What do we want to achieve?

Remember more.
Understand more.
Apply more.

Empower learners with knowledge, skills and vocabulary for future success.

Our intent

No limits. No barriers.

Spark the curiosity of learners.

Develop the whole child.

Intent: Our curriculum vision…

Ocean Academy Poole

To develop a curriculum which will *challenge* and *support* each learner to develop a *strong sense of self* through a *purposeful*, *engaging* and *authentic* learning journey; preparing **resilient** learners who have the **knowledge**, **skills** and **cultural awareness** to embrace an **ever-changing world**.

No limits: No barriers.

Intent: No limits

- **To ensure all learners remember more, understand more and can apply more:**
  - Our curriculum will **immerse** learners in the **essential, primary knowledge** and **widely known cultures** of our world.
  - Our curriculum will be planned and delivered to **embed knowledge** in the **long-term memory**, attach new learning to **existing schemas** of prior understanding and **contextualise knowledge for deeper meaning**.
  - Our curriculum will be **filled with authentic and purposeful opportunities** for learners to **apply their understanding** in a variety of ways.

- **To spark the curiosity of all learners and nurture their need to discover more:**
  - Our curriculum will **challenge and support** all learners to **engage thoughtfully** in their learning, **think deeply** and **persist to master** each concept.

Intent: No barriers

Ocean Academy Poole

- **To empower learners with the knowledge, skills and vocabulary to be successful in the future:**
  - Our curriculum will ensure that all learners develop a **wide base of knowledge, skills and sophisticated vocabulary** which enables them to **articulate** their understanding and **communicate** outside of their **immediate sphere**.

- **To develop the whole child:**
  - Our curriculum will **nurture** the **mental, physical, social and emotional wellbeing** of all learners and **foster resilience and risk-taking** in all.
  - Our curriculum will **value and celebrate diversity** and support our learners to become **active citizens** of modern Britain and an ever-changing world.
  - Our curriculum will **value each subject equally**.

Curriculum intent: Coverage, breadth and ambition...

Ocean Academy Poole

- Our curriculum has been planned to ensure full and comprehensive coverage of the National Curriculum.

- Curriculum and subject leaders have meticulously planned and logically sequenced the requirements of each subject to ensure that our learners receive a broad and balanced education, excellent outcomes and are extremely well prepared for their secondary education.

- Evidence documents in school:
    - Whole school curriculum map
    - Subject leader planning document
    - Subject leader progression planning
    - Learning journey maps and essential knowledge flashcards (science, geography, history and RE only)

Curriculum intent: Progression, end points and securing knowledge in the long term memory...

- Curriculum and subject leaders have carefully planned each subject to ensure that learning is sequenced and progressive and builds upon what has been learned before.

- All topics of learning are sequenced logically to ensure that all children are able to move towards the defined end point of each area of the curriculum; best preparing them for their secondary education.

- Our Marking and Feedback policy, alongside our teachers' excellent understanding and application of assessment for learning throughout the school, ensures that prior understanding is constantly reviewed and revisited so that learners can embed and use their knowledge fluently and develop their understanding; connecting new knowledge with existing understanding (building schema).

- Curriculum and subject leaders have designed a whole school revision cycle to ensure that learning is revisited and revised across terms and years to ensure that learners make links in their learning and build on what they already know.

- A robust assessment cycle has been created to ensure that assessment is used effectively to identify misconceptions and next steps for learning in all subjects.

- Evidence documents in school:
  - Whole school curriculum map
  - Subject leader planning document
  - Subject leader progression planning
  - Learning journey maps and essential knowledge flashcards (science, geography, history and RE only)
  - Marking and feedback policy
  - Whole school revision cycle
  - Whole school assessment cycle

Curriculum intent: Developing well-equipped and well-rounded learners…

Ocean
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- The knowledge and skills covered and taught in our curriculum have been carefully planned and selected by curriculum and subject leaders to match the needs of our school context and to address the educational and social needs of our learners. Our curriculum is designed to best equip all learners with the knowledge and skills they need to take advantage of future opportunities and be best prepared for their secondary education as well rounded learners.
- All leaders across the school have planned each subject carefully to ensure that the curriculum is filled with opportunities to develop their cultural capital.

  Cultural capital is defined in the National Curriculum as, '...*the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity.*'

- As an Aspirations Academies Trust school, all leaders have planned the curriculum to develop the wellness and complete, rounded health (SMSC) of all learners.

- As an Aspirations Academies Trust school, all leaders have planned opportunities across the curriculum for children to develop their understanding of employability and develop desirable learning skills that will equip them for the future stages of their life.

- Evidence documents in school:
  - Whole school curriculum map
  - Subject leader planning document
  - Subject leader progression planning
  - Learning journey maps and essential knowledge flashcards (science, geography, history and RE only)
  - Developing cultural capital and employability plan

Curriculum intent: Developing excellent readers…

- Throughout our curriculum, high-quality, age-appropriate and engaging texts have been selected as the core of the curriculum.

