

Knockando Primary School Curriculum



Successful
Learners

Confident
Individuals



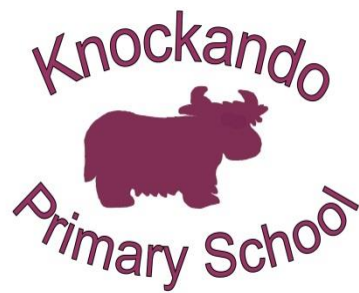
Responsible
Citizens



Effective
Contributors



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OUR VISION AND VALUES

Our vision at Knockando is to use the context of the school to deliver a coherent curriculum which will develop the capacity of every pupil to become successful in their learning, confident in themselves, effective in their contribution to the school, the community and to society and able to make responsible decisions now and in the future.

We want to empower our children to have the determination and resilience to achieve all they can whatever their background, whatever their abilities, wherever they start from. By helping our children to develop self-awareness we will nurture the foundations of lifelong learning. Our school community identified our shared values which we promote on a daily basis.

ACHIEVING RESPECT KIND & HELPFUL HARDWORKING FUN

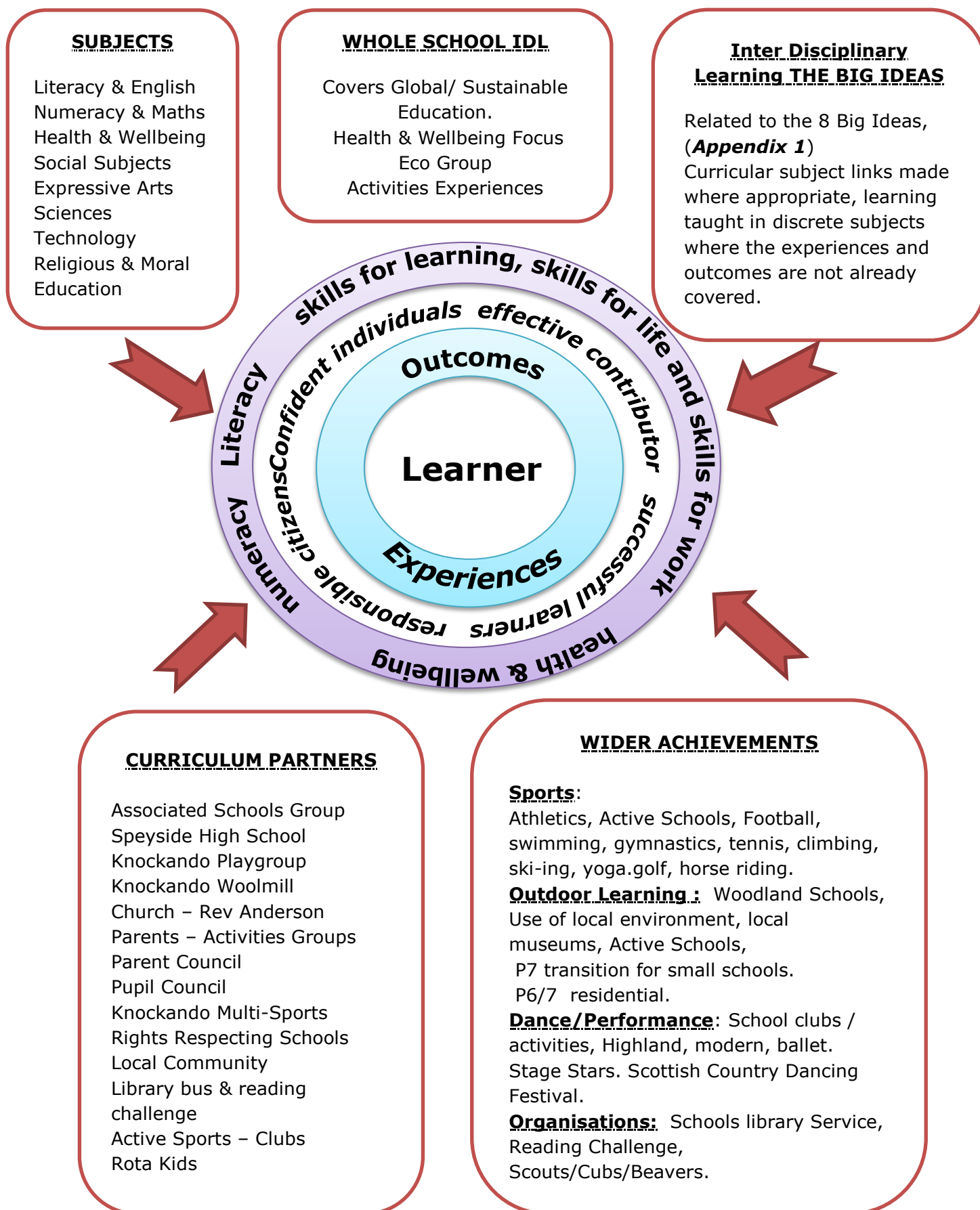
OUR SCHOOL AIMS

At Knockando we aim to provide a quality Education and Social Care experience for each child catering for their intellectual, physical, emotional and spiritual needs by

