

# Partners in learning Academy Trust



Today's Children; Tomorrow's Future

Baldwins Hill Primary School



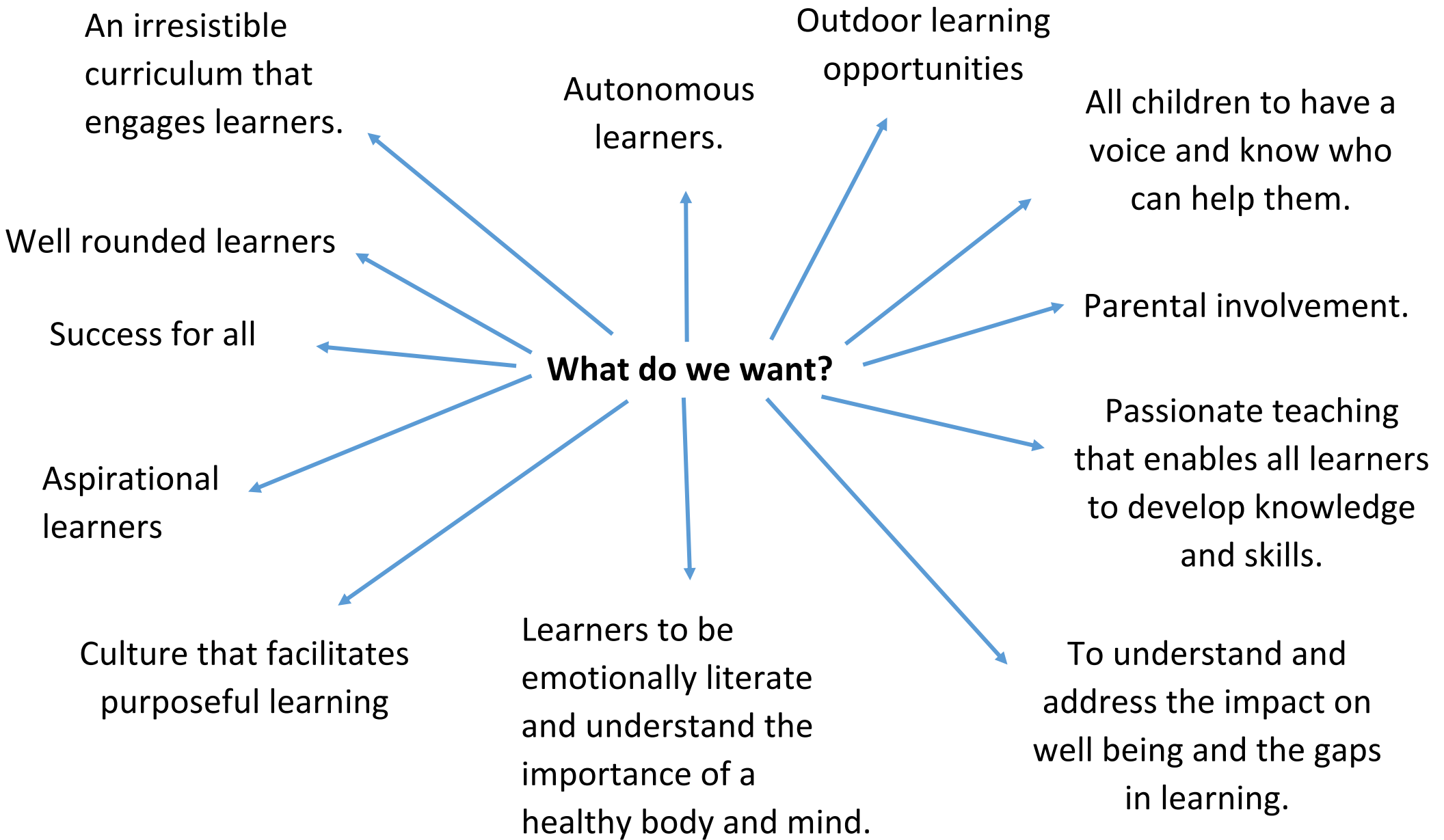
**Curriculum guidance for parents and carers**