- Each reading text has been carefully selected by the curriculum and subject leaders alongside class teachers to ensure that our learners are being exposed to excellent literature, a wide variety of authors and a diverse range of characters across the curriculum.

- The teaching of reading mechanics and comprehension is valued highly within our school and is timetabled daily in all year groups.

- As part of our robust and rigorous assessment cycle, our learners' reading age, reading speed and comprehension is tracked termly. From these findings, rapid intervention to improve phonics and reading fluency is put in place to ensure that all learners can read age-appropriate texts and access our full curriculum offer. For those children still reading below their chronological age, teachers ensure that scaffolded support is put in place to ensure that all learners can access the learning.

- Evidence documents in school:
    - Reading texts across the curriculum progression map
    - The process of reading teaching at Ocean Academy
    - Whole school curriculum map
    - Subject leader planning document
    - Subject leader progression planning
    - Whole school assessment cycle

Our curriculum – subjects:

- Following the National Curriculum, our curriculum ensures full coverage of the following subject areas:
    - English (Reading, writing, speaking and listening)
    - Mathematics
    - Science
    - Geography
    - History
    - Religious Education
    - Modern Foreign Languages (Spanish)
    - Music
    - Art and design
    - Design and Technology
    - Computing
    - Physical Education (PE)
    - Personal, social, health and economic (PSHE) education
    - Relationships and Sex Education (RSE) and Health Education

Our planning journey…

To prepare for the implementation of our curriculum, the following support documents are in place:

Ocean Academy Poole

1. **Curriculum map/overview of coverage –** general overview of whole school planning (DQ, 6LS, Emp, Asp, NC2014)

2. **Subject leader planning, action plans and budgeting –** detailed plan by subject leaders to ensure that the curriculum is covered and resources available

3. **Subject coverage and progression planning –** selected topics, essential knowledge, exit questions, opportunities for the development of cultural capital & employability

4. **Learning Journey Maps:** created for each topic of learning. These include the essential knowledge: chunked, progressive and in context.

5. **Essential knowledge flashcards:** made by subject leaders for each topic of learning in science, geography and history, these are used with the Leitner system for development of quick recall and fluency. They are designed to be used daily to develop quick recall and retrieval.

6. **Phased planning tool for use in PPA to aid discussion**

7. **Exit questions/tasks:** as outlined in the subject progression plans, these are used to assess the understanding and the application of the essential knowledge (*scenarios, reasoning & justification, problem solving*).

8. **Model EXS and GDS exit answers:** created by subject leaders, a collection of exemplary assessments to be used to support teaching and planning.

9. **Whole school revision cycle:** to ensure that learning is secure and stored in the long term memory, flashcards, learning journey maps and quizzes will be revised and revisited weekly, termly and yearly (*see revision cycle*).

10. **High-quality reading texts:** new high-quality, vocabulary-rich texts have been purchased and mapped across the curriculum to contextualise the learning.

11. **Tier 2 vocabulary:** 161 tier 2 vocabulary words have been selected and mapped across the school for explicit teaching across the year groups. Each ATL will also have assigned vocabulary which must be explicitly used within the topic.

Our curriculum map…

- All of our subjects have been carefully mapped out and planned to ensure full coverage of the National Curriculum 2014.

- To see our curriculum map in full, please click the button.

