



OUR VISION  
FOR 2020-21 & BEYOND



# OUR VISION FOR 2020-21 & BEYOND

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# ABOUT GLF SCHOOLS



GLF are a trust of 41 schools. Floreat Wandsworth Primary School is one of those schools!

[Click here to find out more about the other GLF schools.](#)

## THE GLF CULTURE

What we say in our motto is true: "Where Children Grow, Learn and Flourish." Each of our schools has its own distinct character and culture which is respectful of its community and context but their utmost common ground is that it is our staff that make each school. Our collective GLF culture is built upon caring for our children and students by enabling our staff to provide the best possible education with the resources at our disposal.

## THE GLF MISSION

We have a simple mission. "To be a supportive family of schools where together we grow, learn and flourish"

## THE GLF VISION

GLF Schools comprises of 41 primary and secondary schools across five regions overseen by the Regional Schools Commissioners.

Each school has GLF Schools' vision on display:

'Learning and Teaching' is the core purpose at GLF Schools. We are committed to raising the aspirations and achievement of our children and young people through:

- *Outstanding leadership at all levels*
- *Inspiring learning and support for all delivered by dynamic and passionate professionals*
- *Instilling a sense of challenge, enjoyment and passion for learning*
- *A curriculum, unique to each school, which suits the needs of its children in their local community*
- *All children will be supported and encouraged to lead healthy and active lives; making sensible choices whilst respecting the views and attitudes of others*

## GLF VALUES

- Appreciative of our children, students and their families
- Commitment to excellent education for all
- Friendly and caring
- Positive and passionate in everything we do
- Honest, open and keep our commitments



## GLF ASPIRATIONS

GLF Schools holds an ambitious vision for education. Its schools are committed to our core remit of providing an outstanding educational experience so that:

- every child and student is highly valued and expected to achieve their full potential no matter what their socio-economic background
- all children will enjoy their learning, attain high outcomes and be helped to become confident individuals and responsible citizens whilst making excellent progress
- all children will benefit from an inclusive ethos, excellent teaching and a broad and balanced curriculum underpinned by strong leadership, in a local school
- all children will be supported and encouraged to lead healthy and active lives, making sensible choices whilst respecting the views and attitudes of others

Each of the GLF schools has its own distinct character and culture which is respectful of its community and context but their utmost common ground is that it is our staff that make each school. The Floreat Wandsworth leaders, assisted by GLF partners and the Local Governing Body, are constantly reviewing the needs of the community and adapting our approach which is based on an **inclusive environment** for everyone where **all children flourish**.

- Since 2015 we have served a very special community. The families within Wandsworth **work hard** and **are highly ambitious**. They have **high expectations** of their children.
- Parents have told us that they want their children to be **confident, aspirational** and **be the best that they can be**.
- The families within this area do everything they can to provide the best possible life experiences and opportunities for their children. A number of our parents were born locally and went to school within the local area.
- The school community is represented by **13 different religions** and **36 different languages**.
- Our families represent **17 of the 18 ethnic groups** outlined by the government.
- The London Borough of Wandsworth is the 11<sup>th</sup> most densely populated area out of 317 English districts. A large number of families live in flats without any immediate access to outdoor space.
- Earlsfield Train Station is a 5-minute walk away and the train to London Waterloo takes 15 minutes.
- We are one of the closest schools to Wandsworth Town Hall and a short journey from St George's Hospital, one of the largest hospitals in Europe.
- Wandsworth has the 4<sup>th</sup> lowest rate of unemployment out of the 32 London Boroughs.
- Many of our parents are civil servants such as school staff, NHS staff and local authority employees.

### WHAT IMPACT DOES THE CONTEXT OF THE SCHOOL HAVE ON OUR VISION?

Our vision is based on **every child flourishing** and meets the local need to be an **inclusive** school where all children will make difference – no matter what their background or circumstances may be. The learning approach of Core Skills, Knowledge and Character suits the needs of our ambitious families.

**High expectations** are set by all school leaders and are a key part of our growing reputation. These high expectations radiate through the school team and out into our community of pupils and families.

The school team recognise the importance of **celebrating our diverse community** and that our **pupils and families must have their voices heard**.

We also place an emphasis on **outdoor play and learning** as our context means that our pupils have limited access to outdoor space (we do go outside in every type of weather though!).





