

# LAYSTON READING CURRICULUM RATIONALE

## Rationale for our reading curriculum:

Reading is at the heart of our curriculum. We understand that reading is a fundamental life skill which children need to unlock learning and we therefore strive to create avid readers within school. We endeavour to provide outstanding reading experiences with exciting and inspiring learning opportunities that promote the importance of this lifelong skill. We also prioritise establishing a reading culture in which children are encouraged to read widely and for pleasure. It is our intention that all of our pupils will be able to read fluently and with confidence. We strive to create a love of reading in order to inspire children to become life-long readers.



## Curriculum Aims:

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

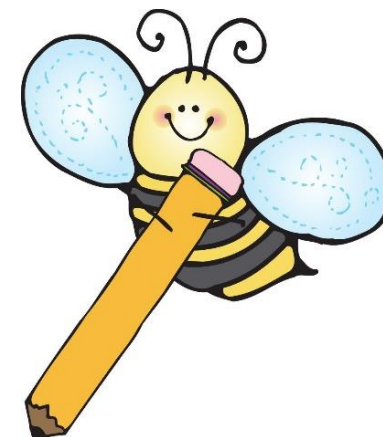
Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

# LAYSTON WRITING CURRICULUM RATIONALE

## Rationale for our writing curriculum:

At Layston we believe that our children are entitled to a language rich English curriculum where they appreciate the power of the spoken and written word. We recognise the foundations for teaching the English National Curriculum begin in Early Years with the development of a high quality programme planned within Communication, Language and Literacy. Some children enter school with poor language skills, therefore, we aim to build a vocabulary rich curriculum which progresses from Reception through to Year 4 and is reflected in children's writing. We want to inspire a love of writing by giving children purposeful writing opportunities. Our aim is to prepare children for the confident, independent application of their writing skills across the whole curriculum and life beyond education and to support them to achieve their aspirations.



## Curriculum Aims

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

## Notes:

The writing objectives are taken directly from the National Curriculum, and this plan lays out how we cover them over the course of a child's time at Layston First School. W, S, P and T identify word, sentence, punctuation and text level objectives. From Year 1 we use the Layston Teaching Sequence for Writing to plan sequences of English lessons which meet the writing objectives of the National Curriculum. In Reception the skills have been broken down in each term in order for children to meet the Early Learning Goals at the end of the year. Children are taught these skills through phonics sessions and small group guided writing sessions as part of the Read Write Inc. Programme.

# LAYSTON MATHS CURRICULUM RATIONALE

## Rationale for our maths curriculum:

At Layston, we deliver our mathematics curriculum to ensure it follows the key aims of the National Curriculum. We aim to ensure that **all pupils become fluent in the fundamentals of mathematics and in number** so that pupils **develop solid conceptual understanding** and the ability to recall and apply knowledge rapidly and accurately. Children at Layston are taught to **reason mathematically** by following a line of enquiry, finding connections and establishing relationships whilst using **mathematical language**. Our mathematics curriculum carefully sequences knowledge, concepts and procedures to build mathematical knowledge and skills systematically over time. Children are taught to solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions. Ultimately, our goal is for children at Layston to **become confident mathematicians** and to **inspire a lifelong love of maths**.



## Why use White Rose Maths?

- The scheme is written by highly experienced and passionate maths teaching experts. It is influenced, inspired and informed by the work of leading maths researchers and practitioners across the world.
- It provides a powerful **CPA approach** (concrete, pictorial, abstract) including in its use of models and images, which helps secure pupils understanding of mathematics and to make connections between different representations.
- There is a great emphasis on **mathematical language, questioning, explaining, reasoning and problem solving**. This allows pupils to discuss the mathematics they are doing, support each other to take ideas further, and develop a broad and secure understanding.
- It provides a connected, progressive curriculum, aiding the development of **carefully sequenced lessons**.
- It **develops the skills of teachers**, without interfering with professional judgement by being over prescriptive.
- The curriculum is **designed to use skills that have already been learnt in different contexts** (sometimes called 'interleaving') whenever possible. This helps pupils to remember and to make connections between different parts of the curriculum.
- It **combines the best of both 'mastery' and 'spiral' approaches** in the curriculum. It follows many of the mastery principles – spending longer on topics to help gain deeper understanding, making connections, keeping the class working together on the same topic and a fundamental belief that, through effort, all pupils are capable of understanding, doing and improving at mathematics. But also recognising that just spending a good chunk of time on a topic doesn't mean that all pupils will 'master' it the first time they see it, and that they need to see it again and again in different contexts and in different years to help them truly develop their understanding on their journey to mastery, so we've built in the revisiting and reinforcing features of spiral curricula too.
- It is a curriculum that is **ambitious** and that **works for all**, with everybody studying the same topic and being provided with support and challenge as needed. Many of the teaching strategies we advocate for all pupils are particularly useful for pupils with SEND.
- **Consistency** across the school (including EYFS). White Rose has a small step, mastery-based scheme of learning for Reception pupils which comes with detailed guidance notes that align with the new statutory framework for EYFS 2021.
- The scheme has lots of **accompanying resources** such as Flashback 4 (for rehearsing previous learning) and assessments (end of unit and end of term). White Rose have also linked their lessons to the **DFE ready-to-progress criteria** to help teachers see where to prioritise key learning.