Courage

Respect

Responsibility

Compassion



Courage

Respect

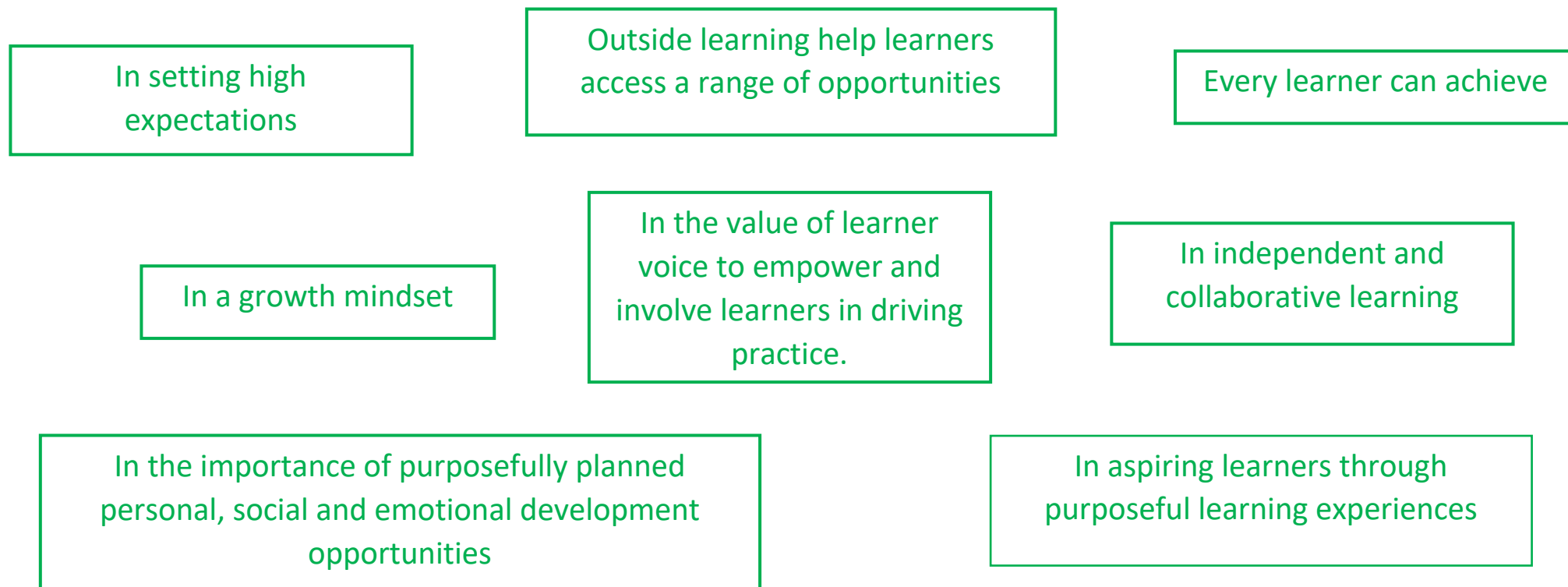
Responsibility

Compassion

## What We Believe

Our goal is for learners to be successful, confident individuals, who make a positive contribution to society, both now and in the future.

We believe this can be achieved through our school vision of 'Growing Great Minds', fostering a passion for lifelong learning that we can enable through an irresistible curriculum. Our Core Values of **Respect**, **Compassion**, **Responsibility** and **Courage** drive our curriculum and how we will be as a community. Through our connected curriculum, we enable learners to develop learning and life skills which develop their well being and understanding of mental health.



