varying groups and those with SEND to ensure every child grasps the key learning during the lesson. 	<ul style="list-style-type: none"> • Depending on the stage of learning, children will complete activities in groups, pairs, 1:1 that are independent, scaffolded or guided depending on the stage in the journey. • As children move from novice to expert, they will be supported to become increasingly independent. Part of this move to independence will be supported by the promotion of the 5Bs (brain, book, board, buddy, boss).
<p>Assessing Learning</p>		
<p>Review knowledge</p> 	<ul style="list-style-type: none"> • Educators ask expertly designed and carefully targeted questions to assess children's understanding and support the transfer of new knowledge to long-term memory. These questions are open questions that relate to understanding rather than just remembering. • Teachers make decision about what will be displayed on the working wall to support children in the next lesson to remember new learning. • Whole Class Feedback books identify children who need additional time to 'Keep Up' – See Feedback Policy 	<ul style="list-style-type: none"> • Children articulate their learning and recap the key learning from the lesson.



Half-termly learning sequence:

Topic:	Our school	Content Driver:	Geography
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Termly Overview

	<u>Geography</u>	<u>Science</u>	<u>Art/D&T</u>	<u>Music</u>	<u>PE</u>	<u>RE</u>	<u>PSHE</u>	<u>RAINBOW CHALLENGES</u>
Week One	Create a whole class mindmap of their "school". What do chn already know about main school? What do they want to know about main school? Can they think of any buildings, parks, canals located near school?	Identify, draw, name and label parts of the human body.		Introducing beat Song – Hey you	Fundamental skills And Gymnastics	Who is a Christian?	Taking turns	Red – writing ADULT LED Yellow – maths ADULT LED Orange – reading ADULT LED Green – outside Use the large materials to build a tower Purple – science Label the human body in the tray Blue – topic Use lego to build a school
Week Two	Use aerial photographs of the school grounds to locate the	Recognise the senses of the human body. Sight and sound.		Introducing beat Song – Hey you	Fundamental skills And Gymnastics	Who is a Christian?	Manners	Red – writing ADULT LED Yellow – maths ADULT LED



	different buildings. Introduce human and physical features of geography.							Orange – reading ADULT LED Green – outside Draw a school with chalk Purple – science Write a list of things you can see and hear Blue topic – tell a friend a physical feature, tell a friend a human feature
Week Three	Recap human and physical features of geography. Can the children spot any human and physical features on the school grounds? Go for a walk and check.	Recognise the senses of the human body. Touch, taste and smell.		Introducing beat Song – Hey you	Fundamental skills And Gymnastics	What do Christians believe God is like?	Kindness	Red – writing ADULT LED Yellow – maths ADULT LED Orange – reading ADULT LED Green – outside What can you see outside? Tell a friend



	Introduce a key to children.							Purple – science Write a list of things you can touch and smell Blue topic – name the key in the tuff tray.
Week Four	Explain simple directions to children and how we use them in relation to maps. On the carpet children to play the directions game. Play corners in the hall with North, South, East and West. Plan a whole class journey to EYFS.	Assessment – end of block assessment for the Human Body.		Introducing beat Song – Hey you	Fundamental skills And Gymnastics	What do Christians believe God is like?	Feelings	Red – writing ADULT LED Yellow – maths ADULT LED Orange – reading ADULT LED Green – outside Give your friend four directions to follow in the outside area Purple – science Assessment in small groups – ADULT LED Blue topic – play the



								directions game with a friend
Week Five	To look at the human and physical geography of Chadderton from a birds eye view using google earth.	Explore materials. Wood, plastic, glass, metal and rock.		Introducing beat Song – Hey you	Fundamental skills And Gymnastics	What can we learn from sacred books and stories?	Responses	Red – writing ADULT LED Yellow – maths ADULT LED Orange – reading ADULT LED Green – outside Name a job for each of the materials in the tray Purple – science Tell a friend different objects that are made from each of the materials Blue topic – what can you see on the map in the tray.



<p>Week Six</p>	<p>To look at the human and physical geography of Nakuru in Kenya from a birds eye view using google earth – show Kenya pics.</p>	<p>Materials. Melt and freeze, float and sink.</p>		<p>Introducing beat Song – Hey you</p>	<p>Fundamental skills And Gymnastics</p>	<p>What can we learn from sacred books and stories?</p>	<p>Self-image</p>	<p>Red – writing ADULT LED Yellow – maths ADULT LED Orange – reading ADULT LED Green – outside What is the same about our outside area to that of the one in Kenya? Tell a friend Purple – science Tuff tray with water – find things that float – test the objects. Blue topic – talk about the similarities and differences from the images in the</p>
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								tray with a friend
Week Seven	Compare the human and physical features of both Chadderton and Nakuru. Focus on the Geography around each school. What do children notice?	Materials. Absorbing water and investigating materials.		Introducing beat Song – Hey you	Fundamental skills And Gymnastics	Why does Christmas matter to Christians?	Identity	REVIEW WEEK – NO CHALLENGES Christmas play Phonics assessments
Week Eight	To be able to identify seasonal and daily weather patterns in the United Kingdom. What's the weather been like today? Etc. Find a range of locations of hot and cold areas of the world in relation to the Equator and the North and South	Assessment – end of block assessment for the Materials unit.		Introducing beat Song – Hey you	Fundamental skills And Gymnastics	Why does Christmas matter to Christians?	Zones of Regulation	REVIEW WEEK – NO CHALLENGES



	Poles. Complete as a whole class and then stick in books.							
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