- providing a curriculum which has breadth and balance and is within the framework of national and local guidelines – <https://education.gov.scot/>
- providing a stimulating learning environment where pupils can maximize their potential.
- providing a variety of appropriate and varied learning experiences in order that each pupil can develop confidence and acquire a wide range of skills.
- creating a welcoming atmosphere where parents are actively involved in their children's learning and feel they contribute positively to the life of the school.
- providing consistent, well-resourced education in line with national and council guidelines by raising attainment and taking account of best value.
- working together to create a climate where mutual trust and respect promotes the development of positive attitudes to themselves and others.
- giving children an awareness of their roles and responsibilities within school, the community and the wider world.

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CURRICULUM FRAMEWORK



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At Knockando Primary School we want to provide a curriculum which fully embraces the four contexts for learning.

- ❖ Life and ethos of the school as a community
- ❖ Curriculum areas and subjects
- ❖ Interdisciplinary learning/topic work
- ❖ Opportunities for personal achievement

We take into account the Design Principles of Curriculum for Excellence.

Self-Evaluation		Health & Wellbeing			Personal Learning
		Transition Assemblies Activities Groups	Development of the Life and Ethos of the School	Rights Respecting School	
Self-Evaluation		Interdisciplinary Learning Experiences	Subject Specific Learning Experiences		Opportunities for Personalised Achievement
		Mathematics		Languages	
Planning - Reflections					

Global Dimensions

- ❖ We include a global and sustainable dimension into many of our themes as we recognise that although we are part of a small rural community, we have a valuable contribution to make to the wider world as global citizens who can make an impact and bring about change.
- ❖ We want our pupils to recognise their contribution and responsibilities as citizens of the global community. We equip them with the skills to make informed decisions and take responsible actions. Including the global dimension within our teaching means that links can be made between local and global issues.

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- ❖ We believe that pupils should be given opportunities to: critically examine their own values and attitudes; appreciate the similarities between people everywhere, and value diversity; develop skills that will enable them to tackle injustice, prejudice and discrimination. Such knowledge, skills and understanding enables young people to make informed decisions about playing an active role in bringing about a fairer and more humanitarian society.

In our School

- ❖ Literacy, maths and numeracy, Health and Wellbeing, modern languages and P.E. are taught every week. They are mostly taught discreetly (as a separate subject) but wherever possible are linked to our IDL (Inter Disciplinary Learning).
- ❖ Within each IDL theme, we are mapping the learning to ensure that we are teaching and developing all the Experiences and Outcomes of the Curriculum for Excellence. These themes are inter-disciplinary and are delivered to children coherently but pupils may learn about a subject separately within the theme which helps them to understand the particular nature of different subjects. Pupil choice is a key component in our planning. Staff work and plan together to ensure learning progresses smoothly from stage to stage.
- ❖ Opportunities are given to access a wide range of diverse activities throughout the year to encourage children to develop key skills.

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How do we ensure our learners achieve the Best educational experience possible?

Progression

- Building on prior learning
- Experiences and Outcomes – breaking down progression of skills
- Learning Logs – discussions / reflections of how to progress to next steps
- Learning Pathways for individual subjects to help plan consistent learning

Personalisation and Choice

- Pupils becoming involved in planning and delivering aspects of learning
- Relevance – Choosing contents and skills for life and the world of work

Coherence

- Linking Experiences & Outcomes through Inter Disciplinary and prior learning skills
- What would you like to know?
- Children guiding learning
- Planned Progressions
- Challenge and Enjoyment – Activity Afternoon, motivation, active learning
- Depth – Children guiding how much they would like to know linked to prior knowledge
- Relevance - learning linked to real world and work

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How We Deliver Core Learning

Starting point

- Knockando Primary has allocated teaching time according to our judgement of what is best for our children based on the values and ethos outlined above.
- Our curriculum is flexible in that we teach some subjects in some weeks and not in other weeks.
- We promote active learning for all classes, pupils are encouraged to develop their problem solving and creativity.
- Outdoor spaces are used all year round and we promote outdoor learning for all as part of our Health and Wellbeing focus.
- Development of a growth mind set is an integral part of our ethos, we want our learners to see that making a mistake is vital to the learning process and to build resilience which will stand them in good stead for later life.