# LAYSTON SCIENCE CURRICULUM RATIONALE

## Rationale for our science curriculum:

Our aim is to build a love of learning through science. Children will be inquisitive, reflective, confident and resourceful. Children will build their aspiration and independence through working scientifically. Children will know how to be physically and mentally healthy, and link this to their science learning. We build our curriculum to link to our local environments and community.

We aim to:

1. Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
2. Develop understanding of the nature, processes and methods of science through different types of scientific enquiry that help children to answer questions about the world around them.
3. Equip children with the scientific knowledge required to understand the uses and implications of science today and for the future.



<u>Physics</u>	<u>Chemistry</u>	<u>Biology</u>	<u>Earth science</u>
<p>P1: The universe follows unbreakable rules that are all about forces, matter and energy.</p> <p>P2: Forces are different kinds of pushes and pulls that act on all the matter that is in the universe. Matter is all the stuff, or mass, in the universe.</p> <p>P3: Energy, which cannot be created or destroyed, comes in many different forms and tends to move away from objects that have lots of it.</p>	<p>C1: All Matter (stuff) in the universe is made up of tiny building blocks.</p> <p>C2: The arrangement, movement and type of the building blocks of matter and the forces that hold them together or push them apart explain all the properties of matter (e.g. hot/cold, soft/hard, light/heavy, etc.)</p> <p>C3: Matter can change if the arrangement of these building blocks changes.</p>	<p>B1: Living things are special collections of matter that make copies of themselves, use energy and grow.</p> <p>B2: Living things on Earth come in a huge variety of different forms that are all related because they all came from the same starting point 4.5 billion years ago.</p> <p>B3: The different kinds of life, animals, plants and microorganisms, have evolved over millions of generations into different forms in order to survive in the environments in which they live.</p>	<p>E1: The Earth is one of eight planets that orbit the sun.</p> <p>E2: The Earth is tilted and spins on its axis leading to day and night, the seasons and the climate.</p> <p>E3: The Earth is made up of several layers, including a relatively thin rocky surface which is divided into tectonic plates, and the movement of these plates leads to many geologic events (such as earthquakes and volcanoes) and geographical features (such as mountains).</p>

Along with the 'big ideas' of science, it can be worthwhile to consider 'big ideas' about science. The former underpin the substantive knowledge of primary science; the latter underpin the disciplinary knowledge:

D1: Science seeks to explain things that we see in the natural world by attempting to understand their causes.

D2: Scientific theories are explanations of what we see in the natural world that best fit with evidence that has been gathered. Because of this, theories can be changed when new evidence is found.

D3: The knowledge produced by science leads to new technology that humans find useful. These technologies don't always necessarily make the world better so we have to think carefully about how – and whether – we use them.

# **LAYSTON COMPUTING CURRICULUM RATIONALE**

## **Rationale for our computing curriculum:**

We understand that digital literacy is a fundamental life skill, which children need to communicate, unlock learning, navigate and actively participate in a technology rich future. We endeavour to teach specific computing skills (information and computation) as well as incorporate the use of IT (digital systems) across the curriculum whether it be taking photos, filming on iPads or searching the internet for information. We also prioritise eSafety so that children can learn to use these technologies without making themselves vulnerable or putting themselves or others at risk.

## **Curriculum aims:**

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

## **Why use Rising Stars Switched On Computing?**

This complete scheme:

- Supports non-specialist teachers with lesson plans, step-by-step teaching slides and CPD videos.
- Checks pupils' knowledge and understanding and identifies gaps in learning with self-marking, online quizzes at the end of each unit.
- Measures impact and tracks pupil progress against learning expectations in each unit and across the curriculum with a quick and easy tracking document.