**CORE SKILLS:** Pupils will have confident & accomplished skills in English & Maths as well as the ability to think creatively & critically. High expectations for all.



CORE SKILLS

CHARACTER

EVERY CHILD FLOURISHING



KNOWLEDGE



**CHARACTER:** Pupils will master character virtues such as bravery, service, honesty & gratitude. Our nurturing approach helps to support pupils to reveal their character virtues. High expectations for all.

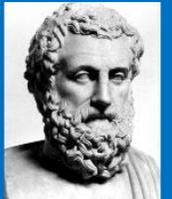


**OUR LEADERSHIP APPROACH**

As leaders create a **happy** and **safe** culture where all members of our school community can thrive.

Leaders always focus on what is **effective** for the learners. The leaders must be able to model **fun**, **pacey**, **challenging** and **creative** learning opportunities to the teachers.

‘Character is that which reveals moral purpose, exposing the class of things a person chooses or avoids.’  
Aristotle



**KNOWLEDGE:** Pupils will have a deep knowledge & understanding of the essential facts about our world. Our curriculum is carefully designed to prepare pupils for secondary school. High expectations for all.

**OUR TEACHING APPROACH**

The teachers must provide **fun**, **pacey**, **challenging** and **creative** learning opportunities for all pupils every day.

Teachers must use their own intuition to assess **how their pupils learn best** and adapt the learning to suit the needs of those pupils.

‘Academic excellence, educational equity and fairness demand a strong foundation of knowledge for all learners.’  
E.D Hirsch



## AREAS OF LEARNING & OUR THREE FACULTIES

CORE	ENGLISH	PREPARATION FOR SECONDARY SCHOOL	MATHS
KNOWLEDGE	HISTORY	SCIENCE	GEOGRAPHY
	COMPUTING	RELIGIOUS EDUCATION	ART & DESIGN
CHARACTER	OUT OF THE CLASSROOM EXPERIENCES	THE EARLY YEARS	PERSONAL, EMOTIONAL & SOCIAL DEVELOPMENT
	PHYSICAL EDUCATION	SPANISH	MUSIC
	DANCE	MINDFULNESS	DRAMA

OUR CURRICULUM DECISIONS ARE STRUCTURED AROUND **INCLUSION**. THIS IS A KEY FOCUS FOR THE SCHOOL LED BY THE HEAD OF INCLUSION.

## INTENT

## IMPLEMENTATION

## IMPACT

### CORE

Pupils will have confident & accomplished skills in **English & Maths** as well as the ability to think creatively & critically. The most effective schemes and approaches to learning are used to supplement the learning experiences of the pupils. SoundsWrite, Talk4Writing and Maths No Problem are all used alongside our commitment to **fun, pacey and creative teaching and learning**.

Agreed English and Maths expectations to reaching the **minimum standard of 'good+' teaching** are set by the senior leaders. Outstanding teaching and learning expectations are also set through team teaching, modelling and lesson studies.

Teachers visibly encourage **discussion** and the whole-hearted **engagement** of pupils.

**Family Learning, Remote Learning Plans** and our **Handbooks** set out expectations for our families and pupils. Maximum participation is by all parties upon a pupil starting at FW.

Based on pupil, staff and parent feedback there is a strong culture of **independent reading** and accessing new knowledge alongside our Character and Knowledge approaches. Age relevant writing skills are displayed in **all books** across the curriculum and the emphasis on language and acquiring a **Confident Voice** ensures EAL and SEN pupils make rapid progress.

Our differentiated Maths approach ensures pupils are **challenged effectively** and any gaps in learning are quickly closed.

All pupils make 'good+' progress from their relevant baselines. All Reading, Writing & Maths data has been above national average since 2015. Phonics 93%+ & GLD 88%+ since 2015.

### KNOWLEDGE

Pupils will have a deep knowledge & understanding of the essential facts about our world. Our approach to Knowledge originates from E. D. **Hirsch** who refers to pupils having the ability to understand knowledge and participate fluently in debates and discussions.

Knowledge is taught through the clarity of what pupils need to know and mapped out in **Knowledge Organisers** and **Curriculum Overviews** (Yearly & Termly).

Leaders plan a whole year on the basis that pupils should complete their primary education with a wealth of general knowledge, along with the self-confidence and skills to use it.

