What do we mean by curriculum?

Enjoying the learning adventure

Mick Waters

7 December 2010
In just a few years time….we could be:

- voters
- standing for election
- employed…in business
- military
- married
- jurors
I'm up for the challenge
Raising aspiration

- more than higher grades
- not just more levels and qualifications
- more than career outlook
- aspiration of optimism, belief and ambition
- aspiration for worth
- aspiring to contribute
- aspiration of spirit
What do we mean by Curriculum?

Enjoying the learning adventure
The entire planned learning experience

- lessons, events, routines, extended hours

- beyond school
  - before and after school clubs
  - hobbies and pastimes
  - local band
  - charity work
  - part-time job
  - work experience
  - community links
Memorable experiences... rich opportunities for high quality learning... may be at the forefront of successful, innovative curriculum design... customised to changing needs of individuals and groups... highly tailored programmes... highly coherent and relevant... promoting outstanding outcomes
...needs for the 21st century

- the etiquette and tactics for success
- a guarantee of experiences
- assessment to build self image
- learn to use contacts
- qualifications

Who we think we are
What we do, where we go
What we know
Who we know and meet

rules of the life game
Subject programmes for learning

Curriculum

- school garden
- international visit
- choir
- band
- orchestra
- assembly
- charity work
- film club
- retreats
- work study
- school garden

opportunities

- brownies and cubs
- school council
- old people’s links
- residential visits
- volunteering
- school performance
- extreme sports
- school team
- school newspaper

contexts for learning
What do we mean by Curriculum?

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7 December 2010
Sheffield Children's University
KS2 Performance by Subject

<table>
<thead>
<tr>
<th>Subject</th>
<th>Non Children's University</th>
<th>30-100 hrs</th>
<th>100+ hrs</th>
<th>Sheffield LA</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>64.7%</td>
<td>75.2%</td>
<td>76.3%</td>
<td>76.2%</td>
</tr>
<tr>
<td>Maths</td>
<td>65.4%</td>
<td>81.0%</td>
<td>86.8%</td>
<td>78.1%</td>
</tr>
<tr>
<td>Combined</td>
<td>56.4%</td>
<td>70.8%</td>
<td>73.7%</td>
<td>69.0%</td>
</tr>
</tbody>
</table>
What do we mean by Curriculum?

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inspire
create. innovate. educate
Engage through purposeful and contextualised experience; in and outside the classroom, making use of partners, experts and the community to provide the stimulus to learn.

Develop the knowledge, understanding, key and subject skills required to progress the learning through quality differentiation.

Innovate from a provocation, using ideas and key skills to apply the learnt knowledge, understanding and subject specific skills through child negotiated enquiry and projects.

Express and evaluate the knowledge, understanding and skills, as outcomes of the learning, in different memorable forms including a variety of media and technology.
## Curriculum Themes

<table>
<thead>
<tr>
<th>Y1</th>
<th>Y2</th>
<th>Y3</th>
<th>Y4</th>
<th>Y5</th>
<th>Y6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explosions</td>
<td>Explorers</td>
<td>ID</td>
<td>Amazing Mother Nature</td>
<td>Bend and flow</td>
<td>Apprentice</td>
</tr>
<tr>
<td>Going to the Movies</td>
<td>Number Town</td>
<td>Inventors</td>
<td>Attack</td>
<td>Blitz</td>
<td>Beast Keeper</td>
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<tr>
<td>Light and Shadow</td>
<td>Slip or Stick</td>
<td>Gladiators</td>
<td>Comics</td>
<td>Gadgets and Gizmos</td>
<td>Curator</td>
</tr>
<tr>
<td>Party Time</td>
<td>Super Heroes</td>
<td>Light and Spark</td>
<td>Danger Zone</td>
<td>Metamorphosis</td>
<td>Empire</td>
</tr>
<tr>
<td>The Magic of Me</td>
<td>Time Traveller</td>
<td>Forceful</td>
<td>Heart Beat</td>
<td>Off with her head</td>
<td>Plants &amp; Skin Deep</td>
</tr>
<tr>
<td>Toy Makers</td>
<td>Wriggle and Crawl</td>
<td>999</td>
<td>Tuck shop</td>
<td>Travel Agents</td>
<td>Reporters</td>
</tr>
</tbody>
</table>

*Strong Links to Locality - Community Curriculum*
What do we mean by curriculum?

Enjoying the learning adventure
Catch up Stretch 1:1 Homework
Field study
Pupil responsibility: routines
A local perspective: using our area
Local provision: PfS, CP, forest schools, Music Service, CU
Work related
School traditions
Community relations
Events
Expertise of staff
Pupil initiated
Subject depth
Pupil responsibility: routines
Subject depth
Visitors
Assemblies
ECM
Overarching decisions

- which goals matter to us?
- what proportion?
- can we use time twice?
- who makes the decision?
- who places the content?
What do we mean by curriculum?

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To help me learn… I need…

- invent, play, make, do and mend
- meet a range of people
- gather and articulate knowledge
- use real purposes and audiences
- talk about futures
- contribute to school and community life
- have a world view
- value my education
- be with adults who like me
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