

Learning Adventures – A Curriculum Approach

The curriculum at Rushcombe First School is delivered through a 'Learning Adventure' approach. During the course of each academic year, the children will engage in six 'Learning Adventures' (one each half term). Each Learning Adventure takes the form of a creative project, which provides a range of opportunities for learning.

All year groups in the school participate in our Learning Adventures. This means that children from Foundation up to Year 4 carry out their learning using the same overarching theme, for instance, 'the Jurassic Coast'. The skills, knowledge and understanding that children will be developing during each Learning Adventure is progressive across the school, for example, children in Year 1 will be developing very different skills and understanding to the children in Year 4. Expectations for children's learning in each year group are taken from the programmes of study from the National Curriculum.

The school's whole school Learning Adventure approach provides the following benefits:

- It helps to develop and reinforce our whole school community, enabling children from different year groups, including siblings, to share in their learning together.
- It provides a range of opportunities for peer learning (research indicates that peer learning can have a significant impact upon children's learning), including opportunities for cross phase learning (children learning with peers from different year groups).
- It enables the school to plan Learning Adventures that have 'starting points' to generate excitement and interest for the whole school community. It also enables the school to develop 'finale' events for each Learning Adventure, which act as a celebration for the learning that has taken place.

Subjects Taught within all Learning Adventures

Some subjects are taught within **all** of the school's Learning Adventures:

Mathematics

English Writing (Spoken Language, Reading, Writing)

Science – Working Scientifically

Computing

Physical Education

PSHE (Personal, Social and Health Education)

Languages (French - Key Stage 2 only)

All other subject areas are taught during focused blocks at different points across the academic year (please see chart on next page).

Learning Adventure Overview 2016-17

Each Learning Adventure will have one or more subject focus areas, for example, a Learning Adventure might provide a focus upon history. The Learning Adventures are carefully planned to ensure that each subject area is covered sufficiently within each academic year.

The following chart identifies the key subject focus areas to be delivered within each Learning Adventure during the academic year 2016-17:

	Key Subject Focus Areas	
Autumn 1	Geography - Geology History - Mary Anning Art and Design - 3D sculpture and 2D portraits Science – Rocks (Y3)	
Autumn 2	RE Hinduism – Worship, stories and symbols Christianity – Who was Jesus? Why is Christmas important to Christians?	Science Seasonal Changes – Autumn (Y1) Living Things and their Habitats (Y2) Light (Y3) Electricity (Y4)
Spring 1	Creative Project with an emphasis upon child directed learning	Science Seasonal Changes – Winter (Y1) Everyday Materials (Y1) Uses of Everyday Materials (Y2) States of Matter (Y4)
Spring 2	History Stone Age (Foundation) Bronze Age (Y1) Iron Age (Y2) Roman (Y3) Early Medieval (Y4) (all year groups include comparative study of previous time periods)	Science Seasonal Changes - Spring (Y1) Animals including Humans (Y1) Living Things and their Habitats (Y2) Animals, including Humans (Y3) Living Things and their Habitats (Y4)
Summer 1	PSHE - Cultural Diversity RE – Christianity – God / Christianity around the World Geography – World and Local Study	Science Plants (Y1) Plants (Y2) Plants (Y3) Animals, Including Humans (Y4)
Summer 2	Music Design and Technology Dance (PE / Creative Arts)	Science Seasonal Changes – Summer (Y1) Animals, including Humans (Y2) Forces and Magnets (Y3) Sound (Y4)

The above overview is relevant for all Year groups (Foundation – Year 4). Where curriculum content is specific to individual year groups, this is indicated in brackets. Please note that the overview only identifies key focus areas of curriculum coverage and does not identify the full breadth of learning opportunities that are provided during the academic year. Aspects of the coverage are also subject to change as part of the evolving nature of children’s learning journeys.

The titles and themes of each Learning Adventure are revealed to the children at the start of each project, helping to generate a sense of excitement and curiosity.

Child Directed Learning

At Rushcombe First School, we believe that Child Directed Learning is a key feature of educational experience. We define Child Directed Learning as enabling children to raise their own ideas about the things they would like to learn about and explore. By providing opportunities for Child Directed Learning we believe that:

- The child has greater ownership of their learning, which results in greater motivation for the learner
- The learning is often more relevant to the child and can result in deeper levels of thinking and learning.

As a result, we look to provide at least one Learning Adventure during the academic year where the subject focus is not indicated (see Spring Term 1). This allows the project to develop fluidly in response to the children's ideas and interests (without any restraints upon the natural development of the learning journey).

Further Details

When exploring National Curriculum subject areas, the children will follow the programmes of study for their relevant year group or key stage. Please see <https://www.gov.uk/government/collections/national-curriculum>.

For further details of the Religious Education syllabus, please see the Dorset Agreed Syllabus for Religious Education.