

The logo for 'LUNAR Curriculum' features a stylized globe on the left with the word 'LUNAR' written across it. The letters 'L' and 'U' are white with black outlines, while 'N', 'A', and 'R' are filled with a grey dot pattern. To the right of the globe is a grey moon with craters. Below the globe are five orange stars of varying sizes. The word 'Curriculum' is written in a large, black, sans-serif font to the right of the globe and moon.

LUNAR Curriculum

'Learn, Unlearn and Relearn' - Alvin Toffler

Introduction to the Lunar Curriculum

The Lunar Curriculum has been designed by The Three Saint's Academy Trust, ready to be rolled out in Autumn 2016. It has been designed to incorporate good practice observed from a range of schools and has been informed by research such as the EEF 'Teaching and Learning Toolkit'. Parents, children and staff have been consulted during the design of the curriculum so we can ensure that we have designed a curriculum fit for purpose, designed to stretch and challenge and meet the needs of our pupils.

What is the Lunar Curriculum?

The Lunar Curriculum is a pedagogical approach that builds upon pupils' interests to inspire learning. This curriculum is underpinned by a set of non-negotiables based upon key knowledge and skills that will be taught to the children at agreed stages. At the heart of the Lunar curriculum is the requirement that pupils have to do something with their learning rather than just learn about something, it therefore makes learning active and authentic. Its focus is almost entirely on the ability to develop pupils' knowledge, skills and understanding so that they leave school with skills that they will take to secondary school and beyond in their working life. Below you will find the aims and principles of the Lunar Curriculum.

Curriculum Aims:

- Develop **L**ife-skills which promote a love of learning
- Grow an **U**nderstanding of ourselves, each other and the world
- **N**urture curiosity and creativity which feed the imagination
- Cultivate **A**spiration through motivation and self-belief
- Instil **R**esilience, independence and other personal attributes

Curriculum Principles

- In line with **Mastery Learning**, we will focus on depth before breadth in every subject area so that pupils can attain proficiency and study the curriculum with confidence
- Teach pupils **Personal Learning and Thinking Skills** so that they become successful and motivated learners, confident individuals and responsible citizens

- Cultivate **Collaborative Learning** so that pupils develop social skills, practise interacting with others and enjoy learning
- Endorse high-quality **Project-Based Learning** so that pupils are motivated by real purposes and real audiences and beautiful work is created
- Promote **Feedback** which allows pupils time to engage, reflect and review – including peer and self-evaluation so that they are capable of improving their own learning
- Ensure that **Oracy** is at the heart of the curriculum so that our pupils are able to express themselves fluently, grammatically and confidently
- Develop **Social and Emotional Learning** so that our pupils are self-aware, foster positive relationships and achieve personal wellbeing
- Participate in **The Arts** so that our pupils develop artistically and creatively
- Provide an **Experience-Rich Curriculum** so that our pupils can pursue personal interests and talents
- **Digital Technology** is used effectively and creatively so that pupils are digitally fluent and equipped for life in the 21st Century
- Enable our children to **Demonstrate Learning in Different Ways** – not always pages in an exercise book but photographs, posters, products, presentations and performances
- Foster a **Growth Mindset** in our pupils so that they have the strength of character to persevere

Purpose

The purpose of the Lunar Curriculum is to equip pupils with a set of relevant personal, learning and thinking skills needed for success in learning and life. The Lunar Curriculum will focus upon the skills below:

- Independent enquirers
- Creative thinkers
- reflective learners
- Team workers
- Self-managers

- Effective participators and communicators

More detail about each skill can be found below.