Curriculum map 2020-21: click here

Ocean Academy Whole School Curriculum Overview 2020-21: Year 3

TERM	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2
Core Principle Focus	SELF-WORTH: HIGH EXPECTATIONS – BEING THE VERY BEST YOU CAN BE IN YOUR SCHOOL AND COMMUNITY.		ASPIRATIONS: 'WITH BIG DREAMS AND HARD WORK, ANYTHING IS POSSIBLE' – ASPIRATIONS MEANS TO DREAM ABOUT THE FUTURE WHILE BEING INSPIRED IN THE PRESENT TO REACH THOSE DREAMS.		ENGAGEMENT: OPPORTUNITY – MATCHING YOUR INTERESTS WITH ACTIVITIES THAT WILL HELP YOU TO LEAVE SCHOOL WELL-ROUNDED AND CONFIDENT. ENGAGEMENT: CHALLENGE – MAKING YOUR LEARNING EXCITING AND RELEVANT TO THE REAL WORLD.		ENGAGEMENT: TALENT DEVELOPMENT – ENHANCING YOUR NATURAL STRENGTHS AND ABILITIES SO YOU THRIVE IN SCHOOL AND BEYOND. ENGAGEMENT: INNOVATION & ENTERPRISE – SUPPORTING YOUR CREATIVITY BY ENCOURAGING YOU TO ASK 'WHY?' AND 'WHY NOT?'		PURPOSE: MAKERS & CREATORS – BEING A CREATOR, NOT JUST A CONSUMER, OF TECHNOLOGY IN OUR DIGITAL WORLD.		PURPOSE: GLOBAL – HAVING THE CULTURAL AWARENESS NEEDED TO COMMUNICATE IN OUR INTERCONNECTED WORLD. PURPOSE: EMPLOYABILITY – EQUIPPING YOU WITH THE SKILLS AND ABILITIES YOU'LL NEED TO EXCEL IN OUR EVER-CHANGING WORLD.
Learning Skill Focus	TEAMWORK		RESPECT		INDEPENDENCE		RESILIENCE		COMMUNICATION		SELF-MOTIVATION
Future Skills Focus	Sense-making Creative thinking Cognitive load management Communication Transdisciplinarity		Cross-cultural competency Collaboration Sense-making Collaboration		Creative thinking Sense-making Media literacy Productivity and accountability Collaboration		Communication Creative thinking Transdisciplinarity Cognitive load management		Creative thinking Entrepreneurialism Productivity and accountability Cross-cultural competency		Cross-cultural competency Collaboration Creative thinking Cognitive load management Communication
ATL Curriculum Focus	(1 week) PSHE	(6 weeks) Art, Geography & Science	(5 weeks) DT/STEM & Science	(2 weeks) RE	(5 weeks) History & Science	(1 week) RE	(5 weeks) Geography & Science	(1 week) RE	(5 weeks) Enterprise & Science		(5 weeks) History & Science
Year 3	Belonging	Destination Poole	Robo-dog	Christianity at Xmas	Time Cop - Solving mysteries of the past - Stone Age to Iron Age Britain	Sikhism	Water, water everywhere	Christianity at Easter	Enterprise: Reduce, re-use, recycle		Time Cop - Solving mysteries of the past Ancient Egypt
Driving Question	What must I know and do to be successful at Ocean Academy?	How can we, as artists, capture the beauty of our local area?	How can we create the perfect (robotic) pet?	Has Christmas lost its true meaning?	How can we, as museum curators, demonstrate the most important parts of stone age life?	Do Sikhs think it's important to share?	How does water impact our world?	What is good about Good Friday?	How can we reduce our carbon footprint by designing recipes that use and recycle local produce?		How can we, as archaeologists, use tombs to learn about life in Ancient Egypt?
Employability link	Neurology Scientific research	Artistry Photography Tourism Naturalist	Inventor Physicist Engineering	Religious expert Clergy	Historical expert Naturalist Archaeology Education	Religious expert Clergy	Palaeontology Naturalist Coastal defence Water safety	Religious expert Clergy	Chef/Cookery Entrepreneurism Environmental studies Farming		Historical expert Archaeology Education
Reading	English: The true story of the three little pigs: Jon Sciezka Topic: Du iz Tak: Carson Ellis		English: Until I met Dudley: Roger McGough Topic: Egg drop: Mini Grey		English: The Twits: Roald Dahl Topic: Stone Age Boy by Satoshi Kitamura The pebble in my pocket: Meredith Hooper		English: The enchanted wood: Enid Blyton Topic: The drop in my drink: Meredith Hooper Stone girl bone girl – the story of Mary Anning: Laurence Anholt		English: Leon and the place between: Graham Baker-Smith Topic: The Lorax: Dr Seuss		English: The boy who grew dragons: Andy Shepherd Topic: Egypt Magnified by David Long & Harry Bloom The Egyptian Cinderella: Shirley Climo
Writing purpose (Explicitly taught)	To persuade: Guilty or not guilty?		To inform: To explain how a robot pet works in comparison to a real pet.		To entertain: To write our own version of the Twits.		To entertain: To create another Faraway tree land for the characters to visit.		To persuade: To encourage visitors to attend your attraction/purchase your product.		To inform: To explain 'how to train your dragon'!
Oracy	Poetry: Colour: Christina Rossetti		Debate: All school pupils should wear a smart uniform including a blazer, shirt and tie.		Debate: Children should not be allowed sweets, chocolate or sugary drinks until they are 10 years old.		Poetry: The owl and the pussycat: Edward Lear		Poetry: My shadow: Robert Louis Stevenson		Debate: Children come to school to learn. They should spend less time playing at break times and more time learning in class.
Maths	Place Value Addition and Subtraction		Multiplication & Division		Multiplication & Division Money Statistics		Measuring Length and Finding Perimeter Fractions		Fractions Time		Properties of Shapes Mass and Capacity
Science	Plants		Animals inc Humans (1) Forces and magnets		Animals including humans (2) Rocks and soils		Fossils		Re-visit and revise Year 3 concepts		Light
Humanities (Hist/Geog/RE)	Geography: Locational Geography: Poole in the UK Human Geography: Land-use and tourism in Poole			RE: Christianity	British History: Stone Age to Iron Age Britain 10,000BC – 43AD	RE: Sikhism	Geography: Locational Geography: Poole in the UK Physical Geography: Coastal Erosion The water cycle	RE: Christianity			World History: Ancient Egypt 3,000BC – 330BC
Computing	Online Safety (1)						Coding using Beebots		Create a digital presentation using PPT/Google slides		
PE		Invasion Games Gymnastics Dance			Net and Wall Games Gymnastics Dance		Net and Wall Games Gymnastics		Strike and Field Games Athletics		
Art	To paint a sunset scene of Poole harbour using paint. Local artist study: Peter Dorey: Red Night		To create our own mark making invention using card and black paint. Artist study: Leonardo Da Vinci: Flying Machine 1488		To create our own cave paintings using chalk. Study: Ancient cave paintings		To create a minibeast painting in the style of pointillism using paint. Artist study: George Seurat		To sketch a self-portrait using sketching pencils. Artist study: Frida Kahlo		To create an observational drawing of a flower using oil pastels. Artist study: Georgia O'Keeffe
Music	To learn the song 'Spread my Wings' from the film Inside Out. To perform in a group and the use of body percussion to help with rhythm.				Ukulele instruction: Learning the chords C, F, G & G7 to play simple melodies.				To learn a simple song on the ukulele developing chord changes and strumming patterns. Chords – A,C and F		
DT/STEM	Construction and electricity: To design, make and create an iconic landmark in Poole that could attract more tourists to the area.				Mechanical systems and pneumatics: Design, make and evaluate a pneumatic robot animal/mini beast. Textiles: Design, make and evaluate a fabric bookmark.				Food and Nutrition: To adapt, design and write up and evaluate a basic savoury bread recipe.		
PSHE	Being me in my world		Celebrating difference		Dreams and goals		Healthy me		Relationships		Changing me
MFL: Spanish	Greetings Numbers to 10 Days of the week		Introductions Months of the year Numbers to 10		Introductions Numbers to 30 Colours		Introductions Numbers to 30 Writing the date		The weather and seasons Family members		Revision and revise Y3 learning and begin to apply through written and oral response