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SECTION 2: Overview of our Curriculum

OPPORTUNITIES FOR PERSONAL ACHIEVEMENT

Confident Individuals

Learners are offered a range of opportunities throughout their learning journey at Knockando Primary. This encourages them to develop their individual skills and talents.

- LEARNING LOGS and dialogue with staff and parents
- Reports – written with the pupil
- Providing a variety of Learning and Teaching approaches so that children can achieve in different ways
- Promoting growth mind set – I am not able to do it YET but I am open to learning new skills
- Questioning / Coaching
- Recognising wider achievements – displayed on walls round the school, personal talks, show and tell, personal profiles, assemblies.
- Cups / Medals displayed

Opportunities:

Sports Day, Football, Netball, Hockey, Rugby, Tennis, Dance, Sports Hall Challenge.
ASG Orienteering and Cross Country, Gordonstoun Cross Country, Interschool sports, Bikeability

Music – Tuition, Performing, Concerts

Logs – Personal targets, Portfolios, Logs

Rewards - Gems, raffle rewards

Communication - Press & Pupil, Noticeboards, Reports, Pupil Council Minutes

Enterprise - Christmas Fair, Fund Raising Campaigns, Red Nose Day, Poppy Collection, Water Aid, Comic Relief

Drama Workshops, Hopscotch Theatre Company, Motivational Talks, World Book Day, St Andrew's Day

Competitions

Nursery to P1 transition. P7 transition to High School, P7 Small School joint activities

IT and digital learning

P7 Food for Thought

First Aid

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OPPORTUNITIES TO CONTRIBUTE TO THE ETHOS AND LIFE OF THE SCHOOL

Effective Contributors/Responsible Citizens

This includes opportunities to participate responsibly in decision making, to contribute as leaders and role models, offering support and service to others and playing an active part in putting the values of the school community into practice.

- Pupil Council representation
- TEAM Knockando whole school involvement in school improvement
- Paired Reading – supporting other learners
- Charity work, Fund Raising
- Working groups led by P6/7 pupils e.g. Library, Playground, ECO group
- Pupil Led Assemblies

Working to Support our Partnership with our Local Community

Christmas Concert / Easter Service

Litter Pick

Active Schools Co-ordinator

Dental Nurse, School Nurse – hand washing / relationships and sexual health

Community Police Officer – internet safety, substance abuse

NSPCC – Child safety

RSPCA – Animal welfare

Local Church and Village Hall Committee

Visitors to the school developing the young workforce

Open days / Afternoons/Evenings

Gardening – growing plants for local community

Woodland Schools

Knockando Woolmill, knitting, crochet class

Local Distilleries – Tamdhu, Cardhu

Speyside Way/ Cairngorm National Park

Speyside Fisheries Board

Rotary Club

Local Employers

CROSS CUTTING THEMES FOR LEARNING

Eco School

Enterprising Initiatives

Citizenship

Outdoor Classroom

Learning for Sustainability (including citizenship, global education, outdoor learning and sustainable development).

Enterprise Education, Creativity, Eco School, RRSA, Community Working, planting/growing, charity fund raising, Rotakids.

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How We Deliver Core Learning - Successful Learners

