A World-Class Curriculum for Middleton Primary School

What we Value

Care

Positivity

Perseverance

Creativity

Love

Consideration

Happiness

Cooperation

Tolerance

Respect

Equality

Diversity

Outstanding

How can we promote our values across the school curriculum?

By promoting and exploring values as a regular part of your teaching, you add relevance and purpose to your curriculum. This leads to deeper engagement in learning and ultimately the empowerment of your pupils to build a better future.

"Values education does not insist on one 'right' view point of the world but encourages instead the individual to ponder, engage with, examine and explore issues, see life from different approaches and thereby develop an innate sense of empathy for different viewpoints and considerations, as well as an intellectual curiosity about our world."
Bridget Knight, Headteacher, Oxford

The Curriculum Foundation

In our teaching we would like to develop further:

Practical tasks which include resources for pupils to 'hold' and explore.

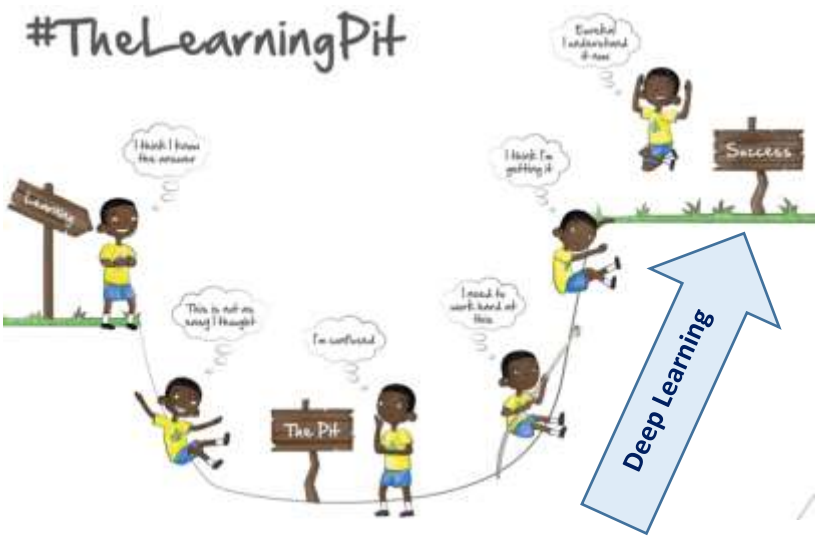
Opportunities for pupils to **solve problems or participate in a challenge** (the pit), continuing to promote the idea of a 'growth mind-set' so pupils feel that they have the capacity to achieve/improve/solve.

Opportunities for pupils to **work in groups in meaningful contexts** that promote the importance of communication and cooperation.

Learning activities and experiences that have some close connection to their own lives. Exploring a **local context** to gain 'global' perspectives.

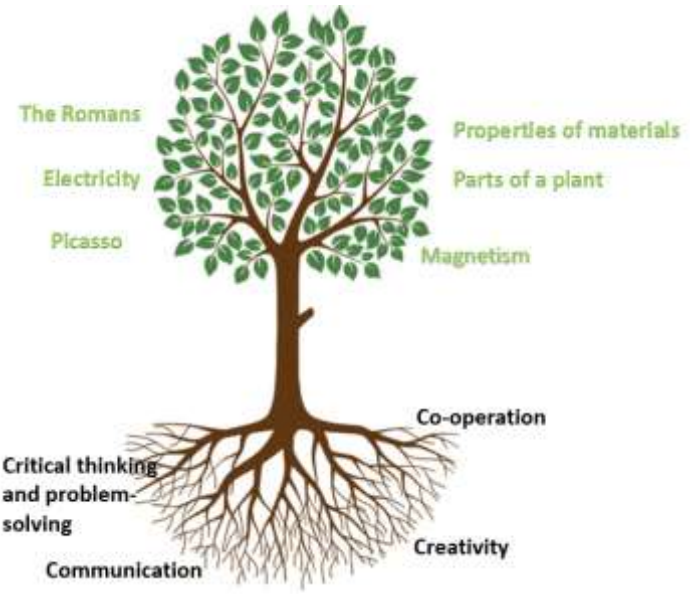
Activities for learning that enable the children to **work creatively**, producing a range of solutions or outcomes whilst still meeting the intended learning objective.

'Talk Matters', particularly set within a context where pupils have to explain their thinking (and this is expected), ask relevant questions and respond appropriately to open questions from the teacher.



Opportunities for pupils to recognise and experience the **value of 'the journey'** rather than the solution. Help pupils to deepen their understanding of the fact that sometimes there is a final/correct answer, whereas at other times, there are a range of solutions.

The use of skills in learning to deepen understanding. By focusing on inquiry, communication, cooperation etc in relevant and increasingly complex contexts, pupils develop the skills for life-long learning.



