**The Sir Martin Frobisher Way – Curriculum**

**‘Successful, Meaningful Futures for All’**

Learning at Sir Martin Frobisher Academy is divided into three key foci – these Learning Journeys cover a whole term and are underpinned by an Essential Question which is intentionally provocative to promote discussion and child-centred meaningful lines of enquiry.

**Autumn**

**‘A Step Back in Time’**

**e.g. ‘Friend or Foe?’**

**Key Subject Driver:**

**History**

**Spring**

**‘Once Upon A Time…’**

**‘What does it mean to live happily ever after?’**

**Key Subject Driver:**

**English/Science**

**Key Subject Driver:**

**Geography**

**Summer**

**‘Our Time to Shine’**

**e.g. ‘Being the best version of ourselves’**

**Key Texts N>6 e.g.**

**Friend or Foe**

**by Michael Morpurgo**

**The Boy in the Striped Pyjamas by John Boyne**

**Key Subjects: Reading/English**

**Key Texts N>6 e.g.**

**The Peculiar Peggs of Riddling Woods**

**by Samuel J. Halpin**

**Key Subjects: Reading/English**

**Key Texts N>6 e.g.**

**Under the Hawthorn Tree by Marita Conlon-McKenna**

**Key Subjects: Reading/English**

**Wider Curriculum**

**Forest School**

**Outdoor Learning**

**Wider Curriculum**

**Forest School**

**LYFTA**

**Now>Press>Play**

**PSHCE (The Christopher Winter Project/Lifewise)**

**Wider Curriculum**

**Forest School**

**LYFTA**

**Now>Press>Play**

**PSHCE (The Christopher Winter Project/Lifewise)**

**Learning Values**

**Aspiration**

**Confidence**

**Enjoyment**

**Honesty**

**Respect**

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**Respect**

**Learning Values**

**Aspiration**

**Confidence**

**Enjoyment**

**Honesty**

**Respect**

**Learning Skills**

**Resilience**

**Relationships**

**Reflectiveness**

**Resourcefulness**

**Learning Skills**

**Resilience**

**Relationships**

**Reflectiveness**

**Resourcefulness**

**Learning Skills**

**Resilience**

**Relationships**

**Reflectiveness**

**Resourcefulness**

**Whole School Approach**

**Art – National Curriculum and adapted REAch2 resources**

**Computing – National Curriculum and adapted REAch2 resources**

**Design and Technology – National Curriculum and adapted REAch2 resources**

**Geography – Kapow Primary and adapted REAch2 resources**

**History – Kapow Primary and adapted REAch2 resources**

**Maths – White Rose Maths**

**MFL - Rising Stars**

**Music – Kapow Primary and Specialist Teacher**

**Phonics – RWI**

**Physical Education – Get Set 4 PE and Specialist Teacher**

**Reading – Shared Reading/Destination Reader**

**Religious Education – Kapow Primary and Essex SACRE**

**Science – White Rose Science and adapted REAch2 resources**

**Context:**

Children typically arrive at Sir Martin Frobisher Academy needing greater exposure to speech and language development; needing to develop a greater vocabulary; needing to be introduced to a variety of ambitious activities and experiences; needing to read a variety of texts, of increased demand and complexity as their fluency improves; needing to learn how to, and to deliberately practice, recall prior experiences and learning through the use of memory retention skills; needing to experience a wide and varied diet in personal, social and emotional development activities; needing to engage in aspirational thinking and choices; needing to see positive, nurturing, trusting and accepting relationships being modelled, across a range of partnerships, cultures, faiths and genders; needing to understand that in order to remain safe, boundaries may well be needed; needing to have the full support of their ‘family’ for the duration of their time at school, and needing to understand that repetition of all these will increase life chances and choice.

**Intentional Activities:**

All planned learning will begin with a **theme**. This will typically be focused through a **Key Question**. Associated **key texts and vocabulary** will support this. The **Learning Journey** will begin with a series of **planned experiences** to ensure **‘immersion’**. **WIAK** (What I Already Know) will be captured, along with **WWW** (We Were Wondering) questions to ensure full engagement with the planned learning, and to ensure learners’ input can be built upon.

All relevant learning will be **context** driven, to ensure that connection to past, and future, learning can be made and to enable children to **sequentially structure** knowledge over time.

Often a ‘**provocation**’ will be used to ensure that real depth of thought is given to the knowledge being taught, and the skills being used in enabling children to apply this knowledge. The ‘**learning journey**’ will ensure that all can articulate the learning they have been involved in; make meaningful curriculum connections and can transfer core skills such as Spellings, Punctuation and Grammar (SPaG) across subjects.

**Planned for Impact:**

High levels of engagement

Improved attendance

Improved vocabulary – a ‘shared language’

A ‘love’ of reading

Curriculum connections

Heightened interest

A ‘willingness’ to want to learn

Improved outcomes

‘Children are our Priority

Change is the Reality

Collaboration is our Strategy’

**Key Texts N>6 e.g.**

**The Peculiar Peggs of Riddling Woods**

**by Samuel J. Halpin**

**Key Subjects: Reading/English**