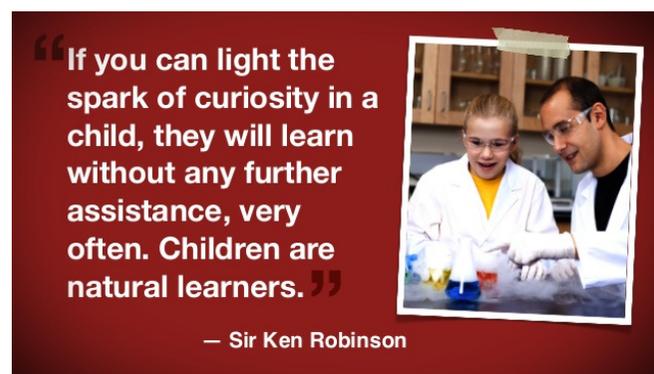
INDEPENDENT ENQUIRERS		TEAM WORKERS		EFFECTIVE PARTICIPATORS & COMMUNICATORS	
<p>Focus: Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that.</p> <p>Young people:</p> <ul style="list-style-type: none"> • identify questions to answer and problems to resolve • plan and carry out research, appreciating the consequences of decisions • explore issues, events or problems from different perspectives • analyse and evaluate information, judging its relevance and value • consider the influence of circumstances, beliefs and feelings on decisions and events • support conclusions, using reasoned arguments and evidence. 		<p>Focus: Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.</p> <p>Young people:</p> <ul style="list-style-type: none"> • collaborate with others to work towards common goals • reach agreements, managing discussions to achieve results • adapt behaviour to suit different roles and situations, including leadership roles • show fairness and consideration to others • take responsibility, showing confidence in themselves and their contribution • provide constructive support and feedback to others. 		<p>Focus: Young people actively engage and discuss with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.</p> <p>Young people:</p> <ul style="list-style-type: none"> • discuss issues of concern, seeking resolution where needed • present a persuasive case for action • propose practical ways forward, breaking these down into manageable steps • identify improvements that would benefit others as well as themselves • try to influence others, negotiating and balancing diverse views to reach workable solutions • act as an advocate for views and beliefs that may differ from their own. 	
Level 1: Recall	identify, list, label, who, what, where, why, when, tabulate, name, measure, illustrate, calculate	Level 1: Recall	tell, quote, use, report	Level 1: Recall	recall, retell, recite, report, tabulate, quote, illustrate, define, state
Level 2: Skill/ concept	explore, classify, make observations	Level 2: Skill/ concept	collaborate, take responsibility, listen, relate	Level 2: Skill/ concept	discuss, engage with issues, graph, relate, show, summarise
Level 3: Strategic thinking	plan, consider, recognise others have different beliefs and attitudes, conclude, compare, investigate, solve problems	Level 3: Strategic thinking	reach agreement, work confidently, resolving issues	Level 3: Strategic thinking	seek resolution, propose, identify improvements, act as an advocate for views, play a full part, construct, develop a logical; argument, cite evidence, formulate, explain
Level 4: Extended thinking	apply concepts, resolve, carry out, evaluate, take informed and well-reasoned decisions, analyse	Level 4: Extended thinking	adapt, show fairness and consideration, provide constructive support and feedback, apply concepts	Level 4: Extended thinking	synthesise, present, try to influence others, negotiate, balance views, prove

SELF MANAGERS		REFLECTIVE LEARNERS		CREATIVE THINKERS	
<p>Focus: Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.</p> <p>Young people:</p> <ul style="list-style-type: none"> • seek out challenges or new responsibilities and show flexibility when priorities change • work towards goals, showing initiative, commitment and perseverance • organise time and resources, prioritising actions • anticipate, take and manage risks • deal with competing pressures, including personal and work-related demands • respond positively to change, seeking advice and support when needed • manage their emotions, and build and maintain relationships. 		<p>Focus: Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.</p> <p>Young people:</p> <ul style="list-style-type: none"> • assess themselves and others, identifying opportunities and achievements • set goals with success criteria for their development and work • review progress, acting on the outcomes • invite feedback and deal positively with praise, setbacks and criticism • evaluate experiences and learning to inform future progress • communicate their learning in relevant ways for different audiences. 		<p>Focus: Young people think creatively by generating and exploring ideas and making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.</p> <p>Young people:</p> <ul style="list-style-type: none"> • generate ideas and explore possibilities • ask questions to extend their thinking • connect their own and others' ideas and experiences in inventive ways • question their own and others' assumptions • try out alternatives or new solutions and follow ideas through • adapt ideas as circumstances change. 	
Level 1: Recall	match, memorise	Level 1: Recall	recognise, define, repeat	Level 1: Recall	use, draw, arrange
Level 2: Skill/ concept	work towards goals, organise time and resources, respond positively to change, seeking advice, manage their emotions	Level 2: Skill/ concept	identify, review, monitor, classify, separate, cause and effect, estimate, create, use context clues, distinguish, interpret, identify patterns, categorise	Level 2: Skill/ concept	generate, explore, ask, compare, predict, modify, construct, collect and display, infer
Level 3: Strategic thinking	seek out challenges or new responsibilities, showing initiative, show commitment and perseverance, deal with pressures, build and maintain relationships, assess	Level 3: Strategic thinking	assess, set goals, communicate, revise, critique	Level 3: Strategic thinking	question, try alternatives/ new solutions, find imaginative solutions, differentiate, hypothesise, formulate
Level 4: Extended thinking	critique, manage, prioritise actions, show flexibility when priorities change, anticipate, take and manage risks	Level 4: Extended thinking	analyse, invite feedback, evaluate	Level 4: Extended thinking	create, design, adapt, connect