Examples of supporting teaching activities:

Art lesson Year 5

Explore different forms of art including paintings of Yorkshire and sculptures in Yorkshire museums. Explore examples of sculptures that use 'classroom' materials. Challenge groups of pupil to build a model of their school using paperclips and straws.

Further opportunities for learning: Looking at other forms of sculpture. What do they express, describe, create? What other artistic features are there - google 'artists' terms to explore this. Could we build a mini sculpture trail in the school grounds of classroom(s)? Create a leaflet to describe this including a mini autobiography of each 'artist'? Look at examples of creative writing to describe Leeds, Yorkshire. How are they the same different?

Literacy Lesson Year 5

Explore images of green places around the world. Start far, and draw nearer, ending with the school field. Look at some examples of poems about 'green. Give each pupil a green colour chart and explain that we will investigate different shades of green nearby. Children collect/match examples from the school grounds. Children write poem, 'Green means…'

Further opportunities for learning: Rewrite draft poems to improve. Look at examples of exotic plants from around the world - how many of them are edible??!Create some 'Green Paintings' to practise colour mixing/shades. Describe/illustrate feelings, response to music/poem or a journey. Look at the 'meaning of the colour green' - quite a lot to think about there, especially when you explore this in different cultures. Find green characters in stories - create a new 'Green Team' cartoon/storyboard.

Literacy Lesson Year 3

Using May Day as the stimulus, look at traditions in the UK and beyond associated with the beginning of spring/summer. Explore the history or this festival in the UK and in other countries. Provide groups of children with mixed collections of green food/plants and challenge them to create a 'Green Man' and an associated poem.

Further opportunities for learning: Where food comes from - seasonality, traditional foods Other festivals in May around the world Other festivals in spring / summer in the UK Other poems about spring/summer science of spring/summer flowers - looking at edible flowers is good fun Fruit/veg printing - you could do this on a large scale to produce some wallpaper? And certainly bring out all the maths of repeated patterns and symmetry etc. Google images 'fruit and veg printing' to give you some ideas! Maths connected: to weights of ingredients etc in summer dishes, food miles, comparing costs of fruit and veg, how long to grow different foods. Country dancing - traditional here and in other cultures (go for it!!) Languages - how many different ways can you say spring in other languages??

Geography Lesson. Year 4.

Looking at ways of describing places. Begin by identifying places 'World or not/Europe or not/UK or not/Yorkshire or not/Middleton or not?' Exploring maps and the importance of symbols – OS map fold out challenge! Build own map of somewhere you know or a place you would like to know. Use simple materials to build a model – encouraging conversations that explain why/how.

Further opportunities for learning: Build on the ideas of symbols - look in the streets, secret/Morse codes, look at a range of maps and compare symbols, talk about all the symbols in maths including numbers describing quantities. Look at some funky maps - Brilliant Maps. Maths - use of coordinates, a grid, orientation, scale, distances, measures in different places (temperature, rainfall, height above sea level etc) More geography - move to drawing a map on paper, compare each other's maps, look at old/new maps of Greece, 'translate' a photograph into a map (somewhere vaguely familiar) and vice versa, use maps to locate and name major cities in the UK then compare facts about each including population, distance from Middleton and main economic activity. Science - look at plants common to different places and relate this to climate - compare Greek and English plants including fruit and vegetables. Literacy - A postcard from....a travel brochure for...writing instructions/direction from here to there.....

Science Lesson. Year 6.

Exploring the need to select clear and relevant criteria when planning and deploying a 'fair test'. Recap on the fact that tests are essential parts of our lives – keep us safe, learn something new, check for accuracy etc. Look at driving test, fitness, interview, eye tests etc. Link briefly to how these tests have changed through time. Challenge to test chocolate – which is 'The Best'? What does 'best' mean? Why?

Further opportunities for learning: Possible further learning from chocolate testing activity: Considering value for money.' Bean to Bar' journey and other aspects of grower to consumer. Food miles. Compare calories in different types of fruit and combine with food miles and cost... D&T packaging. Compare multipack styles to single purchase. History of chocolate - come to York!!! Use the same process of designing criteria to test apples from different countries/biscuits/toys from the Pound Shop/ways to travel from Middleton to Leeds centre.

Maths Lesson. Year 1.

Exploring multiples of 2. Look at places around the world that we might like to explore on foot. Start global and finish local – compare different types of footwear needed in different situations. Provide a large collection of pairs of shoes – jumble them up. Children challenged to pair up shoes then place them on appropriate table according to footwear needed. (Desert, mountain, sport, puddles etc) Count and multiply shoes on each table.

Further opportunities for learning: What else comes in pairs? Eyes, hands, wheels on a bike, socks, handles on bags etc. Extend to groups of 4 in the same way. Create footprint collage and count/calculate toes. Look at different locations in Yorkshire that we would like to explore – how many hours to drive, walk, train etc – addition. Explore shoe making factories – what else do we think is made in a factory?