# LAYSTON RE CURRICULUM RATIONALE



## Rationale for our RE curriculum

We intend to provide an RE curriculum which will enable each child to reach their full potential and encourage them to reflect on their spiritual growth and their place in a diverse society. RE offers distinctive and valid opportunities to promote pupils' interdisciplinary learning and spiritual, moral, social and cultural development. RE contributes to the development of beliefs and values within our school, as well as our community and society as a whole. Through giving all pupils equal opportunity to explore emotions, responsibilities and values we hope to give them the confidence and resilience to grow in a world which is diverse and changing. Our curriculum, using the Agreed Syllabus and Understanding Christianity, develops clear skills and knowledge progression, making cross-curricular links to other subjects when appropriate. Planning allows opportunities for listening, communicating and exploring ideas and beliefs in a safe and nurturing environment. We aim for children to understand the significance and place of RE as a means towards personal and spiritual development. We will further develop our RE skills through our Forest School curriculum and a sense of stewardship, awe and wonder.

## Curriculum Aims from the Hertfordshire Agreed Syllabus

We aim to teach children to provide them with the systematic knowledge and understanding of the 6 principle world faiths, Christianity, Judaism, Islam, Buddhism, Hinduism and Sikhism, which give life value and meaning. RE aims to enable pupils to become religiously and theologically literate so they can engage in life within an increasingly diverse society. It is not about telling pupils what religious views they should have but rather assists them in gaining shared human understanding, developing personal identity and searching for meaning in the context of evaluating different viewpoints.

### Aims

This curriculum for Religious Education aims to ensure that all pupils develop knowledge and understanding of sources of wisdom and their impact whilst exploring personal and critical responses.

#### ➤ Sources of wisdom and their impact

All pupils should:

- know, understand and explore the significance and impact of sacred texts, other sources of wisdom and ways of expressing meaning
- express ideas and insights about the nature of beliefs, values and practices and their impact upon the identity of individuals and communities
- recognise and explore the diversity which exists within and between religious traditions

#### ➤ Personal and critical responses

All pupils should:

- express with increasing discernment their personal reflections, critical responses and connections to faith and belief enquiring into philosophical, moral and ethical issues
- engage with the questions and answers offered by religions and worldviews concerning ultimate questions and human responsibility
- develop the skills required to engage with others in dialogue and to cooperate in society with respect and compassion

# LAYSTON GEOGRAPHY CURRICULUM RATIONALE

## Rationale for our geography curriculum

We intend for our geography curriculum to inspire children's curiosity and fascination about the world around them. Our curriculum is knowledge rich, as children work through our curriculum they will know and understand more about the world around them. We aim for children to develop a love for Geography and to recognise their role in becoming a responsible global citizen. We aim to provide links with our local geographical area and community. We will further develop geographical skills within our Forest School sessions.



## Curriculum Aims

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

Children are competent in the geographical skills needed to:

- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

# LAYSTON HISTORY CURRICULUM RATIONALE

## Rationale for our history curriculum

We intend for our history curriculum to inspire children's curiosity and fascination about the past and how it has shaped society today. Our curriculum is knowledge rich - as children work through our curriculum they will know and understand more about the past. We aim for children to develop a love for History and to recognise its role in how it has shaped society today and becoming a responsible global citizen. We aim to provide links with our local historical areas and communities. We will further develop history skills within plenty of enrichment activities such as off-site visits and external visitors where the children can have first-hand experiences of what it was like to live in the past.



## Curriculum Aims

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

**By the end of KS1, pupils will be able to:** Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

**By the end of Year 4, pupils will have learned (but will continue to develop in Y5/Y6 at their next school):** Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources



# **LAYSTON MUSIC CURRICULUM RATIONALE**



## **Rationale for our music curriculum**

We intend to provide a music curriculum which will enable each child to reach their full potential and encourage children to enjoy singing, composing and performing. Through giving all pupils equal opportunity to develop their musical potential, we aim to nurture and encourage musical creativity across the school. Our curriculum is supported by a clear skills and knowledge progression, making cross-curricular links to other subjects when appropriate. Planning allows opportunities for listening, composing, performing and appraising whilst developing the interrelated dimensions of music and introducing the use of technologies such as 'GarageBand' for composition. We aim for children to understand the significance and place of music within the wider world and for them to be excited and inspired with a thirst for knowledge and participation in this subject. We aim to provide links with our local schools and community through shared performances and musical celebrations. We further develop our musical skills through our Forest School sessions.