Much learning in foundation subjects can be superficial and in keeping with the National Curriculum 2014's principles, we are aiming for depth before breadth therefore we have identified four levels of understanding for each skill ranging from 'Level 1: Recall' to 'Level 4: Extended Thinking'. These will give class teachers a starting point when designing lessons, and ideas for lesson content can be taken from here. This idea was taken from Webb's Depth of Knowledge chart.

In addition to these skills, the Lunar Curriculum will provide pupils with worthwhile experiences that are relevant to their needs and interests. When planning the Lunar Curriculum, teachers ensure that they get the right balance between what they want to say (in other words, the content and the learning objectives) and what it is the children want to learn (their interests and needs).

[What is the role of the adult in the Lunar Curriculum?](#)



Within the Lunar Curriculum, the teacher's primary role shifts from dispensing information to guiding the construction of knowledge. Teachers will become facilitators of learning. The teacher's role will be as outlined above, to light the spark of curiosity for pupils so that they become lifelong learners equipped with the knowledge and skills needed for a successful future.

[What does the Lunar Curriculum look like \(the Non-Negotiables\)?](#)

- **English, Maths, Science, Music, MFL, Computing, PSHCE and RE** are taught discretely in line with our aims and principles however cross curricular links are explicit, ensuring that pupils are able to make connections with the real world
- **Geography, History and Design and Technology** are taught through topics and themes referred to as '**Launchpads into Learning**'
- **Art and Design** is usually taught through the study of an artist, however strong cross-curricular links within Launchpads are exploited.

- Three **artists** are studied by every year group. Three lessons will be devoted to learning about the life and works of each artist.
- **PE** is delivered twice weekly, sometimes by a specialist sports coach
- **SMSC** and fundamental **British Values** are taught across the Lunar Curriculum, in various Launchpads, as identified on teacher's planning.
- Launchpads into Learning are flexible and **not always time framed**. However Launchpads are usually taught in a block. Likewise, although there is a broad overview of Launchpads, teachers can capitalise on current affairs and significant worldwide events to capture's pupil interest and create different Launchpads where appropriate
- **Sequences of lessons** are not set in stone and the direction of travel is determined by continual assessment, feedback and the needs and interests of the children
- **Personal Development Skills** are an integral part of the Lunar Curriculum. Opportunities for children to develop these skills permeate the entire Lunar Curriculum, as well as within every Launchpad. The Personal Development Skills fostered and taught are identified within planning and evidenced on the children's work by the children themselves. Children place a coloured **self-assessment** pencil circle mark in the margin to show when they think they have used one of the six Personal Development Skills (colours link to posters).
- **Personal Development Skills Posters** can also be seen in every classroom. These are referred to by the children and teachers within every lesson.
- The lesson **Key Learning Objective** is made clear on each piece of work (SKS). Teachers use their professional judgement regarding the format of this. **SKS**(Subject, Knowledge, Skill)
- A **Philosophy 4 Children** (P4C) session is planned within every Launchpad. This session is evidenced creatively in the children's Lunar Books.
- **Oracy** lies at the heart of every Launchpad. To this end an oracy opportunity features in every Launchpad. Three oracy opportunities are formally assessed every academic year.
- There is evidence of **'writing across the curriculum'** within every Launchpad. There is a minimum expectation of at least one piece of cross-curricular writing during Launchpad Focus Weeks, and three pieces of cross-curricular writing within a topic-based Launchpad. Where these 'writing across the curriculum' lessons take place, these lessons take place within English lessons, however the work is completed within the Lunar Book. Writing could be any genre appropriate to the Launchpad (but there is a balance across the course of the year). The writing skills

leading up to the final piece of writing are also taught in English lessons but this work is entered into the children's English book, only the final piece is found in the Lunar Book.