Knowledge is showcased in **books, essays, class discussions and quizzes**. Pupils acquire knowledge and skills at a much greater rate as a result of the clarity of what they need to know.

The learning environment is focused with all teachers ready to ask thought-provoking questions that extend pupil's thinking skills. Staff have a distinct interest in developing their own subject knowledge and are conscious of extending the vocabulary they use with our pupils.

### CHARACTER

Pupils will **master character virtues** such as bravery, service, honesty & gratitude. Our nurturing approach helps to support pupils to reveal their character virtues. Our approach to Character originates from **Aristotle** and the understanding that our character virtues develop, and are revealed, over time.

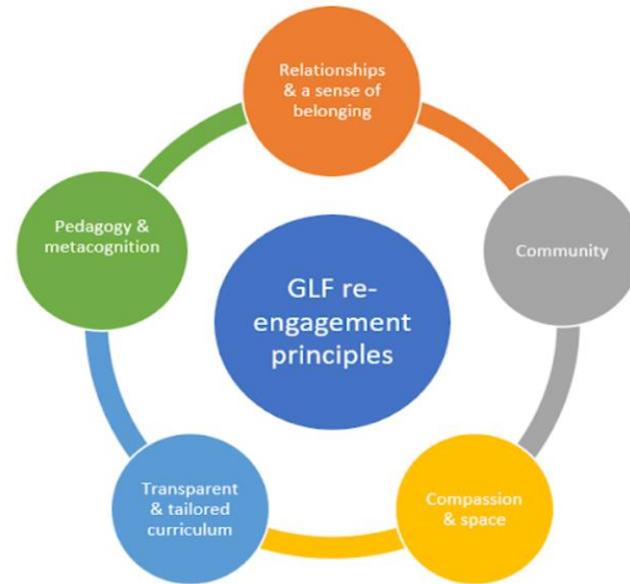
Pupils engage in daily discussions about the character virtues they are displaying or need to display. All staff expect **outstanding attitudes to learning** and this is echoed in all areas of the school. The **Positive Framing** and the **Calm School** approaches are a feature throughout the school so that pupils learn within a nurturing environment.

Through explicit character lessons and the focus on character around the school pupils are very **knowledgeable about the different virtues** and the virtues they need to be successful in and out of school.

Pupils persevere because they are given **motivating and challenging experiences**. Pupils are intrinsically motivated to model **outstanding behaviour** in and out of the classroom. As a result they are ready to learn at a quicker rate as time is only spent focusing on learning.

## RE-ENGAGEMENT AFTER THE PARTIAL CLOSURE OF THE SCHOOL – SPRING/SUMMER 2020

We have adopted the [GLF Schools Re-Engagement Curriculum Principles](#) to support the learning of all pupils following a global pandemic.



Our common re-engagement curriculum principles underpin the individual curriculums in each of our schools. As a trust of schools, these are based on the work of Barry Carpenter, Professor of Mental Health in Education, Oxford Brookes University.

### BARRY CARPENTER'S 5 LEVERS:

- **LEVER 1: RELATIONSHIPS** – we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.
- **LEVER 2: COMMUNITY** – we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.
- **LEVER 3: TRANSPARENT CURRICULUM** – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.
- **LEVER 4: METACOGNITION** – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.
- **LEVER 5: SPACE** – **to be, to rediscover self, and to find their voice on learning in this issue.** It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

## GLF RE-ENGAGEMENT PRINCIPLES

### 1. RE-ENGAGEMENT

**Relationships and re-establishing a sense of belonging** - schools will have to skilfully plan to rebuild a sense of belonging for our children. Children will not learn if they do not feel safe. A useful definition of trauma is “a deeply disturbing event over-which we have no control.” Covid 19 has been a traumatising event for many children, parents and school staff. We will need to decrease stress and adrenaline levels through rebuilding positive, kind and predictable relationships alongside new routines.

Schools must use calm and positive behaviour management techniques such as praising the behaviour you want to see, restorative conversations or “lending” the child an adult’s thinking brain to repair the mistake the child has made and show the other children they are still in a safe place.

All schools should consider how they support all children with their wellbeing within their bubble. Here is a link to some resources which we believe will support teachers when writing their Thrive actions plans and curriculum plans. These are located in the GLF Shared Resources>Curriculum (primary)>Wellbeing. [Wellbeing resources](#).

