



**Dream Big, Aim High**

**Caring**

**Confident**

**Creative**

The KS1 Curriculum has been carefully planned around Butler's Hill's mission of Dream Big, Aim High, as we want our children to have high aspirations and believe they can make a difference, big or small through their core values and responsible actions. Through our Social Emotional and Learning (JIGSAW) syllabus children are taught discreetly and specifically about having aspirational goals and how they can make steps towards achieving them. Therefore, as part of our topics we look at some key individuals (both past and present) who had dreams and aspirations, some who achieved their goals successfully, Isatou Ceesay and the Recycling Women of the Gambia, as well as those that didn't, Scott of the Antarctic, who did not achieve his ultimate goal, so we look at some of the key mistakes made, and how we learn from people of the past and their mistakes. 'Mistakes' being a key aspect of our 'Growth Mindset' approach to learning – they are seen in a positive light to take us *forward*, not as a failure to dwell on. Moving on to Mary Anning and the role she played as a female palaeontologist, to local doctor Zachariah Green who made medicine available to the poor. The children look at David Attenborough and the work he does to save the planet and in particular his work on deforestation in the Amazon.

Whilst there are six half termly topics over the year, Year 1 topics fall under three termly overviews.

1. Who will save our planet?
  - Who is Michael Recycle? (Inspired by Michael Recycle by E. Bethel)
  - Where will the polar bears live? (Inspired by The Last Polar Bear by J. Craighead George)
2. This is me!
  - Who is Isatou Ceesay? (Inspired by One Plastic Bag by M. Paul)
  - Where am I from? (Inspired by Grace and Family by M. Hoffman)
3. Escape to the Country!
  - What happened to the children of WW2? (Inspired by Children and World War 2 History Snapshots, By S. Ridley)

What's in the Pond? (Inspired by The Ugly Duckling By Hans C. Andersen)

Year 2:

4. Where in the World am I? Inspired by A ticket around the world by Natalia Diaz
5. Why was the Fire so Great? Inspired by Vlad the Flea by Kate Cunningham
6. Why save the rainforest? Inspired by the Kapok Tree by Lynne Cherry
7. Would you live like Robin Hood? Inspired by Robin Hood by Rob Lloyd Jones
8. How has Hucknall changed for us?
9. Were Dinosaurs real? Inspired by How to take care of your dinosaur by Jason Cockcroft

**We are Caring**

Through these topics we focus on some very current world issues, important to all people regardless of race, religion or socio-economic background, such as; Recycling and Global Warming (caring for the environment both land and ocean) and caring for the our 'neighbour' locally and globally in our World War 2 topic. In which we focus on the children as evacuees, leaving their home and families for the countryside, we link this to current day issues of refugees seeking the same safety today and how we welcome people from all over the world. This is quite poignant, as we as a school, have welcomed many refugee children in recent years. We focus on 'deforestation' and the importance of saving the trees for our futures Looking at the life of a child living in a different culture and explore how different people live and survive in different place. We explore

and discover how different people in different countries live and farm and eat different foods, comparing Indian farming to UK Farming. Taste and explore different food from around the world asking children from different countries and cultures to bring in their food to explore and try.

### **We are Confident**

At Butler's Hill we believe in the benefits of a 'Growth Mindset' and children know 'how' they can become confident and independent learners, whether that's physically, academically, creatively or in their own personal pursuits out of school. We embed in our children that a challenge is something to embrace and there is help out there to achieve something new. Children are discreetly taught and use positive phrases and key vocabulary to show how they can keep themselves out of a 'Learning Pit'. Alongside our aims we have six school values which further embed our confidence as learners and as well functioning members of our class, school, local and global community.

### **We are Creative**

We believe in a balanced curriculum and the value of learning through art, drama, song and play. Therefore, most topics start with an art immersing day to introduce a new topic and stimulate conversation through our 'Curiosity Cubes'. A 'Wow Factor' is also used, such as transforming the classroom into a 'scene' from the up and coming topic. Each class has a dedicated role play area where children can also embed their own learning in their own interactive way. We often start our new topics with a visitor into school to excite the children and embed our sticky knowledge. We have a drama workshop for both our Great Fire and Dinosaur topic. We have love rainforest animals into school where the children are able to touch and meet creatures from the Amazon Rainforest. We take the children to the castle to undertake a Robin Hood drama experience and later take them on a residential to Sherwood pines where they visit the Major Oak. This gives our children experiences in the local area that they may not otherwise experience

Our RE syllabus is also firmly embedded through creative activities, hot seating, art and song/hymn, which often tells a story in its own unique way.

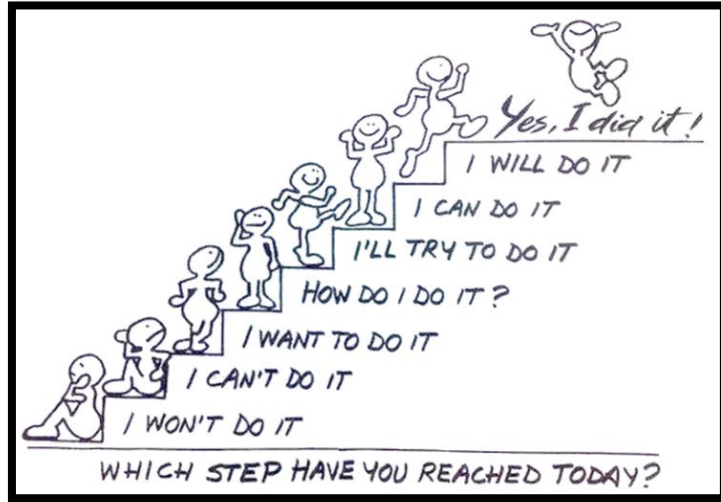
The Children's learning is also supported through a range of enrichment activities such as; school trips out, local outings within the community, key visitors into school (dance and music) and whole school focus days/weeks (such as Healthy Living Week, World Book Day and other themed days through the academic year).

Throughout all our topics we continuously re-cap and review previous learning through key and focussed conversations and a look back at some of the key texts we have enjoyed along the way (Supported by the Education Library Service), which helps to embed key knowledge and understanding. Our whole school approach to the Pleasure of Reading has awarded us recognition, as a case study, on The Open University Reading for Pleasure Forum, which we are incredibly proud of. Language and oral communication is a key focus of the school and its ability to support Cultural Capital and ultimately social mobility for our children.

Through our concept based curriculum we ensure skills are as much a focus, as the children's knowledge and understanding. Therefore, the National Curriculum (2014) coverage is achieved through a Butler's Hill approach to learning.

Assessment is carried out through observation, conversation, end of unit tasks and topic based quizzes.

We feel our KS1 curriculum gives a firm foundation in which skills, knowledge and understanding can be further developed and built on, as our children move onto the next stage in their school career and continue their journey into Year 3



SLT Team

2021