Curriculum Area	Key Programmes and Further information
Literacy – Writing	<p>Moray Literacy Support Document Writing across the Curriculum – first joins, writing, grammar Nelson Handwriting Spelling Made Easy / Jolly Phonics , Nessy Spelling, Word Wasp / Hornet for Additional Support for some learners Moray Spelling Document and Knockando Spelling Progression Pie Corbett structure for writing Dictation work Curriculum for Excellence Benchmarks which set national standards</p> <p>Unsupported pieces of writing (variety of Genre) are used for moderation and assessment and for reflection with the teacher These support learners and teachers in identifying clear next steps / targets for future learning. Linked to Inter Disciplinary Learning and focus in blocks. Upper Stages - 2 week process – plan, write, peer assess / teacher assess / redraft. Spelling linked to errors in written work produced by the individual child, rules are identified and used to establish spelling patterns.</p>
Literacy – Reading	<p>Moray Reading Support Document Progression of phonics through the Jolly Phonics scheme (systematic phonics approach) First Minister Reading Challenge Accelerated Reading Computing Programme – to motivate and raise attainment</p> <p>Key resources:</p> <ul style="list-style-type: none"> ▪ Early Level – Oxford Reading Tree, Song Birds, Jolly Readers ▪ First Level – Oxford Reading Tree, Kings Court and Novels, Jolly Readers and Treetops. ▪ Second Level - Kings Court reading resources, Treetops and supplementary class novels, paired reading projects ▪ Additional Support - Jelly & Bean <p>Pupils at all levels also have access to a broad range of novels (fiction and non-fiction) class, school library and library van.</p> <p>Senior Pupils work as school librarians. All classes promote Higher Order Reading skills. (Appendix 2)</p> <p>Summer Reading Challenge – linking with local libraries</p> <p>Author Visits and Library Visits used to promote reading for enjoyment.</p>

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How We Deliver Core Learning - Successful Learners

<p>Literacy Talking and Listening</p>	<p>Highland Literacy Pathway provides core framework cross referenced with Education Scotland Benchmarks Resources such as board games, listening tapes, computer games, moving images support learning</p> <p>Show and tell in Early Stages Pupils from P3 to P7 are required to prepare and deliver a solo talk on an annual basis, starting with projects of their own choosing and progressing to talks linked to key IDL topics Listening Skills for Children activities Let's Think P1, P2 Debates – Upper stages</p>
<p>Literacy Modern Languages</p>	<p>Through implementation of the Moray Modern Languages in Primary Schools programme Camembear Resources Frameworks 1 & 2 Modern Languages Progression Linguascope – online learning at www.linguascope.com</p>
<p>Mathematics and Numeracy</p>	<p>Through Maths & Numeracy Signposts Progression A broad range of resources are used to support learning including New Zealand, Problem Solving Programmes and Sumdog. Tee Jay, Numicon and 10's frame. There are also teacher made resources Sums up Application Tasks which are developed in partnership with other schools. Mental oral maths and problem solving form part of the daily and weekly numeracy and maths lessons. In addition numeracy skills are incorporated into Inter disciplinary learning. Financial Education is linked to enterprise and/or school fair activities, which will also provide quality contexts for learning in this area. Sum Dog – access for learners at home</p>
<p>Health & Wellbeing</p>	<p>Through familiarisation and introduction of the Connections P.E. programme (Better Movers, Better, Thinkers) and Moray Health and Wellbeing Programme.</p> <p>Planned yearly focuses on areas of priority linked to CfE Experiences and Outcomes which provide the core framework.</p> <p>Specialist Class teachers plan and deliver learning for the entitlement of 2 hours each week for every pupil.</p> <p>Additional opportunities for personal achievement are offered through active schools, coaching groups, art and cultural activities.</p> <p>Pupils also develop skills in growth mind set through Interdisciplinary learning work.</p>

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The following curricular areas are delivered through IDL topics or stand-alone lessons (where no natural links exist). Wherever possible, staff will plan contextualized opportunities for Numeracy, Literacy and Health and Wellbeing within these IDL topics.

The Cross cutting themes of Learning for Sustainability, (including citizenship, global education) outdoor learning, enterprise and creativity will be woven into themes, as and when appropriate.

<p>Social Studies</p>	<p>Through implementation of staff and pupils' own selection of key Inter Disciplinary Learning themes (IDL), ensuring progression and coverage of the Curriculum for Excellence (CfE) Experiences and Outcomes (E's and O's) at Early, First and Second Level.</p> <p>Where E's and O's cannot be delivered through a linked topic they will be taught within stand-alone lessons.</p> <p>Enterprise activities and Eco Projects will also provide quality context for learning in this area.</p> <p>Eco Group and IDL themes .</p> <p>Particular aspects of global awareness are highlighted through our Rights Respecting Schools work, together with links in all themes to the wider international arena and through visits and assemblies.</p>
<p>Science</p>	<p>Through IDL or stand-alone lessons.</p> <p>Teachers attending Primary Engineer workshops.</p> <p>Pupils will be involved in experiencing science activities in connection with the Science Festival, Generation Science or as part of the Developing the Young Workforce initiatives.</p>
<p>Religious and Moral Education</p>	<p>Through implementation of the CfE E's and O's.</p> <p>Learning about other world religions is delivered through the implementation of the E's and O's of CfE following the yearly calendar of festivals/celebrations and traditions.</p> <p>Bible Alive P6's activity based learning</p> <p>In addition to the above, pupils will have regular opportunities for religious worship in school assemblies. The School Minister supports the school once a month and joins the school leading our Kirk Services.</p>

