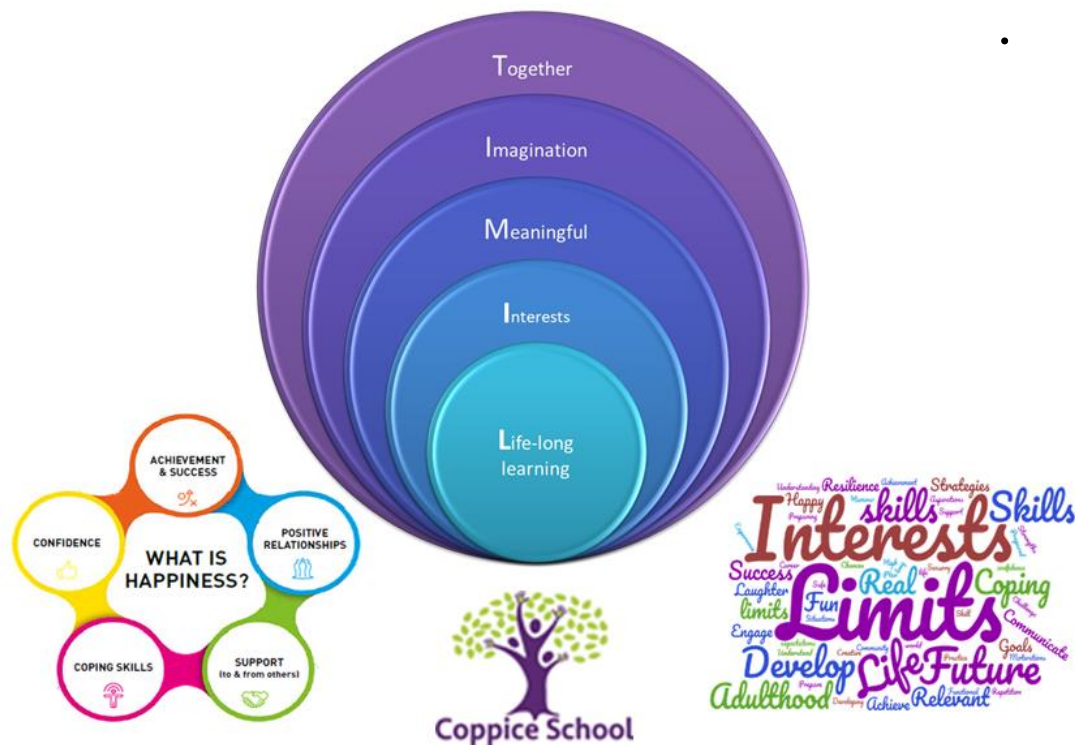


Coppice School Curriculum – Our Principles and Purpose

Our Shared School Vision: ‘To support all children and young people to hold their **rightful place in society**, equipped with the; **knowledge** to shape their own futures, **skills** to lead an enriched and **healthy life** and **voices** to make a positive contribution in the world.’



We believe in a broad and balanced ‘No Limits’ Curriculum that develops and nurtures Life-Long Learning, builds Interests, is Meaningful and Imaginative and promotes Togetherness in the school and wider community. It is Happy-Centred, driven by Confidence, Positive Relationships, Support, Coping Skills and Achievement and Success.

Breadth and Balance

- Curriculum content must deliver our curriculum principles, purpose, entitlement and enrichment expectations, whilst ensuring coverage of the statutory requirements of the national curriculum.