**Community** - There will be children and families who have experienced bereavement, children who have experienced poverty or neglect as well as many children who have thoroughly enjoyed extended time and attention from their parents. Schools now need to rebuild their school community. Engagement with parents must continue to be a priority to ensure families are well supported, clear on the school’s expectations and also have opportunities to rebuild their place in the school community.

**Compassion & space** - Compassionate leadership is crucial at this time. We must listen to what the children are saying and look at what the children have experienced. The pandemic has meant that the usual pattern of a school year with all of the annual cycle of events has been impacted and this may have had a huge impact on our children (especially those transitioning onto the next phase). Leaders should not have any preconceived ideas about the children’s starting points when they return. If they do this, a schools’ curriculum can be truly evidenced based, personalised and lead to significant impact.

### 2. CURRICULUM

**Transparent & tailored curriculum** - It is likely our children will feel like they have lost time in learning and we must show them and all stakeholders how we are meeting the children’s needs. We need to understand that all children will be vulnerable for different reasons. The intent of our individual curriculums must reignite a love of learning, focus on talk/oracy and develop children’s vocabulary. We must secure the basic skills before moving on too quickly and take the time to revisit prior learning. We must strengthen and develop the blended learning offer as the children start to return and be transparent with parents and carers about the phased return and the school’s blended learning offer.

All schools will need to adapt their curriculum intent statements to reflect the GLF’s Re engagement principles which underpin each school’s individual curriculum. When appropriate, the teachers must develop a clear understanding of the pastoral and academic strengths and gaps of each child. Once this assessment has been completed then this analysis needs to be used to refine the curriculum to address the gaps.

### 3. PEDAGOGY

**Pedagogy** is defined simply as the method, and practice, of teaching. Teachers and leaders must be clear on their teaching styles and the theory which underpins them. It is vital that teachers adapt their teaching styles to respond to the children’s needs within the classroom. Feedback and assessment will be vital for all children to ensure children make progress and improve. We believe that feedback is even more essential for the children who are learning at home and schools need to ensure their teachers/support staff are

feeding back to children (if not already doing so) to help them feel connected, praised, recognised and possibly address any misconceptions. Teachers must take the time to think about how they can reduce the cognitive load within their lessons and structure their lessons accordingly. Leaders must prioritise CPD sessions for their teachers and support staff to ensure they have the subject knowledge and understanding to adapt their practice. Leaders may want to refer to Roshenshine's principles of instruction and in particular how children retrieve information and store it in their long term memory.

**Metacognition** is knowing how you know and being able to explain your thinking processes. The research into metacognition evidence that children can make 7 months progress using metacognitive approaches. In different environments, children will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our children to reskill and rebuild their confidence as learners.

## OUR RE-ENGAGEMENT APPROACH IN TWO SIMPLE PHASES

### PHASE 1 – SEPTEMBER & OCTOBER 2020

**Striking the right balance - nurture, routines, structure, relationships, academic = success**

- Training staff ensured that our nurturing and Calm School approach is at the heart of what we do.
- The children have settled into the new daily routines and behaviour expectations. Pupil attendance 97%+.
- The team assessed that our learning approach was effective and ensured all pupils continued their learning journey. The inclusive nature of our systems ensured that all children flourished as much as possible given the circumstances. A Remote Learning Plan is in place to cover all eventualities.
- The children are enjoying being back in school and are socialising very well with their peers. New measures such as staggered starts and class bubbles are working well.
- Covid-19 guidance is being followed continuously in school and the children understand what is expected of them. Initial low stakes assessments and, where agreed, more structured assessments were completed.
- The children are now ready to move on to the next phase of the re-engagement curriculum.

### PHASE 2 – NOVEMBER & DECEMBER 2020

- Further informal diagnostic testing - finding and identifying the gaps.
- Focus on what the gaps are and how they can be filled.
- Keep it really simple, fun and engaging - doing it well.

# WHEN DO PUPILS TYPICALLY ACCESS THE DIFFERENT PARTS OF THE CURRICULUM?

Topic / subject examples have been included where appropriate to show progression and/or expectations.

Nursery (N)	Reception (R)	Year 1 (1)	Year 2 (2)	Year 3 (3)	Year 4 (4)	Year 5 (5)	Year 6 (6)
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**OUR CORE VISION & PURPOSE**

**CHARACTER:** Pupils will master character virtues such as bravery, service, honesty & gratitude. Our nurturing approach helps to support pupils to reveal their character virtues.

