



The Learning Experience Approach – Curriculum 2020

Most of the non-core curriculum will be delivered through our Learning Experience approach (there may be occasions when it is more appropriate to teach a subject, like RE, discretely OR where specialist teachers deliver non-core curriculum)

Each learning experience is rooted in just one area of the non-core curriculum allowing children time to explore and develop key knowledge and skills in these areas. The non-core curriculum maps have been written with great attention to detail to ensure that we cover the following areas:

- 1) **An ultimate end goal** for each area of the curriculum: What do we want our artists, musicians, programmers, theologians, historians, geographers and scientists to be able to do by the time they leave Fishbourne CE Primary?
- 2) **Coverage of the National Curriculum** – addressing the basic requirements of the NC.
- 3) **Procedural Knowledge** – the development of the skills through the curriculum area – building on the skills that have been built and preparing the children for what is coming next.
- 4) **Propositional Knowledge** – the key concepts or knowledge that the children will be able to recall.
- 5) **Vocabulary** – the vocabulary that the children will need to be able to communicate concepts.
- 6) **Experiences** – the experiences that the children will have had the opportunity to take part in during their time at Fishbourne.
- 7) **Making the world a better place...** how the children can apply the knowledge and skills acquired to make the world around them a better place to be.

Reading and writing underpin each learning experience and are used as tools to communicate the key concepts to a wider audience. It may be appropriate to use another area of the non-core curriculum to enrich the learning taking place but it would not be a key focus, for example using art to look in detail at a historical artefact. This provides excellent opportunities to consolidate prior learning in other curriculum areas.

An exciting and engaging **hook** into learning makes the experience irresistible and the children know from the outset exactly what they are setting out to achieve in the form of an **end goal**. The end goal is carefully designed to ensure it provides a vehicle through which the children are able to communicate their new knowledge and skill. Children are given purposeful opportunities to write for real audiences and take their writing through to a publication stage on a termly basis. A **baseline** that has been warmed up provides the opportunity to ensure that some **steps of learning** are personalised, taking into account the starting point of each child to achieve the highest possible quality outcome.

Children receive personalised, written feedback at the base-line and end-goal stage of the learning experience that outlines their next step of learning- the single thing that will make the biggest difference to progressing as a writer. At other key moments during the learning experience, staff use their professional judgement to give meaningful feedback about next a child's steps of learning- this may be given in a variety of ways: small group, verbal, 1:1 conferencing, written.

A learning wall in each classroom linked to the current learning experience provides a record of the steps of learning, scaffolding and **vocabulary** – the children learn how to use this effectively to support their learning and reflect on the journey.