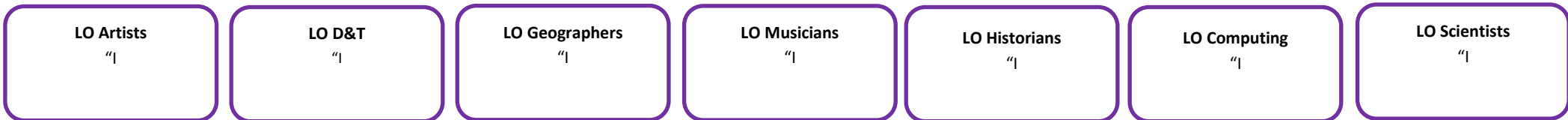
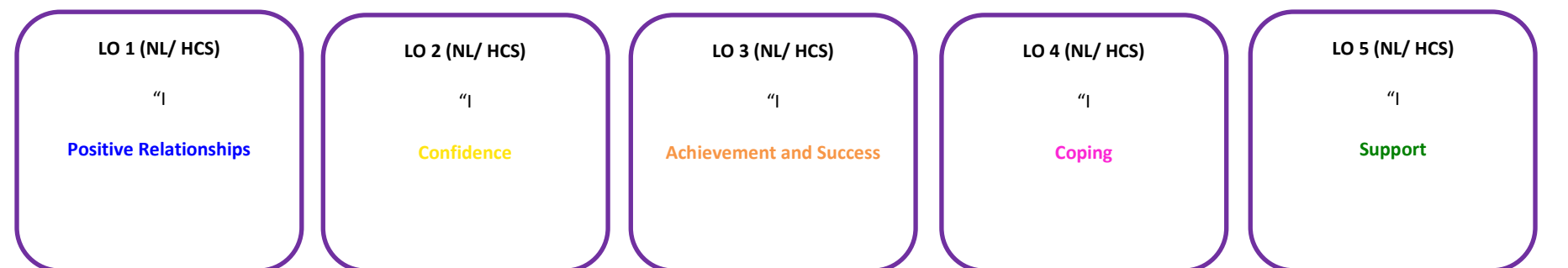
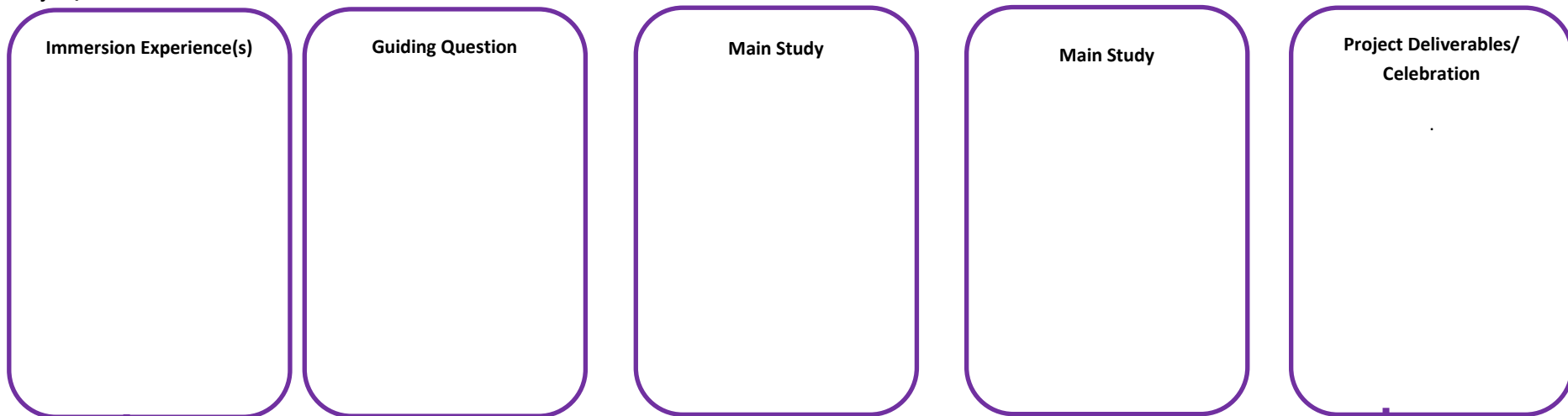
Happy Centred Schools Driver:									
Whole School Theme:									
Class Theme/ Project :									
British Values:									
Significant Days/ Events:									
National Curriculum Statutory Content KS1									
Artists	Design & Technologists	Geographers	Musicians	Historians	Computing	Scientists	Physical	Religious Education	PSHE/ SRE
<p>Use a range of materials creatively to design & create products</p> <p>Use Art to develop & share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques</p> <p>Describe differences & similarities between different practices and disciplines</p>	<p>Design products for themselves and others</p> <p>Generate, develop, model & communicate their ideas</p> <p>Use a range of tools and equipment</p> <p>Use a wide range of materials and components</p> <p>Explore and evaluate existing and their own products</p> <p>Build and develop structures and use mechanisms</p> <p>Understand where food comes from</p> <p>Prepare healthy and varied dishes</p>	<p>Locational Knowledge</p> <p>Place Knowledge</p> <p>Human and physical Geography</p> <p>Geographical skills & fieldwork</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Events beyond living memory that are significant nationally or globally</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods significant historical events, people and places in their own locality.</p>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instruction</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Recognise common uses of information technology beyond school</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Year 1 & 2 (Working scientifically) asking simple questions and recognising that they can be answered in different ways</p> <p>Plants</p> <p>Animals including humans</p> <p>Everyday materials</p> <p>Seasonal Changes</p> <p>Living things and their habitats</p>	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Perform dances using simple movement patterns</p>	<p>Special places, objects, symbols, sounds, events, times, music and stories in the religions represented in the UK</p> <p>Stories about the lives and activities of those actively practising the religions represented in the UK</p> <p>Meeting people from a variety of religions</p>	<p>To develop a holistic knowledge of themselves and the important people around them.</p> <p>To gain a basic level of self-care and self-regulation</p>



NO LIMITS Planning tool: EYFs – KS5	Happy Centred Schools Driver:			
Class	Class	Class	Class	Department/ Whole School
Life- Long Learning	Interest	Meaningful	Imagination	Together
	Pupil Led	Relevant	Creative Development	Social
	Family/ staff	Application	Knowledge and Understanding	Moral
	Prior Knowledge	Preparation	Functional English/ Maths	Spiritual
	Experiential	Real Outcomes	Visits	Cultural
	Progression and Depth	Local, Regional, Global	Environment	Values



Project/ Theme:





Entitlement and Enrichment Expectations

“All pupils in our school are entitled to 3 unfamiliar educational visits a year linked to their project”

- This Terms educational visit entitlement:

- Learning outcome(s):

“All pupils are entitled to 2 ‘expert’ visitors per term linked to their project”

- This Terms ‘expert’ visitor entitlement:

- Learning outcomes(s):



Project Resources

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Human Resources	This Terms 'expert' visitor entitlement: <ul style="list-style-type: none">•
Community Resources	This Terms educational visit entitlement: (cost if visit)
Practical Equipment	
Teaching Resources	