**CORE SKILLS:** Pupils will have confident & accomplished skills in English, Maths & Science as well as the ability to think creatively & critically.

**KNOWLEDGE:** Pupils will have a deep knowledge & understanding of the essential facts about our world. Our curriculum is carefully designed to prepare pupils for secondary school.

FROM NURSERY TO YEAR 6

FROM NURSERY TO YEAR 6

FROM NURSERY TO YEAR 6

**THE EARLY YEARS**

We establish an outstanding balance within the Early Years between **formal & informal learning**, inside & outside learning and teacher-led & child-initiated learning.

We support pupils to focus on **school routines & secure pupil/staff relationships**. These skills enable pupils to flourish academically and socially with the Early Years and beyond.

NURSERY & RECEPTION

NURSERY & RECEPTION

**PREPARATION FOR SECONDARY SCHOOL**

We help inspire pupils to develop their **talents & passions**. We support & challenge pupils in equal measure to ensure they become the best version of themselves.

We support pupils to ensure they are able to **talk confidently** about their interests & passions and also be knowledgeable & articulate when **debating** about current affairs in class, as a year group or in a **public speaking** forum.

Our pupils will take part in **Enterprise Week**. This will help to develop children's understanding of different jobs, how money is spent in designing products and how they can contribute to a range of activities that help them to become more enterprising.

**Verbal** (words & text) & **Non Verbal** (pictures and diagrams) **Reasoning** preparation for secondary school. This helps pupils to develop their analytical and problem solving skills.

**Interview preparation for secondary school and beyond** e.g. presentation, conduct, listening carefully to the question being asked and the ability to ask relevant questions to the interview panel. This is a life skill we want all pupils to master.

Pupils will engage in **secondary school taster sessions** to help prepare them for the transition to secondary school.

FROM NURSERY TO YEAR 6

FROM NURSERY TO YEAR 6

YEARS 4, 5 & 6

YEARS 3, 4, 5 & 6

YEARS 3, 4, 5 & 6

YEARS 4, 5 & 6

**PERSONAL, EMOTIONAL & SOCIAL DEVELOPMENT**

To enhance our curriculum and cultivate well-rounded, happy pupils, we focus on developing **character virtues**. This teaches children to develop an understanding of themselves and others and their role as citizens in their local and wider community.

As part of the National Curriculum we must promote the fundamental **British values** of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. Topic examples have been included.