Subject leader planning…

- Every subject has a curriculum statement and vision decided by the subject leader.
- Every subject leader has created a detailed, progressive plan to ensure that the coverage and resourcing of their subject is progressive and complete.
- These are used by year leaders and class teachers to ensure that the teaching of each year group is consistent across classes and between years; regardless of teacher.
- Every subject has a detailed and reflective action plan which is reviewed half termly.

What does this look like in practice?

Implementation

No limits. No barriers.

Remember more. Understand more. Apply more.

Curriculum implementation: Ensuring high-quality teaching and consistency across the school…

Ocean
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- The teaching approach adopted across the entire school in all subjects is dedicated to removing barriers, ensuring challenge and enabling all children to know more, understand more and apply more.

- Stringent planning tools and resources and shared planning time in school are in place to ensure that all teachers, regardless of confidence or teaching experience, are able to deliver learning opportunities and subject knowledge to the same high standard and ensure that learning builds upon what they already know.

- We have created an in-house professional development plan whereby all staff are invited to attend training delivered by subject leaders to improve the subject knowledge and understanding of teaching approaches in all subjects of the curriculum.

- All staff, as part of their performance management, are encouraged to partake in a variety of CPD opportunities.

- Triangulation through regular learning walks, book looks and data analysis is completed regularly by senior leaders and subject leaders to ensure that all teaching is good or better across all subjects.

- The planned use of IRIS and fluid opportunities for all staff to observe excellent practice within and outside of the academy ensure that staff professional development is valued highly by all.

- Our Marking and Feedback policy, alongside our teachers' excellent understanding and application of assessment for learning throughout the school, ensures that prior understanding is constantly reviewed and revisited so that learners can embed and use their knowledge fluently and develop their understanding; connecting new knowledge with existing understanding (building schema).

Curriculum implementation: Ensuring high-quality teaching and consistency across the school...

Ocean Academy Poole

- The teaching approach adopted across the entire school in all subjects is dedicated to removing barriers, ensuring challenge and enabling all children to know more, understand more and apply more.

- All subjects have been planned and sequenced by subject leaders to ensure that, regardless of class or year group, all learners receive the same diet of progressive learning.

- All teachers are proficient in their understanding of using assessment effectively to gauge starting points and next steps in learning.

- Agreed teaching approaches in all subjects have been designed and created to ensure that learning is delivered in a way that ensures that the essential knowledge is embedded, over time, in the long term memory.

- We follow a phased approach of learning which ensures that concepts are remembered, understood and that all learners have the opportunity to apply their understanding in purposeful, challenging ways.

Implementation: Putting it in to practice!
Know more. Understand more. Apply more.