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## The connected curriculum

In this example you will see that the Learning Unit focuses on a Foundation subject in each half term. Other subjects are then drawn together to provide cross-curricular opportunities. This is something we have always been dedicated to in our Learning Experiences. Please note you will not see reference to Maths or English as these subjects continue to be planned separately, with the context linked wherever possible. This is also the case for some other subjects such as RE which follows the West Sussex SACRE Syllabus. Please note that some of the titles may differ as these are chosen by the current year group; based on the interests and needs of the learners however, the content and focus of the experience remains the same.

For more information about the Early Years Foundation Stage, please see the ‘Early Years’ icon in ‘Curriculum’.

Autumn Term 1		Life and learning skills - Learning together		Curriculum focus – Science	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Hello, I am new here; Bonjour, je suis nouveau ici</b>  <b>(Geography and Science)</b>                      School building and grounds, Key human and physical features of its environment. Comparison with Morocco, Marrakesh - features and climate                      Science Y1                      Plants                      Animals including humans                      Seasonal change</p>	<p><b>Can Party Food be Healthy?</b>  <i>“Which materials would make good party decorations?”</i>  <b>(Science and Design &amp; Technology)</b>                      Science:  <ul style="list-style-type: none"> <li>• Y1/2 Science</li> <li>Everyday Materials</li> </ul>                     Technology:  <ul style="list-style-type: none"> <li>• Plan a party lunch for the class</li> <li>• Prepare healthy party foods</li> <li>• Design and make a party hat or party decorations</li> </ul> </p>	<p><b>How does electricity work? Bright Sparks:</b>                      Context 3 Pigs &amp; being an electrician  <b>Y3/4 Science</b>                      Electricity                      Forces &amp; Magnets                      Working Scientifically                      Sig ind - Edison</p>	<p><b>How do I see? How do I hear?</b>                      Context                      Y3/4 Science                      Light &amp; Sound                      Working scientifically</p>	<p><b>What is it made of?</b>                      Mysterious Materials                      Context Testing materials for companies                      Y5 Science                      Properties and changes to materials                      Working scientifically</p>	<p><b>What’s out there? Out of This World</b>                      Y5 Science                      Earth &amp; Space                      Working scientifically                      Y5 Forces                        Biography in a bag - Copernicus</p>

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## How do we involve learners?

At the start of each half term, teachers carefully plan the progression of skills and knowledge as mapped out in the Connected Curriculum. Discussions with the class form a starting point, drawing on prior learning from previous year groups, to ensure that this is secure for new learning to take place. Through class discussions, ongoing assessments and class forums, teachers are able to ascertain the starting point and their understanding at key points for their class, as well as individual learners, and consider the next steps in the learning journey.

### ***Key questions that are asked at this time include:***

What do you already know about...?

What do you want to find out?

### ***Weekly class forum questions include:***

What went well in our learning this week?

Did anything get in the way of our learning this week?

How could we take our learning forward into next week?

Question of the week.

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## How do we share learning with parents and carers?

Each half term, parents and carers will be sent a parent overview to outline what their child will be learning in school over the coming weeks. These are also available to view on the class pages of the school website and will aid discussions at home about their learning in school.

Throughout the year we also invite parents and carers to join us each term for a celebration of learning so they have the opportunity to look at and celebrate their child's learning. We also sometimes invite parents in for a Stunning Starts of Fabulous Finishes as part of our learning experience.

This is in addition to Family Learning Conference in the Autumn and Spring term, which is in place of a traditional parents evening, where we work with the child and their family to set learning targets.

**Stunning Start**  
Dragon surprise!

**Fabulous Finish**  
Presentation about our learning available on school website for parents to view

**Physical Education**  
-Team Games Year 3 will have a sports coach in each week teaching them netball.


- Dance

PE will usually be on Tuesday and Wednesday please wear PE kit on these days.