- Every lesson is **evidenced** in the child's Lunar Book. Evidence need not be onerous and may include the following (this list is by no means exhaustive):
 - i. Written task/ activity sheet in book
 - ii. Self-reflection/ account of an experiences e.g. assembly. This could be in an appropriate form e.g. questionnaire, 'Tweet your Teach' sticker
 - iii. Annotated photographs
 - iv. Cross Curricular Stickers (inc. SMSC, fundamental British Values, subjects)
 - v. Evidence of APPs used (APP stickers)
 - vi. QR Codes that links to video footage
 - vii. Evidence of sign posting to Constellations (Greater Depth optional tasks)
- All Launchpad work that is a part of a series of lessons is evidenced in the front of the **Lunar Book**. Any evidence that is linked to a discrete lesson/ experience (e.g. an assembly, focus day), to avoid breaking up the work in an ongoing Launchpad, is situated in the back of the Lunar Book.
- Any work that cannot be evidenced in the children's Lunar Book is evidenced in the class **Lunar Curriculum Portfolio**. This is the only portfolio that classes have. The portfolio contains all learning linked to SMSC and fundamental British Values.
- Classrooms are a busy and constructive place of learning. Evidence of children's current learning and work in progress within Launchpads can also be found on the classroom **Launchpad Working Wall**. There is a specific structure in place for this display.
- Parents are encouraged to share with school evidence of their child **continuing or sharing learning at home**. They can do this in any way they wish, including both paper and electronic Tweets. Tweets are stored and made into video footage which is shown on electronic signage around school.

- The **views of parents** about their child's learning and development is actively sought. This is achieved in a variety of ways including evaluations/ comment slips after events, Mentoring and Pupil Profile comment slips, survey monkey questionnaires and so on.
- Children's progress in Geography, History, Design and Technology and Art and Design is formally assessed using **Assessment Trackers** three times a year (once a term).

Curriculum Statements

Below you will find a summary of each curriculum area, written by our subject leaders, outlining the purpose of their subject area.

EYFS

At The Three Saints Academy Trust, we believe that by the end of the Early Years Foundation Stage, children should be resilient, self-assured, strong, responsible and independent learners. We aim to help our children to develop into happy and healthy well-rounded individuals who possess skills for the ever changing 21st Century, have a thirst for life-long learning and who make a positive contribution to society.

Our vision is facilitated through:

- Committed, enthusiastic and reflective practitioners with a breadth of knowledge, skills and understanding.
- A thorough understanding of the individual child and the diverse ways and rates in which children develop and learn.
- On-going training for practitioners in order to ensure all children's needs, learning styles and interests are fulfilled.
- Demonstrating and continuously improving our work with parents, carers and the wider community.
- Supporting children's development in all areas of learning.
- Working collaboratively with other professionals within and beyond the setting.
- Striving to develop secure relationships between children and staff and staff and parents in ways which are positive, sensitive and non-judgmental.
- Providing a stimulating learning environment which supports and extends learning and enables children to reach their full potential.

ENGLISH

At The Three Saints Academy Trust, we believe that the ability to read and write transforms lives. Children's developing use of language not only underpins their achievement across the curriculum, but it lays the foundations for active involvement in cultural life, society, work and lifelong learning. Communication and language lie at the heart of our capacity to imagine, think critically and creatively, problem solve, express thoughts and emotions, and make a crucial contribution to development as successful learners. Secure and confident use in languages opens up many possibilities. English skills, including reading, writing and speaking and listening, ensure everyone can succeed in life equally, and enthusiasm and enjoyment for reading and writing is generated. Our aim is to ensure our English provision enables mastery of all aspects of the language and a keen understanding of our literary heritage.

MATHS

At The Three Saints Academy Trust, we have adopted an engaging and accessible style of mathematics teaching. Mathematical concepts are explored in a variety of representations and problem-solving contexts to give pupils a richer and deeper learning experience. We strive for our pupils to master mathematics so that they can represent a concept or skill in multiple ways, have the mathematical language to communicate related ideas, and can independently apply the concept to new problems in unfamiliar situations. Pupils should be encouraged to make connections across mathematical procedures and concepts to ensure fluency, mathematical reasoning and competence in solving problems.

RELIGIOUS EDUCATION

At The Three Saints Academy Trust, we believe that through teaching Religious education it encourages pupils to learn about and from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses. Religious education encourages pupils to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens in a pluralistic society and global community. Religious Education has an important role in preparing pupils for adult life, employment and lifelong learning. It enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables pupils to combat prejudice.