FROM NURSERY TO YEAR 6

N Friendship & Friendliness	R Unique & Wonderful Me	1 Right & Wrong	2 Respecting the views of others	3 The Rule of Law	4 Rights & Responsibilities	5 UK Voting systems	6 Challenging Prejudice
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ENGLISH	We use a combination of carefully-chosen books and texts, (fiction & non-fiction), high expectations of language development and the schemes <b>Talk4Writing</b> and <b>SoundsWrite</b> to ensure all pupils are <b>confident speakers, readers and writers</b> . Book examples have been included.	N The Little Red Hen	R Jack & the Beanstalk	1 Baby Brains	2 The Lighthouse Keeper's Lunch	3 Fantastic Mr Fox	4 The Iron Man	5 Stig of the Dump	6 War Horse
MATHS	We ensure that our pupils have a bank of strategies and the mental fluency to <b>confidently solve mathematical problems in a range of contexts</b> . We also focus on the method and processes using the scheme <b>Maths No Problem</b> . Maths Badges such as the 144 Badge will provide suitable challenges for all pupils to work towards. Typical maths topics have been included.	N Shape knowledge & language e.g. face, edge and vertices	R Number bonds to 20 e.g. 14+6, 10+10, 2+18	1 Compare lengths, capacities & temperatures	2 Finding $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{3}{4}$ of a number	3 Add & subtract amounts of money & give change	4 Full knowledge of the times tables up to 12x12	5 Calculate the area of rectangles & related compound shapes or m <sup>2</sup>	6 Collect, process, represent, interpret & discuss data from charts
SCIENCE	We provide opportunities for <b>scientific discovery, enquiry &amp; exploration</b> in all year groups. Pupils will master the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. Topic examples have been included.	N Growth & Change	R Knowledge of solids and liquids	1 Describe and compare materials	2 Exploring different animal habitats	3 Magnets - attraction & repulsion	4 Sound - vibrations, pitch, volume	5 Reproduction in some plants & animals	6 Light reflection & refraction
HISTORY	Our pupils gain a coherent <b>knowledge and understanding of Britain's past and that of the wider world</b> . We help to inspire pupils' curiosity to know more about the past. Regular quizzes & Knowledge Organisers will be a key feature of the learning process.	N Events from the recent past	R Guy Fawkes	1 Kings & Queens	2 Ancient Egyptians	3 Ancient Greece	4 The Romans	5 The British Empire	6 World War II
GEOGRAPHY	We inspire in pupils a fascination about the <b>world and its people</b> . Our teachers equip pupils with knowledge about natural & human environments, together with an understanding of the Earth's physical & human processes. Regular quizzes & Knowledge Organisers will be a key feature of the learning process.	N Animals around the world	R My local area	1 The Continents	2 British Landmarks	3 The Water Cycle	4 The Climate of Europe	5 Analysis of aerial photos & maps	6 The impact of tourism
RELIGIOUS EDUCATION	The <b>study of different religions</b> contributes to the spiritual, moral, social and cultural development of pupils and supports wider community cohesion. Pupils will learn to recall and name different beliefs and practices, including festivals, forms of worship, rituals and ways of life, in order to find out about the meanings behind them.	N Who I am?	R My community	1 Different places of worship	2 Hinduism	3 Judaism	4 Right & Wrong	5 Character lessons from the Bible	6 Know the meaning of different Psalms
COMPUTING	We ensures that all pupils become <b>digitally literate</b> - able to use, and express themselves and develop their ideas through, information and communication technology (incl. coding). Pupils are supported in making links with mathematics, science and design and technology. <b>E-Safety</b> information will always be relayed to pupils in every year group in an age-appropriate way e.g. pupils in Year 5 will be taught about the importance of communicating kindly online and how to create a secure password.	N Learn to direct devices such as Beebots	R Learn to use iPad for recording purposes e.g. photos	1 Create pictures using paint programs	2 Be familiar with software such as Google Earth	3 Create Graphs from pre-made databases	4 Create simple Stop Motion animations	5 Create presentations to support curriculum work	6 Word process work and use desktop publishing software
LANGUAGES	Learning <b>Spanish</b> at this school will foster pupils' curiosity and deepen their understanding of the world. This will enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers.	N Count to 10	R Colours and animals	1 Sing Spanish songs	2 Introduce themselves	3 Learn basic phrases	4 Read familiar words	5 Change a single element in a sentence	6 Understand a short written passage