Know more

Understand more

Support

Challenge

Phased learning – the learning journey

Apply more

- We deploy a 4 phases of learning approach across the school and subjects:
  1. **Remember**: identify/recall/fluency
  2. **Understand**: Simple use of their understanding - reason/explain/justify etc
  3. **Apply**: Use their understanding in various ways - analyse/reason in depth/ evaluate/create/problem solve etc
  4. **GDS challenge**: higher order thinking/flip the task/alter the criteria/change the audience
- As always, children must start on the phase which is appropriate for their current level of understanding with the eventual aim that they will reach the expected standard (EXS) or better (GDS).
- Scaffolded support will be used within each phase to support all children towards the next phase of learning but this remains within the phase.
- Assessment for learning (AfL) will be used to guide starting points and children will be challenged from this point.
- The learning objective will represent the learning of that year group and that scaffolds must be put in place to enable children to move through the phases towards the end goal.

Date: 03.09.2020			
LO: To understand and explain…? *The learning objective must represent the EXS learning of that year group*			
Phase 1: To **know**/recall/identify/name…?			
Phase 2: To **understand**…? *Simple use of their understanding – reason/explain/justify etc*			
Phase 3: To **apply** understanding to a given scenario or problem. *To analyse/reason in depth/evaluate/create/solve problems*			
Greater Depth: higher order thinking/flip the task/alter the criteria/change the audience		**Peer Mark**	**Self Mark**
TEACHER	**TA**	**INDEPENDENT**	**WORKING ALONE**

Implementation: Putting it in to practice!
Know more. Understand more. Apply more.

Tier 2 vocabulary

- To improve the language use, confidence and understanding of key vocabulary, we have designed a programme to teach and encourage the use of powerful, tier 2 vocabulary across the school.

- All year groups will study a 'word of the week'.

- This will be explicitly taught weekly alongside spelling and will include discussions around phonic buttons, spelling, synonyms and antonyms, definitions and used in context.

- The use of tier 2 vocabulary will be encouraged and praised across the curriculum. Children will highlight their correct use in books with a yellow highlighter.

- Each ATL (topic of learning) has been assigned a list of tier 2 vocabulary which could be effectively used throughout. This will be displayed during these ATLs and explicitly encouraged/encountered by pupils.

- These words will be displayed and the children challenged and supported to use these appropriately to explain their understanding.

- By teaching and incorporating these tier 2 words throughout our curriculum, all learners will improve in their reading, writing, speaking and listening ability and be better prepared for their next stage of education.

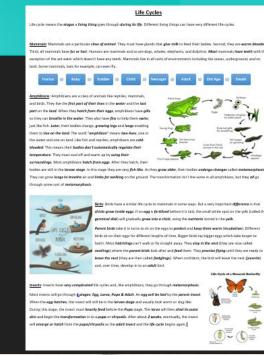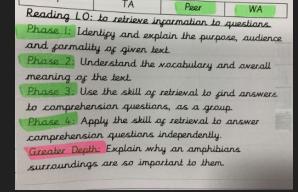| Y3	Y4	Y5	Y6
Difference/different/to differ	Description/to describe	Achievement/to achieve	Communication/to communicate
Consider/considerate/consideration	Appearance/to appear	Explanation/to explain	Critical/criticism/critique/critic/to criticise
Notice/noticeable/to notice	Increase/Decrease	Identification/identifiable/identity/to identify	Equipment/to equip
Certainty/certain	Position	Category/to categorise	According
Historic/historical/history	Various/variety/variable/variation/to vary	Definition/to define/definite	Relevant/relevance
Nature/natural/naturalist	Continuous/continual/continuity/to continue	Environment/environmental	Symbol/symbolism/symbolistic/to symbolise
Regular/regularity/irregular	Important/importance	Recognition/recognisable/to recognise	Occupation/to occupy
Similar/similarity/simultaneous	Opposite/opposition/to oppose	Individual/individuality	Occur/occurence
Impact/to impact	Particular/particularly	Appreciate/appreciation	Prejudice/prejudge/prejudicial
Grouping/to group	Purpose/purposeful	Development/to develop	Sufficient/sufficience
Research/to research	Characteristic/feature/property	Familiar/familiarity/to familiarise	System/systematic/systemic
Culture/cultural	Evidence/evident/to evidence	Profession/professional	Consequence/consequential
Exact/exactly	Express/expression/expressive	Suggestion/to suggest	Analysis/to analyse
Connected/connection/to connect	Apply/application	Language	Approximate/approximation
Estimate/estimation	Gathering/to gather	Persuasion/persuasive/to persuade	Concept/conceptual
Information/informative/to inform	Appropriate/appropriacy	Physical/physicality	Context/contextual/to contextualise
Recordings/to record	Independent/independence	Apparent/apparently	Enquiry/to enquire
Creative/creativity	Justification/to justify	Average	Interpretation/to interpret
Presentation/to present	Opinion/opinionated	Controversy/controversial	Representation/to represent
Respect/respectful	Prediction/to predict	Guarantee	Acquire
Tradition/traditional	Responsibility/responsible	Necessary	Emphasis/emphasise
Conclusion/to conclude	Society/societal/social	Recommend/recommendation	Function/functionality/to function
Inhabit/habitat/to habituate	Specific/specifically/specification	Variety/to vary	Unique
Persist/persistence	Summary/to summarise	Evaluate/evaluation	Clarify/clarity
Properties/property	Convince	Observation/to observe	Compile/compilation
Tolerance/tolerant/tolerate	Ensure	Exploration/explorer/to explore	Judgement/judgemental/to judge
Narrative/narration	Influence/influential/to influence	Accurate/accuracy	Moral/morality
Retrieval/to retrieve	Process/to process	Discussion/to discuss	Associate/association/to associate
	Require/requirement	Generate/generation	Circumstance/circumstantial
	Civilisation/civil/civilised/to be civil	Significance/significant/to signify	Implied/to imply
	Comprehension/to comprehend	Demonstration/to demonstrate	Perceive/perception
	Diverse/diversity	Modify/modification	Valid/validity/to validate
31	Include/Inclusion/Exclude/exclusion	Precision/precise/precisely	Technical/technicality
	Deduction/to deduce	Assume/assumption	Establish/establishment
	Inference/to infer	Complex/complexity	Ethics/ethical
	Distribution/to distribute	Illustrate/illustration	Integrate/integration
	Liberty/liberate/liberation	Navigation/to navigate	Integrity
	Reason/reasonable/to reason	Perspective	Proportional/proportion
	Cause/causal	Abstract	Theory/theoretical
	Effect/effective/affect	Contradict/contradiction	
	Adaptation/adaptive/to adapt	Compose/composer/composition	
	Equal/Equivalent/equivalence	Conversion/to convert	
	Democracy/democratic	Refine	
	Relation/relationship/in relation to	Coherent/coherence	
	Comparison/comparing/to compare	Concise	
	Contrast/contrasting/to contrast	45	39
	Organisation/to organise		

