



Key Drivers

Aspiration, Communication, Knowledge of the World

Our drivers are what underpin what we work towards for our children. We want them to **aspire** to achieve their potential and understand the opportunities available to them. **Communication** starts from EYFS and creates the foundation for our children to become successful members of the community; we want to provide children with opportunities to do this effectively in a range of ways. **Knowledge** is power and we want our children to have a rich knowledge of the world around them so that they able to draw upon this within school and beyond.

	Aspiration	Communication	Knowledge of the World
EYFS	<p>We want our children to feel happy and secure and to see themselves as valuable individuals, who are free to express themselves in a respectful manner. To understand what it takes to be a good friend and the importance of respecting and supporting each other's ideas. To always consider each other's feelings and knowing that we do not all like the same things or live the same way as we are all unique. To show that we are 'ready to learn' whether this is when we are learning through play or when we are coming together as a group.</p> <p>To try our very best to be resilient, independent, and confident learners, who are always ready to celebrate our own successes and that of our friends in all circumstances.</p> <p>We want our children to be aware of their surrounding world and how it is forever changing and evolving and to become conscious and responsible or how everything 'we' do has an impact on our beautiful forever changing world</p>	<p>We want our children to express and communicate themselves freely and clearly, sharing their opinions and to understand the importance of being able to justify the choices they make with clarity, whilst upholding the standards of being respectful and kind.</p> <p>To speak clearly in articulated and grammatically correct sentences, which can then be used to develop and inform their future writing abilities.</p> <p>We will use a variety of topics and resources to expose our children to new vocabulary, to broaden and enrich their language bank. New vocabulary will also be celebrated; it will be displayed and revisited over time, as well as incorporated into everyday conversations when applicable.</p>	<p>In developing the children's essential knowledge and to prepare them for they need to know for future success, together, we will build on prior knowledge about themselves.</p> <p>We will continue to expose our children to relevant topics about our ever-changing world and look directly at changes over time, such as, seasonal changes and different climates around the world. This will be combined with the relevant topic of climate change and pollution and how we have an impact on the world.</p> <p>We will also be looking at the life cycle of plants, linked in with our seasonal and weather change learning. The children will continue to discuss the local weather daily and will compare it to the weather of Port Douglas.</p> <p>Our main theme for Spring 1 is traditional tales which will link in with our science topic.</p>
Class 2	<p>Aspiration:</p> <p>In comparing our country to another, we would like to support the children in thinking about their futures and where they might like to go. We will compare Australia to the United Kingdom and see how they are the same and how they differ. We will learn about</p>	<p>Communication</p> <p>This term, we will be thinking carefully about verbal and written communication; we will be focusing on how we can use our voices in different ways to create different effects. During this term, we will be encouraging the children in the class to develop their</p>	<p>Knowledge of the World</p> <p>This term, we will be using Australia as a focus in comparing their culture and traditions to our own. We will explore the country and explore how it is different to where we live. They will discover different weather regions and climate in Australia.</p>

	<p>different cultures and learn how to respect different ways of life. We will look at how we can protect the planet and why this is important. This is going to be embedded into our literacy topic due with the book Stella and the Seagull, which looks at litter and how we can support people in looking after the environment. The children will make posters to support the other children in the school with their recycling. Our science topic this term is, living thing and their habitats; this links well with our trip to Bristol Zoo. During this visit, the children will have the chance to talk to zoo keepers and see what a day in their life is like.</p>	<p>confidence when speaking to a group of their peers. We will be writing and performing some poetry based on two books. During this time, we will be supporting the children to speak clearly and audibly; we would also like the chance to perform our poetry to other classes. We will also be writing letters to inspirational adults on world book day to ask them what their favourite children's books are.</p> <p>We will also be exploring some new techniques to support our oracy, such as nesting, building on and challenging.</p>	<p>Our visit to Bristol Zoo will support the children in their knowledge of animals, their habitats and why animals may need to live in zoos, rather than their natural habitats.</p> <p>Children will explore what different celebrations look like in Australia, for example Christmas and Easter.</p> <p>Class 2 will think about the indigenous people in Australia and how they have contributed to the country, providing art and culture.</p>
Class 3	<p><u>Aspiration:</u></p> <p>We aim to foster the children's curiosities and wonder about how our world works and explore jobs in the industry of the UK such as tourism, farming, working for the Ordnance Survey, travel journalists, pilots/ cabin crew, volcanologists.</p>	<p><u>Communication</u></p> <p>Use a range of geographical language to describe places explored and use subject specific language to describe natural hazards.</p> <p>Write a rough guide for Iceland.</p> <p>Write an explanation of either a volcanic eruption, earthquake or water cycle.</p>	<p><u>Knowledge of the World</u></p> <p>Know the names and locate a range of countries in the world.</p> <p>Know key human and physical features of the UK's 4 nations.</p> <p>Explore similarities and differences between the UK, Europe and an aspect of America.</p> <p>Know physical processes related to the earth and describe the structure of the earth and its impact on natural disasters- volcanoes, earthquakes and tsunamis.</p>
Class 4	<p><u>Aspiration:</u></p> <p>Children will have a better understanding of their role when it comes to the environment and how they can make positive choices in order to preserve it. Children will gain an insight into jobs linked to water and river conservation and the importance of these roles for the economy and the environment.</p>	<p><u>Communication</u></p> <p>Children will learn how we can raise awareness linked to the issues with water and how this influences climate change. Children will learn how their voices can be heard in a constructive way, express their opinions (based on their rights and the rights of people linked to clean water) and consider how they could affect their community and the wider world. It is important children understand core vocabulary linked to rivers and water and how to use this effectively, in a range of contexts.</p>	<p><u>Knowledge of the World</u></p> <p>Children will understand the impact that humans have had on Rivers and the importance of sustaining clean water for everyone across the world. They will also understand the wider impact rivers have on wildlife, eco-systems and how this contributes to the oceans and water cycle. Children will also consider factors for clean water to be accessed for all and how this can then affect people's rights linked to health and well-being. We want the children to consider the impacts of water pollution and poor water access and feel empowered to make a difference for all.</p>