<p><b>PHYSICAL EDUCATION</b></p>	<p><b>PE lessons</b> focussing on activities such as gymnastics, football &amp; tennis will be delivered by PE specialists. They will inspire all pupils to succeed and excel in competitive sport and other physically demanding activities. PE helps to build character and helps to embed values such as fairness &amp; respect. PE subjects will change on a half termly basis for all year groups.</p> <p><b>Competitive Sporting Fixtures</b> will be organised against local schools e.g. archery, netball &amp; athletics. Dignity and humility will be always be our character focus during these events.</p> <p><b>Swimming lessons</b> for all pupils will be provided by the end of Year 6. Pupils will be able to swim competently, confidently and proficiently over a distance of at least 25 metres.</p>	<p>N Gross motor skills</p>	<p>R Basic gymnastics</p>	<p>1 Individual skills (catching &amp; throwing)</p>	<p>2 Football – team games</p>	<p>3 Hockey – team games</p>	<p>4 Advanced rugby skills</p>	<p>5 Advanced athletics</p>	<p>6 Advanced gymnastics</p>
		<p>YEARS 2,3,4,5 &amp; 6</p>							
		<p>YEAR 3</p>							
<p><b>ART &amp; DESIGN</b></p>	<p>Pupils will use their creativity and imagination to <b>design and create complete works</b> in different formats e.g. woodwork, water colours, clay modelling. They will acquire a broad range of subject knowledge and draw on disciplines such as mathematics and computing. Typical art and design topics have been included.</p>	<p>N Exploring patterns, lines and textures</p>	<p>R Create models</p>	<p>1 The language of art</p>	<p>2 Art of Ancient Egypt</p>	<p>3 Study artwork in detail</p>	<p>4 Embroidery &amp; Needlework</p>	<p>5 Islamic Art &amp; Architecture</p>	<p>6 Design make &amp; critique own art &amp; design work</p>
<p><b>DRAMA, DANCE &amp; MUSIC</b></p>	<p><b>Drama</b> opportunities will be provided to promote a <b>Confident Voice</b>. Lessons are often linked to the English topics to ensure a deeper understanding of a book or text e.g. retelling the story of ‘Matilda’.</p> <p>We are a <b>singing school</b> and we sing all the time! This fosters a sense of confidence, harmony and teamwork amongst pupils. On-site performance opportunities will be provided in the form of nativities, &amp; year group assemblies. <b>Off-site drama, dance and music opportunities</b> will be provided e.g. concerts &amp; festivals for pupils from Year 1 and above.</p> <p>We use the medium of <b>dance</b> either as a team or individuals using a range of movement patterns. This also helps to develop flexibility, strength, technique, control and balance.</p> <p>We engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. Opportunities will be provided for <b>music tuition</b> e.g. vocal, recorder or violin.</p>	<p>FROM NURSERY TO YEAR 6</p>							
		<p>FROM NURSERY TO YEAR 6</p>							
		<p>FROM NURSERY TO YEAR 6</p>							
		<p>YEARS 2,3,4,5 &amp; 6</p>							
<p><b>OUT OF THE CLASSROOM EXPERIENCES</b></p>	<p><b>Local area walks &amp; day trips</b> will enhance the learning opportunities provided within school e.g. museums or landmark visits.</p> <p><b>Mindfulness</b> is a key part of everyday school life. Daily mindfulness activities such as yoga, meditation &amp; mindful walks will help pupils to relax, feel calm and manage any anxieties. Our character, core skills and knowledge vision will be enhanced through carefully planned <b>residential / overnight trips</b> e.g. a camping trip to the New Forest.</p> <p><b>Outdoor learning opportunities</b> are available all year round e.g. gardening or using the outdoor stage. All pupils spend at least 8 hours a week at school enjoying activities outside.</p>	<p>FROM NURSERY TO YEAR 6</p>							
		<p>FROM NURSERY TO YEAR 6</p>							
		<p>YEARS 5 &amp; 6</p>							
		<p>FROM NURSERY TO YEAR 6</p>							



# FREQUENTLY ASKED QUESTIONS



Curriculum documents	What do the documents aim to do?	When can parents view them?	Are they for the whole school or individual year groups?	Where can I find them?
1. OUR CURRICULUM VISION	To give parents an overview of expectations and progression from Nursery to Year 6.	Autumn 2020	Whole School	These documents are found on the website under the Curriculum heading. All documents can be printed upon request – please see the Office Team for printout requests.
2. YEARLY OVERVIEWS	To deliver a plan of the expectations and progression within each year group across a whole academic year.	Autumn 2020	Year Groups	
3. TERMLY OVERVIEWS	These overviews will provide parents with a detailed plan of learning so parents can effectively support their child at home.	At the beginning of each half term (6 times a year).	Year Groups	