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<p>Technology</p> <ul style="list-style-type: none"> ○ Information and Computing Technology ○ Internet Safety ○ Technological Development ○ Digital Learning ○ Food technology 	<p>Through implementation of the CfE E's and O's. Wherever possible, learning in ICT is contextualized.</p> <p>Internet Safety Through use of the CEOP materials – http://ceop.police.uk and visit from the Community police officer.</p> <p>P6/7 Glow profiles All pupils have access to computer software and the internet. ICT is used across the curriculum to enhance learning.</p> <p>Activities Group Skills for Life Movie Makers Barefoot Computing Progression.</p>
<p>Expressive Arts</p> <ul style="list-style-type: none"> ○ Art and Design ○ Music ○ PE ○ Dance, Drama and Role Play 	<p>Wherever possible, the programme of activities will be delivered through contextualized learning or as a progression of skills.</p> <p>Visitors to the school and specialist input are used to offer the children a range of creative experiences and we look forward to opportunities to perform out with the school e.g. Brooklyn Sketchbook Project – www.sketchbookproject.com/library</p> <p>Additional learning opportunities will be provided by activities groups including – craft groups, music and drama.</p> <p>All pupils are also involved in developing music and drama skills through involvement, at various times of the year, in presenting to different types of audiences - in class or to wider community at special events.</p>

Through delivery of the above curricular areas pupils will develop a range of skills. Pupils will constantly reflect on this skills development as part of their on-going reflection about learning.

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(Appendix 1)

Why has Topic Work In Primary Schools Become Inter Disciplinary Learning?

“In the 21st Century knowledge is an essential but not a sufficient condition for success. Young people must achieve real understanding and have the capacity to turn their knowledge to practical effect.”

Delivering a unit of work around a ‘topic or theme’ such as Dinosaurs, The Zoo or Rainforests can seriously limit the capacity of pupils to ‘see’ the learning of content in the context of their real life. In the past when we “did” topics or themes we focused on the memorisation of facts and accumulation of knowledge and there was a tendency to assume the development of deeper ideas. By teaching units of work that focus on deeper, conceptual ideas we can use facts to support the understandings while developing an understanding of conceptual ideas that transfer across time and cultures. Children will develop informed attitudes through investigating the Big Idea.

The 8 concepts investigated are **Identity, Sustainability, Social Justice, Creativity, Community, Change, Curiosity, Rights and Responsibilities**. Through these investigations, students are supported in developing 21st century skills and dispositions.

What is the importance of the Bloom’s Level?

While it is important to **learn** content at a low level of Bloom’s Taxonomy (i.e. facts), it is essential that students are able to **manipulate ideas and extend their thinking** way beyond just factual understanding.

Whilst it is important for teachers to recognize the levels of thinking in their planning, it is equally, if not more, important for students to recognise this categorisation of thinking and the place in their lives where they can make conscious decisions to employ a particular type of thinking.

In a 21st century world, where the answer is rarely cut and dried, or in fact has yet to be worked out, this can be considered as the purpose of education.

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OUR 8 BIG IDEAS

<p style="text-align: center;">Identity</p> <p>Understand how we are unique individuals and that what we do has consequences for ourselves and others. Know and respect that different people do things differently. Understand that there are different cultures in Scotland and in the wider world and appreciate their value.</p>	<p style="text-align: center;">Sustainability</p> <p>Understand the interdependence between people, the environment, and the impact of actions both local and global. Understand that there are limits to the world's resources and the ways in which the world can develop. Understand that our actions may have unforeseen consequences and what happens in one place can affect what happens somewhere else.</p>
<p style="text-align: center;">Change</p> <p>Understand the connections and links between all aspects of our lives and the links between people, other living things at a local and global level. Recognise that there are limits to human knowledge and encourage a cautious approach to the welfare of our planet.</p>	<p style="text-align: center;">Rights and Responsibilities</p> <p>Understand the need to lead lives that consider the rights and needs of others and recognise that what we do now has implications for what life might be like in the future.</p>
<p style="text-align: center;">Social Justice</p> <p>Know, respect and care for the values and opinions of others and value the diversity in people's lives culturally, socially, economically and ecologically. Understand the underlying causes of inequity and recognise that for any development to be sustainable it must benefit people in an equitable way and not improve some lives at the expense of others.</p>	<p style="text-align: center;">Creativity</p> <p>Think creatively and critically and act responsibly in all aspects of life, politically, economically and culturally and understand that everyone is creative.</p>
<p style="text-align: center;">Curiosity</p> <p>Recognise the characteristics of curiosity and understand the importance of being curious in order to learn from the past, make the most of the present and explore the future.</p>	<p style="text-align: center;">Community</p> <p>Develop an awareness and understanding of how communities depend on each other and what they can do to support their own community and get the most out of living in it.</p>