Assessment for learning…

- To ensure that learning builds upon what children already know, our teachers are proficient in their use of assessment for learning.

- Before any topic or area of learning, teachers use a range of strategies to check for initial understanding or misconceptions. In response to this, subsequent learning opportunities ensure that learners start at the appropriate point and lessons are tailored to meet the needs of individual learners.

- Our Marking and Feedback policy, alongside our teachers' excellent understanding and application of assessment for learning throughout the school, ensures that prior understanding is constantly reviewed and revisited so that learners can embed and use their knowledge fluently and develop their understanding; connecting new knowledge with existing understanding (building schema).

The teaching of reading: our approach

- At the forefront of reading is the desire to create a culture and life-long love of reading throughout the school. We want all pupils to become thoughtful readers.

- We immerse learners in high-quality, diverse texts and meaningful opportunities which empowers them to build resilience: taking risks, learning from their mistakes and persisting to master each concept. Classes are allocated library slots to explore a variety of texts.

- Teaching reading: staff select high-quality texts that lend themselves to a particular question style (retrieval/summarise/inference/tabulated etc) and a phased learning process is created (identify/explain/apply/greater depth). Chosen texts can link in with Learning Journey Maps, supporting pupils with pre-learning and over-learning.

- Through regular assessment cycles and QLA analysis, staff can identify specific areas for development.
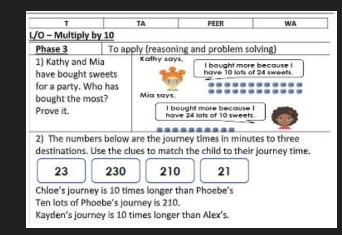
The teaching of writing: our approach

- Our English curriculum ensures that progression and consistency of high-quality teaching and learning is evident across the school, where feedback is diagnostic and all learners are challenged and supported to reach their full potential.

- Our English curriculum ensures all learners develop a wide base of vocabulary to articulate their understanding, opinions and desired impact, both written and spoken.

- The writing learning journey is a cycle and adapts and changes through regular assessment for learning (assess - plan - teach).

- High-quality model texts allow children to analyse a text and generate their own writer's toolkit. A phased learning approach ensures all pupils are both supported and challenged through their learning, whilst providing extended writing opportunities where children apply their new learning.

- High-quality red-pen questions ensure pupils think deeply and consider writer's choice.

- **Greater depth:** is an opportunity for learners to justify, analyse and evaluate their understanding. T*he subject planning tool has examples of high-quality examples.*

The teaching of maths: our approach

CONCRETE + PICTORIAL 2 + 1 = 3 ABSTRACT

- At Ocean, we teach maths as a mastery approach using the CPA method (concrete – pictorial - abstract).

