

Overall outcome:
 Each of our projects/topics will finish with an outcome for parents and the wider community. This could be: An invite to an art gallery opening, a museum, a restaurant, a play, a poetry recital, a science show, a debate. What better reason than to want to polish your work than knowing that an audience is coming to see it? Children will work to this important deadline to get work ready both for you and the experts who have helped along the way. They will expect their work to be critiqued both for what is excellent and what could be improved next time.

Texts:
 Which books and rich texts will we be using to inspire our writing and discussion?

Areas of learning (theme/subject):
 Which subject areas will be included through this project?

Key Vocab and links to other languages:
 What key vocabulary will the children be learning and using during the project? This will include Tier 2 (more sophisticated words) and Tier 3(subject specific words) vocabulary.

Resources:
 What equipment and resources will enhance our learning and project outcomes?

Narrative Hook:

- People – Who will draw us into the project?
- Place – Where are they? How is it the same/different from where we are?
- Problem – What challenge/dilemma do they face?
- Possibilities – Who is helping them and how? How can WE help?

YR term - Inquiry Question

What question will we be reflecting on over the project?

Yr Theme

Children's responsibilities:

Significant individuals:
 Which famous and less well-known people will we be learning from? These will be from a diverse range of backgrounds.

Content: What will we learn?

This is where we commit to teaching your children what we say we will be teaching. Children should have explicit and clear recall of the knowledge outlined in this box by the end of the project. Some of the knowledge your children will be learning will go beyond the requirements of the National Curriculum because it is relevant to a particular project. As their parents, you can definitely help with this by researching more deeply at home and asking your children questions about this knowledge as the project progresses. This will help them to practice and commit the knowledge to their long term memories. The knowledge learnt will be evident at the project outcomes where you will be able to assess for yourselves how they have progressed.

Creativity: How will we show we understand in multiple ways?

This is the 'how' (pedagogy) we get children to engage with and understand the knowledge we are teaching them. We will use drama, role play, pictures and pose dilemmas in their learning to ensure that they are able to engage with and be curious about the content and that they care for the people about whom they are learning. Curious humans are compelled to learn! Once children have mastered content, the quality of their conversations will offer evidence of fluency and deeper understanding. They will learn how to apply knowledge, debate, consider and adapt their viewpoints. They are learning to be wise with their knowledge, not just well informed

Coherence: How does this project link to other year groups and core subjects?

Connections to previous learning:
Connections to future learning:
Connections to core learning:

We are aiming to create as many connections as possible across your child's time at Uffington. This part of the long term plan will ensure that links with previous and future projects are obvious when teachers are planning. It is important that teachers (and parents) can refer back to prior learning and experiences in order for deeper learning to take place. Projects are being planned so that there are 'echoes' to learning right from the start of children's time with us. This area will also detail how what we will learn in this project will connect to core learning e.g. Maths, English, RE

Compassion: What opportunities are there for compassion and empathy?

Here we outline how each specific project will help children to show compassion to others and treat one another compassionately.

Our school believes that everyone matters. Our values are love, honesty and courage.

Every part of the curriculum has the capacity to develop these skills and we plan to make the most of them. This is a curriculum designed to help children think about the common good and to have hope in the future. Your children really do have the power to make the world a better place.

Community: Where are the links to local expertise and resources? Visits/visitors?

Who do we have in our local community who can help and advise us during this project? We want to draw on the wide range of expertise and experience our families have to offer or that exist in the wider community.

Who might we invite to our project outcome to provide an authentic audience who can give us excellent feedback? What is in our community to enhance and inform our projects? Where could we visit to find out more...?