## **Curriculum Aims from the National Curriculum**

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence

# LAYSTON PE CURRICULUM RATIONALE

## Rationale for our PE curriculum

PE at Layston First School aims to develop a fun, high-quality physical education curriculum that inspires all pupils to succeed and excel all individual's abilities in competitive sports and other physically-demanding activities. We will provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Our children will have opportunities to compete in sport (such as in whole school sports day and in partnership with our local schools in the RIB Valley) and other activities that build character and help to embed values such as fairness and respect. PE at Layston is an imperative element of the curriculum, which develops a need for healthy lifestyles, a balanced diet, positive growth mind-set and the resilience to persevere with activities that may be once have felt too difficult. We are passionate about the need to teach children how to cooperate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values.



## Curriculum Aims from the National Curriculum

Our aims and objectives in teaching PE are that all children will:

- To increase the activity levels of the whole school through the provision of a supportive environment which is conducive to the promotion of physical activity
- Participate in 2 hours of high quality PE each week.
- Explore and develop their own capabilities gaining knowledge, skills and confidence to apply these both in and out of the classroom.
- Find a lasting sense of purpose, achievement and fulfilment in physical activity
- Develop physical skills, habits and interests that will promote healthy lifestyle and good posture
- Develop positive attitudes to physical endeavour including perseverance, fair play and sporting behaviour, and the ability to cope with success and failure
- Learn how physical exercise affects the body

# LAYSTON ART CURRICULUM RATIONALE



## Rationale for our art curriculum

We intend to provide an art curriculum using the advice from The National Society for Education in Art and Design (nsead), and in line with Edwinstree and Ralph Sadleir Middle Schools. We focus on teaching pupils to **generate ideas** (the skills of designing and developing ideas), **make** (the skills of making art, craft and design), and **evaluate** (the skills of judgement and evaluation), as well as supporting their development of **knowledge** about artists, craftspeople and designers. We further develop our art and craft skills through our Forest School sessions.

## Curriculum Aims from the National Curriculum

KS1 pupils should be taught:

- to use a range of materials creatively to design & make products;
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form & space;
- about the work of different artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

KS2 pupils should be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design;
- to create sketch books to record their observations and use them to review and revisit ideas;
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)
- about great artists, architects and designers in history.

# LAYSTON DT CURRICULUM RATIONALE

## Rationale for our DT curriculum

Our D&T curriculum is planned as a 5 year journey across Layston First School. Using creativity and imagination, our pupils will design and make products that solve real and relevant problems within a variety of contexts, considering their own and other's needs, wants and values. Our pupils will acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, computing and art. They will learn how to be resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they will develop a critical understanding of its impact on daily life and the wider world. By the end of Y4, through a variety of creative and practical activities, our pupils will have been taught the knowledge, understanding and skills needed to engage in the process of designing and making. They will have worked in a range of relevant contexts, for example, the home, and school, gardens, and playgrounds, the local community, industry and the wider curriculum. We further develop our DT skills through our Forest School sessions.



## Curriculum Aims:

### **At Layston we aim:**

- To provide opportunities for all the children to design and make quality products.
- To explore food and cooking techniques along with healthy eating and environmental issues within food production.
- To develop design and making skills, knowledge and understanding to the best of each child's ability; using and selecting a range of tool, materials and components.
- To become creative problem solvers as individuals and members of a team.
- To develop an ability to criticise constructively and evaluate their own products and those of others.
- To help the children develop an understanding of the ways people in the past and present have used design to meet their needs.
- To reflect on and evaluate such techniques, its uses and effects.

<b>User</b>	<b>Purpose</b>	<b>Functionality</b>	<b>Design decisions</b>	<b>Innovation</b>	<b>Authenticity</b>
Pupils should have a clear idea of <b>who</b> they are designing and making products for, considering their needs, wants, values, interests and preferences. The intended users could be themselves or others, an imaginary or story-based character, a client, a consumer or specific target group.	Pupils should be able to clearly communicate the <b>purpose</b> of the products they are designing and making. Each product they create should be designed to perform one or more defined tasks. Pupils' products should be evaluated through use.	Pupils should design and make products that work/function effectively in order to fulfil users' needs, wants and purposes.	Pupils need opportunities to make their own design decisions. Making design decisions allows pupils to demonstrate their creative, technical and practical expertise, and draw on learning from other subjects. Through making design decisions pupils decide on the form their product will take, how their product will work, what task or tasks it will perform and who the product will be for.	When designing and making, pupils need some scope to be original with their thinking. Projects that encourage innovation lead to a range of design ideas and products being developed and are characterised by engaging open-ended starting points for learning	Pupils should design and make products that are believable, real and meaningful to themselves and others. Design and technology is a practical subject.