SCIENCE

At The Three Saints Academy Trust, we believe science is a body of knowledge built up through experimental testing of ideas. Science is also methodology, a practical way of finding reliable answers to questions we may ask about the world around us. Science in our school is about developing children's ideas and ways of working that enable them to make sense of the world in which they live through investigation, as well as using and applying process skills. The development of these key science skills is at the heart of each new topic; this allows teachers to respond to the natural curiosity of children and enables the children to learn and to develop their scientific knowledge in a fun and engaging way. Working scientifically is embedded within our curriculum focusing on the key features of scientific enquiry. Pupils engage in meaningful discussion and learn to use a variety of approaches to ask and answer relevant scientific questions. As they progress through school, children will become more proficient in selecting and using scientific equipment, at collating and presenting results and they will become increasingly confident in their ability to draw conclusions based on real evidence.

COMPUTING

At The Three Saints Academy Trust, we recognise that the use of information and communication technology (ICT) is an integral part of the curriculum and is a key skill for everyday life. Computers, iPads, programmable robots and video cameras are a few of the tools that we use to acquire, organise, store, manipulate, interpret, communicate and present information. ICT ensures that all pupils gain the knowledge and skills they need to function well in twenty-first-century. In order to be effective citizens, workers, and leaders in society, our pupils practise critical thinking, communication, collaboration, and working creatively. We teach Computing to ensure pupils become digitally literate – able to use, and express themselves and develop their ideas through the use of technology – at a level suitable to become active participants in a digital world.

ART and DESIGN

At The Three Saints Academy Trust, we believe art and design provides visual, tactile and sensory experiences and is a unique way of understanding and responding to the world. Through Art, we encourage children to look closely at the world around them. Children use colour, form, texture, pattern, different materials and processes to communicate what they see, feel and think. They explore ideas and meaning in the work of artists, and this informs their own work. Through Art and Design children learn how to understand, appreciate and enjoy art.

DESIGN TECHNOLOGY

At The Three Saints Academy Trust, we believe design and technology prepares children to participate in a world of rapidly changing technology. Everything we use in our day-to-day lives – from forks to food and hats to houses – has been designed. Finding out more about how these objects are designed and made helps children to make sense of the world around them. By designing and making their own products, children are encouraged to foster a questioning approach and learn: practical skills, like finding out how things work and making products that are useful and look good and ways of thinking and working, like coming up with ideas, solving problems and working as a team. In addition to the design and creation of products, children will also learn about and have the experience of designing and creating nutritious foods. They will learn about the importance of a balanced diet and begin to understand how different foods are produced and understand about these processes.

GEOGRAPHY

At The Three Saints Academy Trust, we believe a high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. The teaching of geography should equip pupils with knowledge about diverse places, people, resources and environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation of landscapes and environments. Geographical knowledge provides the tools and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

HISTORY

At The Three Saints Academy Trust, we believe a high-quality history education equips pupils to think critically, weigh evidence, sift arguments, and develop perspective and judgement. Knowledge of Britain's past, and our place in the world, helps us understand the challenges of our own time. Our curriculum focuses on a chronological understanding of key events in British and world history and the interconnectedness of key themes throughout the ages. The children learn to use primary and secondary sources of information in order to find out about historical figures, events and periods of time.

MUSIC

At The Three Saints Academy Trust, we believe music is a universal language and every pupil should have the opportunity to become fluent. A high quality music education should provide all pupils with the opportunity to sing and to learn a musical instrument. Pupils will leave school with an appreciation of how music is composed and performed, allowing them to listen with discrimination and judgement to the best in the musical canon. From the EYFS and beyond, pupils are taught how to play tuned and untuned percussion instruments, and from Year 4 all pupils learn to play a musical instrument.

PSHE & CITIZENSHIP

Personal, social, health and economic education (PSHE) promotes pupils' personal social and emotional development, as well as their health and well-being. It helps to give children the knowledge and skills they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. It gives children an understanding of the rights and responsibilities that are part of being a good citizen and teaches them what it means to be a positive member of a diverse and multicultural society.

At Rainhill St Ann's, we believe that the personal, social and health development of each child, in conjunction with their citizenship skills, has a significant role in their ability to learn. We value the importance of PSHE and Citizenship in preparing children for the opportunities, responsibilities and experiences of adult life. In addition, we believe that a child needs to learn about the many emotional aspects of life and how to manage their own emotions. We are also aware of the way that PSHE supports many of the principles of Safeguarding.

PHYSICAL EDUCATION

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

In Key Stage 1, pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination.

