



Enriching Lives: Unlocking Potential

High Expectations. Integrity. Nurturing. Always Learning. Working Together. Taking Responsibility – No Excuses

Wider Curriculum at Moor Green

Aims of this policy

At Moor Green, we aim to provide our children with a broad, balanced, enriched and engaging curriculum. We concentrate on the acquisition of skills through rich and varied learning experiences, depth of learning and appropriate challenge for all abilities.

Expectations

We have high expectations of our pupils' learning and use a range of teaching methods and strategies to maximise achievement and enjoyment in the classroom.

Engage

'Brilliant Beginnings' are hooks that provide opportunities for children to have an engaging and inspiring experience to start their topic. E.g. trips to the Space Centre, Cadbury World, Roman Day, dilemmas and role-play.

A 'Fabulous Finish' captures the learning children have engaged with. E.g. taking governors on a mini-beast trail to identify plants and habitats, a show, showcasing work, an art exhibition or parent workshop.

Develop curiosity

We use Fermi questions (see Chris Quigley handbook) to inspire pupils' curiosity to know more about the topic being taught. This enables pupils to ask perceptive questions, think critically and develop judgement. E.g. was Neil Armstrong an explorer or a fake? Was the Roman invasion of Britain a good thing? Was Howard Carter an explorer or a tomb raider? Children should be able to answer the question through justifying, proving, convincing, critiquing and recommending ideas and opinions, developing their answers as the topic progresses.

Acquire skills

For every year group, each learning objective is linked to detailed milestones that are mapped out strategically to ensure progression.

- Milestone 1 is for KS1
- Milestone 2 is for LKS2
- Milestone 3 is for UKS2

Continuums are provided for each subject to support planning and skills progression.

Differentiate

All lessons should be differentiated using the three cognitive demands 'Basic, advancing and deep.' This has provided effective teaching methods that enable children to learn successfully and provides the challenge needed. We use Bloom's Taxonomy verbs- these are of high importance as they equip the children with the ability to develop a higher level of thinking by being critical, creative, flexible and innovative. Effective questioning should sustain pupils' interest and challenge their thinking. All lessons should develop, consolidate and deepen pupils' knowledge, understanding and skills.

Resource

High quality resources are essential to ensure that the curriculum is rich and provides engaging stimuli to encourage children to become absorbed in what they are learning, thereby embedding knowledge of the topic. E.g. using the 'Maps' book by Aleksandra Mizielinska to allow children to learn about borders, cities, rivers, and peaks, but also places of historical and cultural interest, iconic animals and plants, cultural events and many more fascinating facts associated with every region. Using the 'Timeline' book by Peter Goes to give children the opportunity to look at the journey through our world's culture and events. Each scene puts global events in perspective and in chronological order.

Assess

Each term, children are assessed against the essential learning objectives, indicating whether they are A (aspiring), WT (working towards), OT (on track) or GD (greater depth). The milestones are used as a measure of progress. Judgements are moderated within phases and by the AHT for Wider Curriculum to ensure progress and depth of learning for all.