

The Elements Curriculum



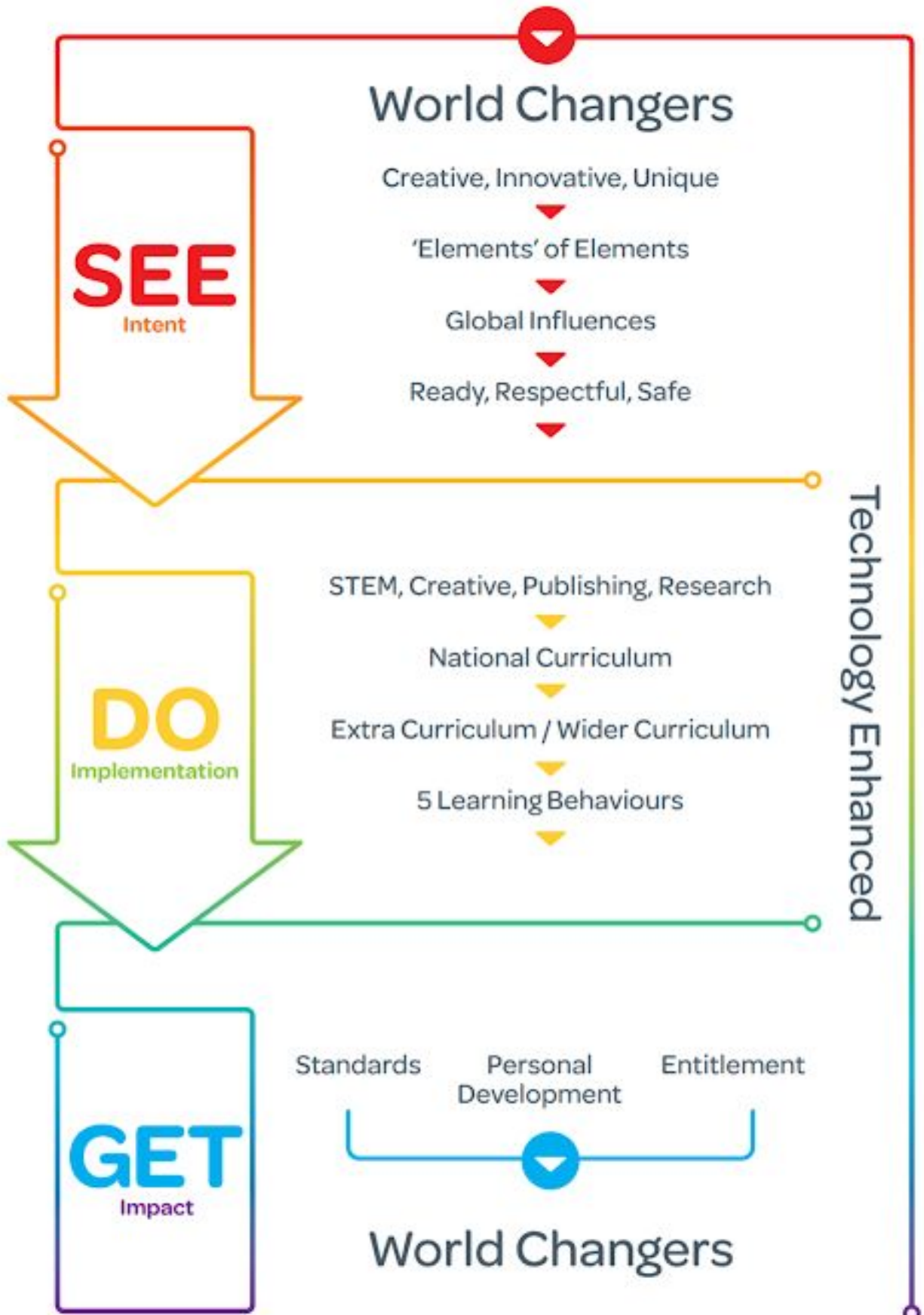
Elements Primary School

Creative • Unique • Innovative

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Vision & Curriculum Intent Statement



Elements Curriculum – SEE, DO, GET Model

SEE (Intent)

Through a broad, balanced, ambitious, curriculum we aim to give all the children of Elements Primary School the knowledge, skills, resilience, and ambition to become confident world changers at a local, national and global level.