- We want children to be able to be fluent in the mathematical concepts then to be able to apply them - with reasoning - to solve problems. We achieve this through phased learning where all learners are supported and challenged to meet their full potential.

- As well as the core maths lesson, there are daily arithmetic sessions tailored to filling gaps and stretching areas of the maths curriculum specific to that class or group.

- At Ocean, we understand how important the key knowledge of times tables is for developing a deeper understanding of more complex areas of maths. All year groups explicitly teach times tables in a phased approach that is designed to meet the specific needs of the individual pupil.

- Children are encouraged to a think more deeply about the reasoning of maths and to use mathematical vocabulary in their discussions and written work.

- At Ocean, we are developing our mathematical links to how maths can support the children in their future careers and in other areas of the curriculum.

Implementation: Putting it in to practice!
Know more. Understand more. Apply more.

Purpose

- **Driving questions and public products:**

  - The driving question is the BIG question at the beginning of the topic which guides the learning to a final destination and gives the learning a tangible purpose for the pupils.

  - The driving question will link the learning to the final product, often linking to employability and cultural opportunities.

  - The public product is an opportunity for the learners to present, apply or showcase their accumulation of knowledge in a real-life scenario.

  - All of the learning throughout the topic is relevant to the public product and builds towards the success of this.
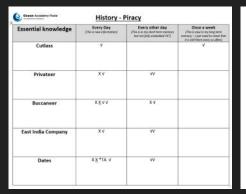
Curriculum map 2020-21: click here

Ocean Academy Poole

Implementation: Putting it in to practice!
Know more. Understand more. Apply more.

Essential knowledge flashcards using the Leitner system

- *REMEMBER MORE.* **UNDERSTAND MORE. APPLY MORE.**

- Subject leaders for science, geography, history and RE have planned meticulously the 'must knows' of their subject: the essential knowledge.

- Flashcards are created and must be simple, single pieces of information and asked in reversed terms as well.

- As the children commit this essential knowledge to their long term memory, these flashcards are revised at set out intervals to secure the learning.

- Self-assessment tick sheets are used in the topic/science books to inform teacher assessment of next steps in learning and inform next steps/intervention.

- To be effective, children can move away from the cards at different paces and some may need extra intervention to learn these.

- Not all cards are introduced at once to avoid cognitive overload and cards are added as the topic develops.

- Quick quizzes are used informally to regularly check understanding and inform next steps!
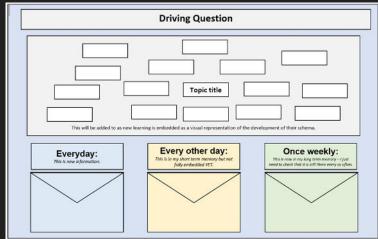

Ocean Academy Poole

History - Piracy

Essential knowledge	Every Day *(This is new information)*	Every other day *(This is in my short term memory but not fully embedded YET)*	Once a week *(This is now in my long term memory – I just need to check that it is still there every so often)*
Cutlass	√		√
Privateer	X √	√√	
Buccaneer	X X √ √	X √	
East India Company	X √	√√	
Dates	X X *TA √	√√	

What is a continent?
A continent is a large, solid area of land.
Earth has seven continents.

Reverse question:
What is the geographical term for a large, solid area of land?

Driving Question

Topic title

This will be added to as new learning is embedded as a visual representation of the development of their schema.

Everyday: *This is new information.*	Every other day: *This is in my short term memory but not fully embedded YET.*	Once weekly: *This is now in my long term memory – I just need to check that it is still there every so often.*

Implementation: Putting it in to practice!
Know more. Understand more. Apply more.

Revision cycle to combat the 'forgetting curve'

- To ensure that the essential knowledge is committed to long term memory, a revision cycle has been created to ensure that previous learning is revisited and revised.
  - **During topic: Leitner system:**
    - **Daily**
    - **Every other day**
    - **Weekly**
  - **Termly**
  - **Yearly**
  - **4 yearly**

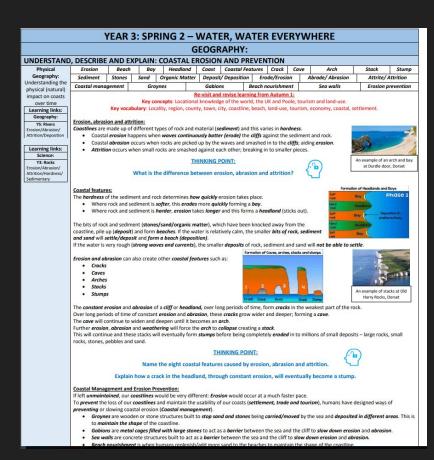# Implementation: Putting it in to practice!
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Learning journey maps

- **THE WHAT**… From the detailed subject leader planning tool, the learning journey maps are to be used as a planning tool by teachers – this is what MUST be known and what can be applied by the pupils.