**Outdoor Learning opportunities**  
We will be learning how to use Morse code using torches to send messages.

**French**  
We will be beginning to learn French in yr3 using words to say hello and hold a simple conversation.

Baldwins Hill School  
Year 3 Autumn Term 1 2020  
**Dragonology**  
**How do you train a dragon?**



**Science**  
**Electricity:**  
Creating circuits using bulbs and batteries.  
Electrical conductors and insulators.  
Investigating magnets and magnetic materials.

**Art**  
Observational drawing - create a picture or scene and using sketch pencils and pastels.

**D&T**  
Design and make a dragon  
Incorporate electrical components

**Religious Education**  
Learning about Judaism.

**Important Dates for your diary**  
Fabulous Finish available on website from Friday 23<sup>rd</sup> October



**Maths**  
Identify, represent and estimate numbers using different representations.  
Find 10 or 100 more or less than a given number.  
Recognise the place value of each digit in a three-digit number.  
Compare and order number up to 1,000.  
Read and write numbers up to 1,000 in numerals and in words.  
Solve number problems and practical problems involving these ideas.

**English**  
Grammar: Developing use of vocabulary to write more interesting and descriptive sentences.  
Learning how to use a dictionary to speedily look up an unknown word.  
Retelling stories and predicting what might happen next.

**Learning & Life Skills**  
It's up to me  
We will be learning how to take individual responsibility for ourselves and others and developing our ability to act independently.

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## Homework at Baldwins Hill

### Homework expectations

Area of learning	When?	Parents/Carers	School/teacher
<b>Reading</b>	5 times a week	Write in homework diary (example in front of the diary)	Will acknowledge in the diary on <b>Mondays</b>
<b>'No Nonsense Spelling'</b> Years 2-6	Monday - A selection of words following that week's spelling pattern.	Support your child in practising	Support practice throughout the week with a test on a <b>Friday</b> . Scores will be written in homework diary
<b>Maths</b> – Mental Workout Book	Weekly on a <b>Monday</b> One page per week	Support your child in completing and marking the tasks ( <i>please see letter</i> )	Will acknowledge in the Workout Book on <b>Mondays</b>
<b>Maths</b> – Purple Mash	Weekly on a <b>Monday</b>	Support your child on the internet to use Purple Mash Write in homework diary	Will set homework weekly
<b>Creative Project</b>	Half termly	Decide with your child which task to complete	Will acknowledge by presenting a certificate by the <b>end of the half term.</b>

Please see 'Welcome to Year group' presentation on the class page for more year group specific details and our 'Homework guide for parents and carers'.

Children who have completed their homework will receive a Core Value sticker and token or a Dojo as they have demonstrated Responsibility.

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## How are the Core Values reflected throughout the curriculum?

### **Courage!**

#### **Believe you can**

- They are encouraged to regularly make decisions about their own learning and take risks.
- We endeavour to foster a 'Growth Mindset' – progress can and will happen as long as we are willing to apply effort and learn from our mistakes, rather than give up.

### **Responsibility**

#### **Make good choices because your actions matter!**

- In all things children are encouraged to think – **Where** does learning happen? My teacher creates various opportunities for me to learn but what is **my** role?
- Self-selection of challenge is available to our learners. Equipped with resources and precise guidance from the teacher, our learners can move through the steps of challenge at their own pace. They also have regular opportunities to decide on their own ways to achieve the learning objective.

### **Compassion**

#### **Show care and understanding for everyone.**

- Our connected curriculum includes specific 'Learning and Life Skills'. For example, 'Learning with others' and 'It's up to me!'
- The 'Steps of challenge' encourage our learners to realise that we are all and learn at different rates. This also encourages them to support each other and assist in the development of their peers.

### **Respect**

#### **Values everything and everyone in how you listen, speak and in what you do!**

- Everybody contributes to what we are learning, so listening to each other, taking turns and respecting each others opinions is at the forefront of all we do.
- Through the 'Life and Learning skills' we are trying to prepare our learners to be positive contributors to society, now and in the future.

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