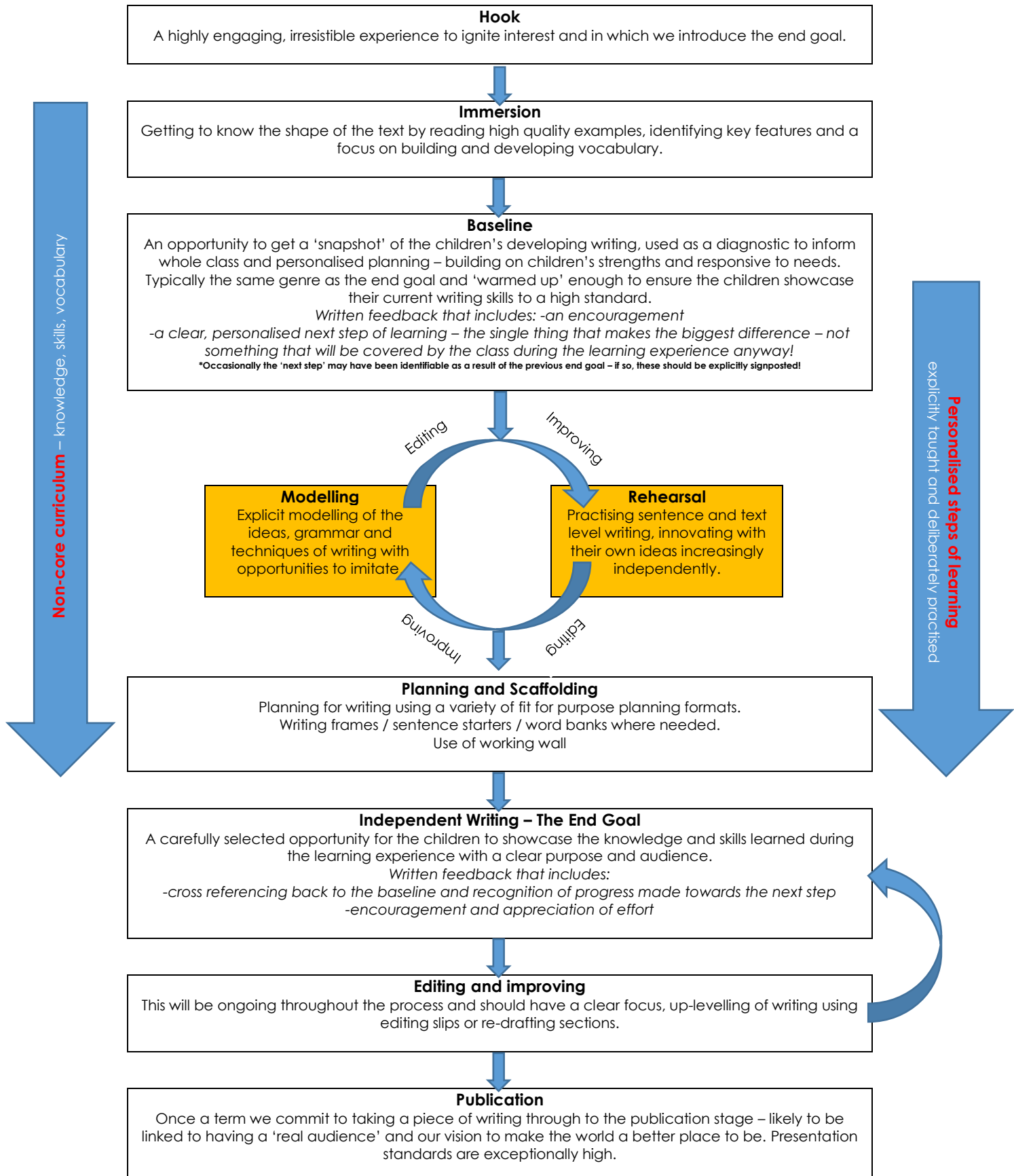
We recognise that successful learners are determined, courageous, collaborative, positive and reflective. The nurture and development of these behaviours underpin each of our bespoke learning experiences and go beyond the classroom. Each learning experience will be designed to focus in particular on one of this learning behaviours and there are plans to develop a progression in these behaviours throughout school.

Each year, the school joins together for three whole school learning experiences. These give the teaching team the opportunity to work collaboratively, develop professionally in areas of the non-core curriculum and in turn result in areas of our pedagogy for learning being developed. They allow us to respond to the needs of our school community and to mark significant worldwide events.

At the beginning of each learning experience, an overview is stuck into the children's books including the title, curriculum areas covered and the end goal. At the end of each learning experience, the children are given the opportunity to reflect on what they have learnt, how it has made them feel differently and ways in which they could use this to make the world a better place to be. Learning Journals go home at the end of each experience for children to share learning with families and for them to share in the reflective process.



A sequence for teaching writing within learning experiences – Curriculum 2020





***Personalising learning – what are the core skills you need to be a writer?**

Transcriptional skills:

Appropriate pencil grip and control

Finger spaces

Correct letter formation – ascenders/descenders, sizing, diagonal stroke

Correct orientation to the line

Upper and lower case letters used consistently

Appropriate fluency and pace when writing

Phonological awareness – correct pronunciation, ability to segment phonemes and represent them with the appropriate graphemes

Ability to make phonetically plausible attempts at words

Correct spelling choices of long vowel phonemes

Spell common exception words, homophones, contractions, prefixes and suffixes

Composition:

Content- having clear ideas to put on paper

Planning writing verbally, pictorially or in writing

Orally re-tell story or ideas, understanding the structure of texts

Using structures from books to inform style and composition

Linking a sequence of sentences within a paragraph – organising paragraphs around a theme

Organising writing appropriate to purpose

Re-read for sense and evaluate/edit

Develop ideas and detail within writing

Vocabulary, grammar and punctuation:

Understand the concept of a sentence – subject and verb, complete ideas, using correct sentence punctuation

Oral rehearsal of sentences prior to writing

Understand the parts of a sentence and their function and apply to writing: e.g. noun, verb, adjective, adverb, conjunction etc.

Using coordination and subordination to link sentences

Build and explore vocabulary choice including descriptive words/synonyms to add detail

Consistent use of tense

Understand different forms of sentences – question, exclamation, statement

To be able to modify word choice to improve clarity and quality of writing