

How do we embed knowledge and skills at Luckington?

We want our children to leave us with all the skills and knowledge they will need for secondary school. In fact, we are determined that they should be a 'step ahead' of their peers by the time they leave us.

We believe that for our children to achieve this, the key is for them to properly 'embed' the knowledge and skills within our curriculum. This embedding does not always happen naturally, so our curriculum has been created and is implemented in a way that introduces a range of key concepts and enables learners to build them into reliable schemata.

There are a number of strategies that we use to achieve and they are summarised below.

<u>Skills and Knowledge Progressions</u>	<u>Curriculum Sequencing</u>	<u>Lesson sequencing</u>	<u>Assessment Tasks</u>	<u>Pre-topic and Post-Topic Tasks</u>	<u>Lesson specific techniques</u>	<u>Homework</u>
<p>We have created 'Skills and Knowledge' progressions for each subject. We have used the National Curriculum as our basis for these documents and created Year R to Year 6 progressions for each subject area. This means that each objective within any given subject is built upon year on year, beginning with Reception.</p> <p>See our Skills and Knowledge Progressions here.</p>	<p>We have sequenced the topics within our curriculum specifically so that one topic builds on the last. A good example of this is that many local studies are carried out early on, meaning that when it comes to learning about the Victorians, the children already have a strong understanding of the Victorian influences in our local area.</p> <p>See how our curriculum is sequenced here.</p>	<p>Each sequence of lessons begins by assessing what the children already know and using this as a starting point.</p> <p>We then build, week upon week towards a final assessment task that is designed to allow the children to show all they know about a particular topic.</p> <p>See our termly topic maps here.</p>	<p>For each subject, the children do an assessment task at the end of a unit of work. No matter what subject it is, the task is designed to allow the children to show what they know about a topic.</p> <p>In maths and reading, we use standardised tests. For writing, the children do a 'Big Write'.</p> <p>In the foundation subjects, tasks are designed to fit around a particular topic or subject. In History, for example, they may be asked to do a 'double page spread' showing all the things they know about the Romans. In science, they may carry out an investigation using the scientific enquiry skills and knowledge that they have learned during that term.</p> <p>In every case we aim to ensure that not only skills and knowledge from the current sequence of learning are used, but also from previous years.</p>	<p>Before the start of each main termly topic, we send home a pre-topic task.</p> <p>The aim is to allow the children some time to think about what they already know about a topic and to give them the chance to learn some new key vocabulary before we get started.</p> <p>At the end of the topic, the children then return to these and add information about what they have learned over the term.</p>	<p>There are also many subject specific strategies that we use. For example:</p> <p><u>Non negotiables</u> The children refer to the 'non-negotiable' cards for their year group whenever they write. These are designed to ensure that they are correctly use the key skills in their writing for their age group.</p> <p><u>Maths Mastery</u> We teach maths using the Maths Mastery approach. To summarise, Mastering maths means pupils acquiring a deep, long-term, secure and adaptable understanding of the subject. You can find more information about this here.</p> <p><u>Flashbacks</u> In maths, we also use 'Flashbacks' a few times a week. This is an activity where the children look at things they have learned in the past.</p>	<p>Our homework system is specifically designed to cover and recover key skills and knowledge in spellings and maths with a view to committing them to long term memory.</p> <p>Please watch this video to find out more.</p>