



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?’

Spring

‘Once Upon A Time...’

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

Summer

‘Our Time to Shine’

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

Key Subject Driver:

History

Key Subject Driver:

English/Science

Key Subject Driver:

Geography

Key Texts EY>6

e.g.

Friend or Foe
by Michael Morpurgo
The Boy in the Striped
Pyjamas by John Boyne

Key Subjects:
Reading/English

Key Texts EY>6

e.g.

The Peculiar Peggs of
Riddling Woods
by Samuel J. Halpin

Key Subjects:
Reading/English

Key Texts EY>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)

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Learning Values

Aspiration
Confidence
Enjoyment
Honesty
Respect

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Learning Skills

Resilience
Relationships
Reflectiveness
Resourcefulness

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Whole School Approach

Art – REAch2 resources and Kapow Primary

Computing – Kapow Primary

Design and Technology – Kapow Primary

Forest Schools – Learning through Landscapes and REAch2 Sustainability resources

Geography – Kapow Primary

History – Kapow Primary and adapted REAch2 resources

Maths – White Rose Maths

MFL - Kapow Primary

Music – Kapow Primary

Phonics – RWI

Physical Education – Get Set 4 PE and Specialist Teacher

Reading – Shared Reading/Destination Reader

Religious Education – Kapow Primary and Essex SACRE

Science – REAch2 resources Science curriculum

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'**