



## **CLIC Curriculum Policy: aims, outcomes and overviews**

<b>C</b> ommunity:	Our kids are <b>C</b> racking: as a school community we all work together to ensure the children are - <b>c</b> onfident, <b>r</b> esilient, <b>a</b> spirational, <b>c</b> ompassionate and <b>k</b> nowledgeable.
<b>L</b> earning:	Children have the learning skills to access the curriculum. The 4 C's: <b>C</b> ritical thinking: being able to analyse situations, problem solve and connect ideas logically to reach a conclusion. <b>C</b> reative thinking: brainstorming ideas, asking questions and innovating. <b>C</b> ommunicating: following conversations, listening actively, speaking, turn taking, writing and reading with enjoyment and purpose. <b>C</b> ollaborating: resolving conflicts, team building, leading and goal setting.
<b>I</b> mpact:	Deeper learning is learning that lasts. This happens when children question, experience and repeat what they know and are happy to learn from their mistakes. The curriculum is structured to ensure that the children have plenty of opportunity to do this. High expectations of the children enable high standards.
<b>C</b> urriculum:	The content of the curriculum is relevant, engaging, and adventurous. It is planned taking into account the views of the parents, children and community. It evolves as the world around us changes and is responsive to children's needs and desires giving them the opportunity to discover their own passions and talents.

### **Themes:**

There are 8 broad themes under which the curriculum is taught in a two-year cycle. In addition to this there are also 2 shorter transition units (4 weeks).

They are:

#### **Year 1**

1. How can we live forever?  
*Health, wellbeing, sport etc.*
2. Where am I?  
*Locations, maps, space etc.*
3. How does your garden grow?  
*Nature, growing things, environments, animals, food etc.*
4. When will I be famous?  
*Achievers, careers, famous people, legacy etc.*

#### **TRANSITION UNIT**

#### **Year 2**

5. Who am I?  
*Cultural identity, spirituality, British values, civilisation etc.*
6. How is it made?  
*Manufacturing, industry, enterprise, design, man-made world etc.*
7. What's the big idea?  
*Innovations, curiosity, creativity, cultural and historical legacies etc.*
8. What makes me special?  
*Finding talents, arts and culture, team work, music, film, performing arts, TV and radio etc.*

#### **TRANSITION UNIT**

Each theme runs for approximately 8 weeks, although this is dependent on the learning outcomes of the children and can be lengthened or shortened at the teachers' discretion. Transition units are 4 weeks long and their themes are chosen annually depending on current affairs or world events.

The length of your units needs to be shared with SLT and parents informed when outcomes will be shared.

Topic overview will be shared with the parents at the start of each new topic and the outcomes shared with them at the end of each topic.

### **Hooks and Outcomes:**

Each topic will begin with a 'stunning start' which is designed to engage the children and give them a sense of purpose as well as real experiences. Each topic will end with a 'fantastic finish' to celebrate the children's achievements and answer the question. Hooks and outcomes are specified in the yearly overview. Suggested experiences are listed as opportunities we want our children to have had by the time they leave at the end of KS2.

### **CLIC Challenges:**

For each topic children will be given a project to complete over the length of the project with their families to encourage independent learning at home. It will contain a selection of activities so the children can choose one which interests them. The categories will be: develop creativity, research/geographical skills, mathematical skills and writing skills.

### **Planning:**

English, Maths, Science and Computing are taught discretely, everything else is taught thematically. Teachers will be given: planning formats, overview of hooks, outcomes, CLIC challenge suggestions, curriculum coverage, skills and knowledge progression chart and suggested experiences to work from. Discussions with the children then feed into a whole school planning afternoon where a learning journey from Y1 to Y6 is decided upon.

Teachers plan accordingly for their year group, ensuring that the children's learning outcomes are assessed and the planning adapted to meet their needs and desires. During the planning it is really important that prior knowledge is woven into the learning journey. For example their knowledge of the cultural identity from 'Who am I?' will be revisited and built upon during 'What makes me special?'

For each topic, teachers will produce a curriculum overview for the parents which will also be placed on the school website informing parents of the children's learning through the topic.

### **Assessment:**

Teachers are expected to update the curriculum coverage sheet after each topic and annotate the 'notes' section detailing further support the children need or elements they have excelled in. For example, in art the children might have worked with watercolours. This information would need to be placed into the 'notes' section.