In Key Stage 2, pupils should continue to apply and develop a broader range of skills. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Physical activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. At Rainhill St Ann's, each class will receive 2 hours of physical activity per week.

MODERN FOREIGN LANGUAGES

A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. It should provide opportunities for them to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters. At Rainhill St Ann's, we focus on French, enabling pupils to make substantial progress in one language.

PERFORMING ARTS

At Three Saints Academy Trust we believe that that the arts can play an exciting and important role in the educational experience of our pupils. We aim to enrich the quality of our teaching and learning through the arts, providing rewarding activities that inspire, inform, motivate, challenge and entertain. At Three Saints Academy Trust we recognise that involvement in the arts can help to develop the capacity to communicate ideas and feelings; enhance perceptual skills through responding, developing and evaluating and physical skills through control and use of movement. Furthermore the arts helps to foster a positive attitude in our pupils by developing a wide range of qualities such as cooperation, enthusiasm, passion, inspiration, tenacity and ambition. All pupils are given the opportunity to develop their own personal skill set within the performing arts. This is undertaken not only through the curriculum but also within a wide range of unique experiences and opportunities offered by the school. The Three Saints Academy Trust is committed to forming strong links with the creative industries, both within the local community and the wider world in order to maximise pupils' experiences. Such experiences include St Ann's has Got Talent and the end of year production, both of which take place at the Theatre Royal in St Helens and see pupils involved in all areas and stages of production and performance.

How is learning organised?

Below is a table which outlines how the different requirements of the curriculum are met. Teachers are encouraged to be autonomous and design learning to cater for pupil needs so it may be that some lessons below aren't delivered on a weekly basis but throughout the half-term they will receive the equivalent.

	KEY STAGE 1	LOWER KEY STAGE 2	UPPER KEY STAGE 2
English – Writing	3 x 45 min lessons per week	7 x 1hr lessons fortnightly	4 x 1hr lessons per week
English – Reading Comprehension	1 x 45 min lesson per week	1 x 45 min lesson per week	3 x 1hr lessons per week
Phonics	5 x 30 min lessons a week	N/A	N/A
Reciprocal Reading/ Guided Reading	1 x 25 min lesson per week	1 x 25 min lesson per week	N/A
Spelling	See phonics 1 x spelling test per week	3 x 15 min lessons per week 1 x 15 spelling test per week	2 x 15 min lessons per week 1 x 15 min spelling test per week
Handwriting	1 x 20 min lesson per week (taught)	1 x 20 min lesson per week (taught)	1 x 20 min lesson per week (taught)
Grammar and Punctuation (STAR Skills)	1 x 45 min lesson a week	1 hr lesson fortnightly	1 x 45 min lesson a week
Early Morning Activity Time	3 x 15 min silent/individual reading per week (as appropriate) 1 x 25 min Reciprocal Reading Mat per week 1 x 25 min Reading Comprehension per week	4 x 10 min silent/individual reading per week (at the beginning of EMA time unless reading with teacher) 1 x 25 min Reciprocal Reading Mat per week 1 x 15 min Reading Comprehension per week	N/A

	<p>1 x 25 min STAR Skills Sheet per week</p> <p>1 x 25 min Maths task per week</p> <p>1 x 25 English Related Task (Handwriting/ Phonics/ Reading/ Preparing Radio Show)</p>	<p>week</p> <p>1 x 15 min STAR Skills Sheet per week</p> <p>1 x 15 min Maths task per week</p> <p>1 x15 min English Related Task (Handwriting/ Phonics/ Accelerated Reading/ Preparing Radio Show)</p>	
Mathematics	4 x 45 min lessons per week	4 x 1hr lessons per week	4 x 1hr lessons per week
Mixed Maths (Basic Skills)	1 x 45 min lesson per week	1 x 1hr lesson a week	1 x 1hr lesson a week
Maths Meetings	5 x 15 min lessons per week	5 x 15 min lessons a week	4 x15 min lessons a week
Science	2 x 45 min lessons per week	2 x 45 min lessons per week	2 x 45 min lessons per week
PE	2 x 45 min lessons per week	2 x 45 min lessons per week	2 x 45 min lessons per week
Oracy/ Performing Arts	1 x 45 min lesson per week	1x 45 min lesson per week	1x 45 min lesson per week
Launchpad (Geography/ History/ Art & Design/ Design & Technology/ PHSCE)	2 x 45 min lesson per week (3 lessons per term devoted to study of an artist)	2 x 45 min lesson per week (3 lessons per term devoted to study of an artist)	2 x 45 min lesson per week (3 lessons per term devoted to study of an artist)
Computing	1 x 45 min lesson per week	1 x 45 min lesson per week	1 x 45 min lesson per week
Music	1 x 30 min lesson per week (alternated with MFL)	1 x 30 min lesson per week (alternated with MFL)	1 x 30 min lesson per week (alternated with MFL)
Modern Foreign Languages	1 x 30 min lesson per week (alternated with Music)	1 x 30 min lesson per week (alternated with Music)	1 x 30 min lesson per week (alternated with Music)
RE	1 x 45 min lesson per week	1 x 45 min lesson per week	1 x 45 min lesson per week

