**Teaching the curriculum – Church Lane’s guide**

The Learning Content of our curriculum has been planned out extensively to ensure it is adapted and suited to our children. To help us achieve our aims we also need to focus on how we deliver our curriculum – the following areas are non-negotiables designed to work in conjunction with our Learning Content to help our children achieve. They have been separated in to four areas to help you understand their aim and what they are working to achieve

**Assessment**

Before a topic begins the children should be told what they will be learning about within that topic and how it links back to what they have already learnt. They should then create a mind map of what they know already about the topic. Once the unit is over a second mind map should be given to record knowledge and check progress.

These mind maps can have some pre filled headings that you want the children to expand on to ensure you can assess areas you want to know about.

**Knowledge**

2 weeks before the start of your next topic a knowledge organiser should be sent home for the children to read. This will include a glossary of terms, vocab, key facts and spellings for children to learn.

Fortnightly 5 question quizzes should be given to check retention/understanding

**Environment**

Topic boards need to become ‘walls’. They need to be placed on a large display. This display must: Be engaging, Show the children’s learning journey and work completed, Have blank vocab cards (used and displayed).

Topic books must be full! Everything needs to be recorded and go in there.

**Timings**

With most areas of Topic you are free to pick and choose your timings and spread lessons how you wish. (More than one day can be spent on a particular objective to ensure you can provide practical learning opportunities to children as well as written/formal learning.)

**One area that is specified: PSHE must be taught last thing on a Friday**

**Planning**

Planning must ensure coverage of all areas possible. Lessons should have a reading hook linked to vocabulary at the beginning. (where appropriate)

When planning teachers need to be aware of processes for different subjects – e.g. plan/design/make/evaluate for design.

Knowledge must be built and a clear learning journey must be seen to get children from one point to another.

Sessions should be a mix of practical and formal learning – providing experiences ensures all children access the curriculum.

Planning must be submitted as soon as we return to be put on Website