The 'Elements' of Elements <i>'Our Values'</i>		
Community & Family	Positivity & Happiness	Creativity & Innovation
<ul style="list-style-type: none"> • Inclusion • Positive self identity • Sense of belonging • Tolerance, Respect and Peace • Citizenship • Sense of Contribution • Roles & Responsibility • Synergy (Habit 6) • Seek First to understand then to be understood (Habit 5) • Diversity • Democracy 	<ul style="list-style-type: none"> • Think Win-Win (Habit 4) • Mutual Respect • 'Can Do' Attitude • Good Mental Health • Sharpen the Saw (Habit 7) • Relationships • Carrying your own weather • Celebration and praise 	<ul style="list-style-type: none"> • Invention • Self Expression • Design • Research & Development • Inspiration • Meeting a need • Embrace the Arts • Metacognition • Technology Enhanced Learning • "Thinking outside the box" • Rule breaking
Aspiration & Pride	Personal Leadership & Resilience	We are creating...
<ul style="list-style-type: none"> • Dreaming Big • Aiming High • Self Belief • Self Confidence • Giving credit where it is due • Congratulate and uplift others • A love of reading • Begin with the end in mind (Habit 2) • Leaving a legacy 'Painting a masterpiece' 	<ul style="list-style-type: none"> • The 7 Habits of Highly Effective People • Evaluative Practice • Problem Solving • Interdependence • 'Have a go' attitude • Collaboration • Change management • Personal reflection • Emotional Bank Account • Seeking and meeting challenge 	<p>A Culture World Changers History Makers</p>

Global Influences

'Our Global Responsibilities'

Citizenship	Environment	Health
British values politics democracy contribution responsibility law human rights economy & charity	Climate Population Endangered species Habitats Green spaces Biomes Global trends Flora & Fauna	Hygiene Nutrition Mental health Wellbeing Global trends Biophilia Health services Exercise & sport
Sustainability	Creativity	
Recycling Energy Materials Climate Change Fashion Food production Oceans and seas Fairtrade	Designing Composing Inventing Innovation Performance and showcase Global diversity Identity Cultural influence	

Methodology of Teaching and Learning

Format of Curriculum Teaching

Teaching and learning of curriculum subjects is split into two parts. Each part mirrors a section in the cycle of Core Power (McKie Mastery). This model holds similarities with the sustained, shared thinking model.

1. Discrete teaching of subject content, concepts and skills (Modelled and Guided Practice)

Subject lessons begin with a thirty-minute session of discrete teaching. A teacher will use the cycle of Core Power to model and guide the skills taught in a particular module. This provides ample opportunity for students to become increasingly confident in each subject, developing a secure knowledge in concepts and skills being taught. Evidence of these sessions are kept in curriculum

books, showing progress of understanding and skills. Subjects are taught in week blocks and are repeated throughout the year (see the attached calendar).

2. Project-based learning (Partner Practice and Independent Application)

Once children have learned a brand new learning objective in the discretely taught session, they then move onto learning more collaboratively with peers through project-based learning. This period of time adds to a sequence of learning spread across the week. Each child selects a project they would like to take on. There are four options to choose from:

- STEM
- Publishing
- Creative
- Research

Over the course of the week, students will plan a project and list the resources they will need. After this children will have the opportunity to work with peers with a common goal, adding to their experience of collaborative learning and interdependence. Projects involve skills that have previously been taught in discrete sessions, although children are often faced with new learning opportunities such as unfamiliar resources to use. As well as reviewing their work at the end of a week, children will learn to constantly evaluate throughout the process against a learning criteria as well as their peers who did a similar project. Each week students choose a different option of project to ensure equal coverage across all subjects. Children develop their resilience in areas they are not as confident in, whilst also are given lots of opportunities to excel in skills and concepts that they show strength in. Teachers can use evidence from these sessions to constantly assess children in skills across each subject.