# LAYSTON PSHRE CURRICULUM RATIONALE

## Rationale for our PSHRE curriculum

We intend to provide a PSHRE curriculum which will enable each child to reach their full potential and encourage children to know how to keep safe, build healthy relationships and positive mental health and well-being as well as contribute positively to their communities and society as a whole. Through giving all pupils equal opportunity to explore emotions, responsibilities and values we hope to give them the confidence and resilience to grow in a world which is uncertain. Our curriculum, using PSHE Association guidance and Jigsaw, develops clear skills and knowledge progression, making cross-curricular links to other subjects when appropriate. Planning allows opportunities for listening, communicating and exploring ideas in a safe and nurturing environment. We aim for children to understand the significance and place of PSHRE as a means towards personal and social development. We will further develop our PSHRE skills through our Forest School sessions.



## Curriculum Aims:

Managing risk and decision-making are integral to all of the skills listed below.

1. Identification, assessment (including prediction) and management of positive and negative risk to self and others
2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information)
3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)
4. Assessing the validity and reliability of information
5. Identify links between values and beliefs, decisions and actions
6. Making decisions

### **Intrapersonal skills embedded throughout.**

- ✓ Self-reflection
- ✓ Effective goal setting
- ✓ Identifying unhelpful 'thinking traps' (generalising & stereotyping)
- ✓ Developing resilience (self-motivation, perseverance & adaptability)
- ✓ Self-regulation (Growth Mindset & managing emotions & impulses)
- ✓ Recognising & managing peer influence
- ✓ Self-organisation
- ✓ Developing strategies for accessing appropriate help & support (Protective Behaviours)
- ✓ Clarifying own values and re-evaluating considering new learning, experiences or evidence
- ✓ Developing creative thinking
- ✓ Developing & maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

### **Interpersonal & social skills embedded throughout.**

- ✓ Developing empathy & compassion (including the impact on decision making & behaviour)
- ✓ Respecting others' right to own beliefs, values & opinions
- ✓ Evaluating the arguments and opinions of others
- ✓ Developing active listening & communication (including assertiveness)
- ✓ Developing teamwork
- ✓ Developing negotiation (flexibility, self-advocacy & compromise)
- ✓ Developing leadership skills
- ✓ Developing presentation skills
- ✓ Developing goal setting and aspirations
- ✓ Taking positive risks
- ✓ Recognising, evaluating, and utilising strategies to manage influence
- ✓ Valuing & respecting diversity & core British Values
- ✓ Building & maintaining healthy relationships

# LAYSTON FOREST SCHOOL CURRICULUM RATIONALE

## Rationale for our Forest School curriculum

We intend to provide a Forest School curriculum, which will enable children to reach their full potential. We will encourage children to know how to keep safe while taking risks to build resilience and independence. In Forest School, we build healthy collaborative relationships and develop positive mental health and well-being through being outside and connecting with nature. Forest School is also used to enhance and support the national curriculum subjects through active outdoor learning.



## **What is Forest School?**

Forest School is a long-term outdoor education process that is holistic and learner-led. It allows children to develop themselves through healthy engagement with problem-solving and self-discovery, all within a natural environment in a hands-on and thoughtful manner. Topics are cross-curricular and many opportunities are given to develop personal skills, which may include climbing, use of tools and teamwork.

*Forest School is built on 6 principles:*

1. It is a long term, repetitive learning process.
2. Forest School empowers children to take responsibility for their own learning and development.
3. Forest School promotes holistic, individualised learning and development.
4. It offers opportunities for pupils to take supported risks appropriate to themselves.
5. Forest School is facilitated by qualified Level 3 Forest School Leaders.
6. Forest School uses a natural outdoor space.

**We teach children to enjoy spending time in nature without leaving a trace that they have been there.**

Through our weekly Forest School sessions, we aim to:

- \* Promote the well-being of all children;
- \* Advance their knowledge of nature;
- \* Provide opportunities for their holistic development;
- \* Develop spiritual connection with beautiful natural surroundings.