Weekly Curriculum Weighting (as a minimum) 2017-18

	EYFS
English – Writing whole class	5 x 45 min lessons per week. Each session will have 15 mins whole class and 30 mins of 1 focus group and 1 independent group lesson each day
Phonics and spelling	5 x 20 min lessons a week
Guided Reading	1 x 15 min lesson per week leading to 25 mins in Summer Term.
Handwriting	5 x 20 min lessons a week
Mathematics	5 x 45 min lessons per week 15 mins whole class and 30 mins of 1 focus group and 1 independent group lesson each day.
Maths Meetings	5 x 15 min lessons per week
Science	20 min lesson per week leading to Continuous provision and child led learning.
PE	1 x 30 min lessons per week
Oracy/ Performing Arts	Covered through Continuous Provision and Child led learning
Launchpad (Expressive Arts and Design, Understanding the World)	1 x 45 min lesson per week and covered through Continuous Provision and Child led learning (Including activities planned each term devoted to study of an artist)
Computing	Continuous Provision enhanced on a weekly basis leading to child led learning
Music	Continuous Provision enhanced on a weekly basis leading to child led learning
RE	1 x 45 min lesson per week

Below is an example of what a planning format will look like for the Launchpads into Learning which are the foundation subjects.

[Launchpads into Learning:](#)

Mission (essential question):	Authentic Audience:	End product (beautiful work):
Entrance Point:		Exit Point:
Grounding Text:	Famous Face:	P4C:
		1.
Writing across the curriculum (minimum 1 piece):		Cross-Curricular (English, Maths, Science, Music, MFL, Computing, PSHCE, Art and Design and RE):
SMSC and British Values:		Display:
Oracy Opportunity:	Constellations (tasks for depth):	Other learning opportunities:

Personal Development Skills:					
Independent enquiries	Creative thinkers	Reflective learners	Team workers	Self-managers	Effective communicators and participators
In the News (current affairs)					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6

Objectives (taken from Year Group LTP)

History	Geography
	Design and Technology

Planning

Timeline (to be shared with the pupils visually)								
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Entrance Point								Exit Point

TASC	Learning Objective (SKS) S: Subject <i>(History, Geography, DT)</i> K: Knowledge <i>(statement(s) taken from LTP)</i> S: Skill <i>(Personal Development Skill)</i> Cross-curricular link: <i>(If appropriate)</i>	Success Criteria	Lesson Content (collaborative learning techniques, differentiation)	Assessment	Next Steps
Gather & organise: What do I know about this?					

Identify: What is the task?					
Generate: How many ideas can I think of?					
Decide: Which is the best idea?					
Implement: Let's do it!					
Evaluate: How well did I do?					
Communicate: Let's tell someone					
Learn from experience: What have I learned?					

What does a Launchpad into learning look like?

Although each Launchpad is unique, they will have a number of common features:

- A 'big' question (referred to as mission) which hooks the pupil into learning and challenges thinking
- A grounding text(s) designed to stimulate and support learning and further develop reading and writing across the curriculum
- An entrance; each Launchpad into learning will begin with a key event or key experience
- An end product; each Launchpad will result in an end product which will be displayed and exhibited
- An exit point; this will most likely be a display or exhibition, a time when the pupils will have the opportunity to share their learning with others as it is important that they feel proud of their work but also have the opportunity to discuss what they have learned.
- Famous face; each Launchpad should mention a famous personality at a relevant point within the learning as it gives the pupils the opportunity to develop knowledge and understanding about key figures in history and society.
- Evidence of 'writing across the curriculum' (number of pieces depends on length of Launchpad).
- A Philosophy 4 Children session.
- An Oracy opportunity.