- The learning must be 'chunked' in to manageable pieces and used with the children as a reading comprehension and discussion aid to contextualise the knowledge acquired through the flashcards.

- Thinking points – these have been introduced to break up/chunk the information. These are aids to discussion and do not need to be recorded. They are a nice opportunity for quick recall, paired discussion, whiteboard response as examples to aid the learning.

- These are also on the year pages on the website and are to be used as a home learning tool.

  'Memory is the residue of thought.'

YEAR 3: SPRING 2 – WATER, WATER EVERYWHERE
GEOGRAPHY:
UNDERSTAND, DESCRIBE AND EXPLAIN: COASTAL EROSION AND PREVENTION

Implementation: Putting it in to practice!
Know more. Understand more. Apply more.

Exit quizzes and exit questions

- Exit quizzes are in line with the essential flashcards and learning journey maps as a way to ensure consistency and quality control across year groups. The exit quiz is a way of learning what essential knowledge/raw facts has been retained over time and what will need revising in future learning.

- The exit question is an opportunity for learners to apply their knowledge to a higher order level of thinking.

- These will both be completed at the end of a topic to support the final summative assessment made by the class teacher.

1) When did the English civil war begin and end? BEGIN: _____ END: _____
2) Oliver Cromwell was the leader of the _____ forces.
3) What were the nicknames given to each side during the English Civil war?
   a. _____ b. _____
4) King Charles I believed that he had the divine right of kings, explain what this means:
   _____
   _____
5) What religion did King Charles I follow? _____
6) Name 3 weapons typically used in the battles of the English Civil war:
   a. _____
   b. _____
   c. _____
7) Name the two types of musket gun used:
   a. _____
   b. _____

Do you think Oliver Cromwell was protecting democracy, or stealing the throne? *Justify your answer* with *specific examples* of evidence.

How will we know if we have been successful?

Impact

No limits. No barriers.

Remember more. Understand more. Apply more.

Curriculum impact: Developing well-rounded learners

- Our curriculum has been designed to be broad and balanced ensuring that the essential knowledge is taught progressively, building on prior understanding, to ensure that our learners leave us at the end of Key Stage 2 best prepared for the next stage of their education.

- Although we prepare our learners for their end of key stage assessments in the best way possible, our curriculum is not narrowed or reduced in order to do so.

- We firmly believe that the essential knowledge and understanding embedded in our broad, rich curriculum has a direct and positive impact on end of key stage results in reading, writing and maths.

- Our curriculum, and how it is delivered, is planned and designed to ensure that all children, regardless of any disadvantage or special educational need, is supported and challenged to achieve their full potential; removing any barriers inhibiting them from gaining the essential knowledge and cultural capital they need to succeed.

Impact: What will it look like if we are successful?

The school will be filled with examples of our curriculum approach:

Leitner system

Learning Journey Maps

Essential knowledge

Assessment indicating starting points

Remember more.
Understand more.
Apply more.

Passionate and engaged learners

AfL informing all next steps

Public products

Phased learning

Chunking

Exit questions and quizzes

Flashcards

Support and challenge through scaffolds and questioning

Learning Journey Displays and working walls

Real-life problems and scenarios

Driving questions

Greater depth challenge

Impact: What will it look like if we are successful?

All learners will:

- Be **engaged** and **engrossed** in their learning (Epistemic curiosity).

- Understand and **confidently use** a range of **sophisticated vocabulary** to articulate their understanding.

- **Understand** and be **respectful** of differences in **cultures**, **beliefs** and **society**.

- Be **resilient**, **persistent** and willing to take **risks** in their learning.

- Be **healthy** in all aspects (mental, social, physical and emotional).

Impact: What will it look like if we are successful?

All learners will:

Know more:

- ☐ Make expected or above progress in all areas of the curriculum including reading, writing and maths.

- ☐ *Score between **80% - 100% on all foundation subject exit quizzes**.*

- ☐ ***Retain this knowledge*** *over time and be able to **retrieve** and **recall** this in future terms and years to support their future understanding.*

- ☐ **Talk about** *and* **make links to previous learning**.

Impact: What will it look like if we are successful?

All learners will:

Understand more:

- *Be able to **use** their embedded **knowledge** to confidently **explain** their understanding to meet or exceed the expected standard during exit questions/tasks.*

- *Be able to **speak freely and concisely** about their understanding, **thoughts** and **opinions** on the topic and use a growing range of **tier 2 vocabulary** effectively to explain their understanding.*

- ***Make connections** between learning across subjects and year groups and be able to **retrieve** this to **deepen their understanding** and **create meaning**.*

Impact: What will it look like if we are successful?

All learners will:

Be able to apply more:

- *Be able to **manipulate their understanding** of the topic to work **creatively** and **apply** their knowledge to **evaluate**, **present** to others or **solve problems**.*

- *Make **expected** or **better progress** from their starting points in all areas of the curriculum.*