What does this Curriculum Vision aim to do?	This overview is designed to <a href="#">help all parents to understand our educational offer</a> . Where appropriate we want to give parents an overview of the expectations from Nursery to Year 6. This shows the type of progression we expect all pupils to make e.g. from accessing The Gingerbread Man in Nursery to reading War Horse in Year 6. The Yearly and Termly Overviews give clear and up to date guidance on the current subjects and topics.
Who has contributed or will contribute to this overview?	<p>We have gathered evidence and feedback from all of the <a href="#">staff</a> and <a href="#">colleagues of Floreat</a> including West London Free School who have been influential in establishing the Knowledge part of our Core Vision.</p> <p>Key contributors will also include the <a href="#">pupils</a> and <a href="#">parents</a>. Pupils will contribute during assemblies and class discussions. Parents were consulted within two Focus Group sessions (Thursday 14<sup>th</sup> &amp; Friday 15<sup>th</sup> March 2019) and suggestions will be received from parents during our two evening events on Wednesday 13<sup>th</sup> &amp; Wednesday 20<sup>th</sup> March 2019. Curriculum feedback from parents has also been collated via written and verbal contributions. Please feel free to email your feedback to us by emailing <a href="mailto:office@wandsworth.floreat.org.uk">office@wandsworth.floreat.org.uk</a></p>
Which documents support this vision?	<ul style="list-style-type: none"> <li>❖ Our own <a href="#">Character Curriculum</a> underpins all the academic and wider curriculum work we do: <a href="http://www.floreatprogramme.org.uk">www.floreatprogramme.org.uk</a></li> <li>❖ We follow the <a href="#">National Curriculum</a>. The following link helps to understand the National Curriculum for pupils in Year 1 to Year 6 in detail: <a href="http://www.gov.uk/national-curriculum/key-stage-1-and-2">www.gov.uk/national-curriculum/key-stage-1-and-2</a></li> <li>❖ We also follow the expectations set out within the <a href="#">Early Years Foundation Stage Framework</a>: <a href="http://www.gov.uk/government/publications/early-years-foundation-stage-framework-2">www.gov.uk/government/publications/early-years-foundation-stage-framework-2</a></li> <li>❖ Our <a href="#">Yearly Overviews</a> for each year group give staff, pupils and families a plan of the expectations and progression within each year group across a whole academic year.</li> <li>❖ The <a href="#">Termly Curriculum Overviews</a> for each year group will continue to give parents a detailed account of the learning throughout the school year. These will occur <a href="#">every half term</a> (6 times a year). You can find examples of the Termly Curriculum Overviews on our website: <a href="http://www.floreatwandsworth.org.uk/Year-2">www.floreatwandsworth.org.uk/Year-2</a></li> </ul>

<p>Why are Nursery &amp; Reception included in subjects such as History?</p>	<p>We have included Nursery and Reception in the main body of the vision in show the progression of skills. In Nursery and Reception pupils follow the <a href="#">Early Years Foundation Stage Framework</a>. The three core areas are Communication and Language, Physical Development &amp; Personal, Social and Emotional Development. The additional areas are Literacy, Mathematics, Understanding the World and Expressive Arts and Design. The children will officially begin to use subject names such as History when they enter Year 1.</p>
<p>Is there anything parents should be aware of in regards to curriculum changes in the future?</p>	<p>We know that <a href="#">Relationships Education &amp; Health Education</a> will be part of our Curriculum from May 2021 (<a href="http://www.gov.uk/government/consultations/relationships-and-sex-education-and-health-education">www.gov.uk/government/consultations/relationships-and-sex-education-and-health-education</a> - scroll down to the documents section to see the draft guidance). Floreat Leaders will meet with the School Strategy Board (commonly known as the Governing Body) to decide how best to implement this guidance into our curriculum. A policy will also be put in place before September 2020 after consultation with Floreat staff, parents and national advisors.</p>
<p>Other factors to consider when reading this document in detail:</p>	<ul style="list-style-type: none"> <li>❖ Where appropriate we have included an example for each year group of the type of subject/topic your child may learn about.</li> <li>❖ In English we have included the age appropriate texts your child may read and access during lessons and as part of their Drama lessons.</li> </ul>
<p>Which study programmes do you use for English and Maths?</p>	<p>We use the education study programmes <a href="#">Maths No Problem</a>, <a href="#">SoundsWrite</a> and <a href="#">Talk4Writing</a> to support the teaching and learning of the core subjects. You can find out more about these programmes by clicking on the logos below.</p>
<p>Do your chosen programmes of study tell teachers exactly what &amp; how to teach?</p>	<p>No, the schemes only supplement and support the learning around the school. The teachers must provide <a href="#">fun</a>, <a href="#">pacey</a>, <a href="#">challenging</a> and <a href="#">creative</a> learning opportunities for all pupils every day. Teachers must use their own intuition to assess how their pupils learn best and adapt the learning to suit the needs of those pupils. These are non-negotiables for all staff.</p>
<p>Our partnerships support our curriculum offer. Please click on the links to find out more about the people and organisations we work with.</p>	<div style="display: flex; flex-wrap: wrap; justify-content: space-around; align-items: center;"> <div style="text-align: center; margin: 10px;">  </div> <div style="text-align: center; margin: 10px;">  </div> <div style="text-align: center; margin: 10px;">  </div> <div style="text-align: center; margin: 10px;">  </div> <div style="text-align: center; margin: 10px;">  </div> <div style="text-align: center; margin: 10px;">  </div> <div style="text-align: center; margin: 10px;">  </div> <div style="text-align: center; margin: 10px;">  </div> </div>