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How We Plan Our Inter Disciplinary Learning

Theme	The Big Idea BI We think about what the children need to develop informed attitudes to and why. (Keep the principle of “educating for the unknown” in your mind- they are learners for the future world with major developments taking place all the time.)
Identify CfE Level	Early/First/Second. It is possible to will work across to levels to ensure depth.
Curricular Areas	Staff select 2 or 3 different curricular areas relevant to the theme which will lead to the understanding of the BI.
Experiences & Outcomes	Es & Os will be chosen by the teacher from the selected curricular areas (approx. 3 – 6) which will ensure the children have progression within their learning and to identify the skills to be taught.
Context	This will be the topic title or theme that the pupils and teacher use to explore the experiences and outcomes.
Understanding Goals	Learners can talk about what they have learned. Teachers use Success Criteria and Learning Intentions to help pupils understand the importance of their learning and to begin to reflect on how they can further develop their skills.
Wider Significance	<ul style="list-style-type: none"> • Prior knowledge (build from this). • Knowledge integration (demonstrate links between and within subject areas). • Connectedness (application of knowledge in real-life contexts/problems; share work with variety of audiences). • Relevance (prepare pupils for life in the future, not the past).
Assessment	Assessment tasks require the children to demonstrate their understanding of the big ideas or apply their learning in another context to show that they can transfer the skills they have learned into other situations.
Higher Order Thinking Skills	Creating – Analysing – Evaluating – Applying – Understanding - Remembering

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(Appendix 2)

Bloom's Taxonomy: Questions

	Keywords	Questions
Remembering	Tell, list, describe, relate, locate, write, find, state, name	What happened after...? How many...? Who was it that...? Can you name the...? Describe what happened at...? Who spoke to...? Can you tell why...? Find the meaning of...? What is...? Which is true or false...?
Understanding	Explain, interpret, outline, discuss, distinguish, predict, restate, translate, compare, describe	Can you write in your own words...? Can you write a brief outline...?, What do you think could have happened next...? Who do you think...? What was the main idea...? Who was the key character...? Can you distinguish between...? What differences exist between...? Can you provide an example of what you mean...? Can you provide a definition for...?
Applying	Solve, show, use, illustrate, construct, complete, examine, classify	Do you know another instance where...? Could this have happened in...? Can you group by characteristics such as...? What factors would you change if...? Can you apply the method used to some experience of your own...? What questions would you ask of...? Would this information be useful if you had a...? From the information given, can you develop a set of instructions about...?

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<p>Analysing</p>	<p>Analyse, distinguish, examine, compare, contrast, investigate, categorise, identify, explain, separate, advertise</p>	<p>Which events could have happened...? If ... happened, what might the ending have been? How was this similar to...? What was the underlying theme of...? Can you distinguish between...? What do you see as other possible outcomes? Why did ... changes occur? Can you explain what must have happened when...? How is ... similar to...? What are some of the problems of...? What was the problem with...? What were some of the motives behind...? What was the turning point in the game?</p>
<p>Evaluating</p>	<p>Judge, select, choose, decide, justify, debate, verify, argue, recommend, assess, discuss, rate, prioritise, determine</p>	<p>Is there a better solution to...? Judge the value of... Do you believe...? Are you a ... person? Can you defend your position about...? Do you think ... is a good or a bad thing? How would you have handled...? What changes to ...would you recommend? How would you feel if...? How effective are...? What do you think about...?</p>
<p>Creating</p>	<p>Create, invent, compose, predict, plan, construct, design, imagine, propose, devise, formulate</p>	<p>Can you design a ... to...? Why not compose a song about...? Can you see a possible solution to...? If you had access to all resources how would you deal with...? Why don't you devise your own way to deal with...? Can you develop a proposal which would...? What would happen if...? How many ways can you...? Can you create new and unusual uses for...?</p>

Lower Order Thinking (LOT): Remembering, Understanding, Applying
 Higher Order Thinking (HOT): Analysing, Evaluating, Creating