

ALP Year 7 of Rolling Curriculum Overview 2019-2020



**Ecclesfield
SCHOOL**

Broader concepts:

- To improve the learning experiences of the most vulnerable learners at Ecclesfield
- To create a safe, productive and engaging environment, where learners can feel encouraged and nurtured in their learning
- To encourage learners to experience risks within an educational setting and use these experiences to enhance self - reflection and improvements in learning
- To encourage the most vulnerable learners to become both confident and independent, embracing challenges
- To enhance 'culture capital', offering students experiences, allowing them to interact successfully with their peers and others
- LITERACY/ NUMERACY - FUNCTIONALLY LITERATE?

Skills:

1. To improve skills in literacy, taking note of individual starting points and using interactive, supported and targeted interventions (RWI) to enhance learning.
2. To improve skills in numeracy, taking note of individual starting points and using interactive, supported and targeted interventions to enhance learning.
3. To take into account individual needs; focusing on what is required to nurture and allow the student to become more independent and confident in both school and in their personal lives.
4. To instill and improve social skills within the cohorts and in the wider context of their lives. By using 'Circle Time', children will become more aware of how interactions can be improved, leading to the development of social skills.

Knowledge:

- Using project work and trips the focus of the learning will be to improve both literacy and numeracy skills and knowledge and use these as a building block to support learning in other areas of the curriculum. The focus on literacy and numeracy is an integral part of the ALP approach as is fundamental to improving the knowledge of the students in the cohort.
- As well as this, there will be a focus to add 'culture capital' facilitating the learning, aiding children to gain knowledge in;
- The lives of Victorian children. A novel study approach, focusing on the text *Hetty Feather* will introduce the ALP members to the harsh reality of the lives of poor children in the Victorian age. This project will use interactive learning experiences (Coal Mining Museum visit) to enhance and add 'culture capital'. The students will use both the educational trip and the knowledge from the text, along with other historical documents to gain historical knowledge.
 - Sheffield Culture. Using both religious texts and text books, the learning will focus on the myriad of different cultures that co-exist in the City of Sheffield. Several religions will be studied (Christianity / Islam / Judaism / Sikhism), with a focus on the humanitarian aspects of each religion. 'Culture Capital' will be enhanced by trips to a church / mosque / synagogue and temple. Religious leaders will be used to give a unique and interesting presentation on their own religion and how it is relevant in the world today.
 - Art in The Local Environment. Links with the art department will be enhanced and children will be introduced to the use of cameras. Knowledge will focus on compositions and lighting arrangements, along with the use of more complicated photographic equipment. It is hoped that many of the ALP children will then choose as an option GCSE Photography (AQA). Culture capital will be added by a series of trips to local areas of outstanding beauty, allowing the children to photograph, discuss and enjoy the natural local environment.
 - As all the children have recognised learning difficulties, individualised learning pathways, the use of targets and smaller groupings will enable the children to make progress and grasp concepts that have eluded the learners in other environments. Using experiences that focus on 'real life' numeracy skills will not only improve academic success, but also prepare the students for lives outside school as independent adults.

Recall:

- Revisiting key areas of literacy and numeracy, ensuring that previously taught skills and targets are able to be applied in different contexts.
- To use specific, individual targets, as an extension of previous targets, which will become more challenging and increase recall over time.
- To use previously taught phonics (Read, Write, Inc.) to improve spellings/ reading skills (decoding of text and comprehension) and sentence structure, improving writing.
- To be able to use the rules around circle time and improve emotional literacy and speaking and listening skills. These skills will be used to improve communication in other areas of the curriculum.

ALP - Year 8 of Rolling Curriculum Overview 2019-2020



**Ecclesfield
SCHOOL**

Broader concepts:

- To improve the learning experiences of the most vulnerable learners at Ecclesfield
- To create a safe, productive and engaging environment, where learners can feel encouraged and nurtured in their learning
- To encourage learners to experience risks within an educational setting and use these experiences to enhance self - reflection and improvements in learning
- To encourage the most vulnerable learners to become both confident and independent, embracing challenges
- To enhance 'culture capital', offering students experiences, allowing them to interact successfully with their peers and others.
- LITERACY/ NUMERACY - FUNCTIONALLY LITERATE.

Skills:

1. To improve skills in literacy, taking note of individual starting points and using interactive, supported and targeted interventions (RWI) to enhance learning.
2. To improve skills in numeracy, taking note of individual starting points and using interactive, supported and targeted interventions to enhance learning.
3. To take into account individual needs; focusing on what is required to nurture and allow the student to become more independent and confident in both school and in their personal lives.
4. To instill and improve social skills within the cohorts and in the wider context of their lives. By using 'Circle Time', children will become more aware of how interactions can be improved, leading to the development of social skills.

Knowledge:

- Using project work and trips the focus of the learning will be to improve both literacy and numeracy skills and knowledge and use these as a building block to support learning in other areas of the curriculum. The focus on literacy and numeracy is an integral part of the ALP approach as is fundamental to improving the knowledge of the students in the cohort.
- As well as this, there will be a focus to add 'culture capital' facilitating the learning, aiding children to gain knowledge in;
- The lives of WWI soldiers. A novel study approach, focusing on the text War Horse will introduce the ALP members to the harsh reality of the lives of soldiers on the front line in WW1. This project will use interactive learning experiences (Doncaster Aerodrome / Eden Camp) to enhance and add 'culture capital'. The students will use both the educational trip and the knowledge from the text, along with other historical documents to gain historical knowledge.
 - Creating a Story Culture. Using Grimm and Co as a vehicle to aid writing, a trip will be arranged as a starter activity. A series of story writing tips / strategies will be used to enhance independent writing skills in the ALP group.
 - Sheffield Art. Links with the art department will be enhanced and children will be introduced to the art galleries of Sheffield. Knowledge will focus on a series of artists (Van Gogh / Monet). Culture capital will be added by a series of trips to art galleries in Sheffield, allowing the children to gain an understanding and knowledge of art.
 - As all the children have recognised learning difficulties, individualised learning pathways, the use of targets and smaller groupings will enable the children to make progress and grasp concepts that have eluded the learners in other environments. Using experiences that focus on 'real life' numeracy skills will not only improve academic success, but also prepare the students for lives outside school as independent adults.

Recall:

- Revisiting key areas of literacy and numeracy, ensuring that previously taught skills and targets are able to be applied in different contexts.
- To use specific, individual targets, as an extension of previous targets, which will become more challenging and increase recall over time.
- To use previously taught phonics (Read, Write, Inc.) to improve spellings/ reading skills (decoding of text and comprehension) and sentence structure, improving writing.
- To be able to use the rules around circle time and improve emotional literacy and speaking and listening skills. These skills will be used to improve communication in other areas of the curriculum.