

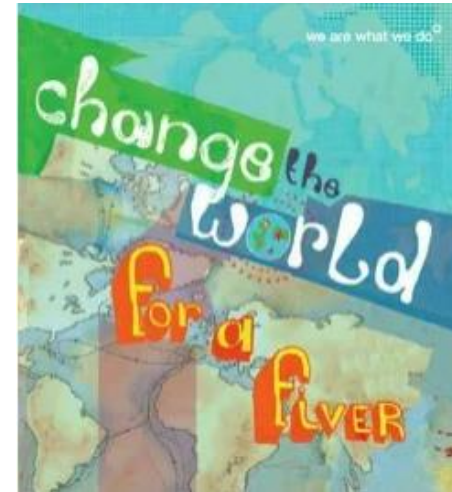
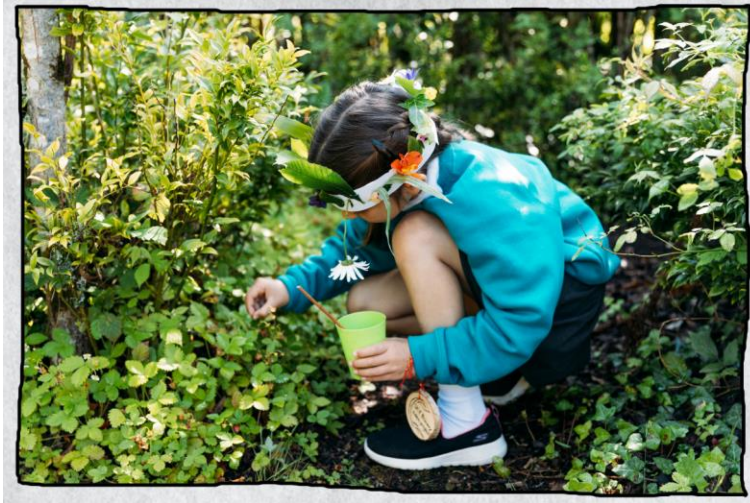


LEARNING BEYOND THE CLASSROOM



Why Sky Primary and Eden Project Nursery has built our curriculum around climate education and sustainability and how we are doing this

30th April 2024
Emma Vyvyan
Headteacher



Eugenie Harvey, had a vision to ‘*make the world a better place*’.
‘Change the World for a Fiver’: Everyday small actions that we can all do to change the world - ‘*we are what we do*’ and when we all make a small contribution it can have a positive affect, it’s like a small pebble in a pond – it makes a splash but creates a ripple.

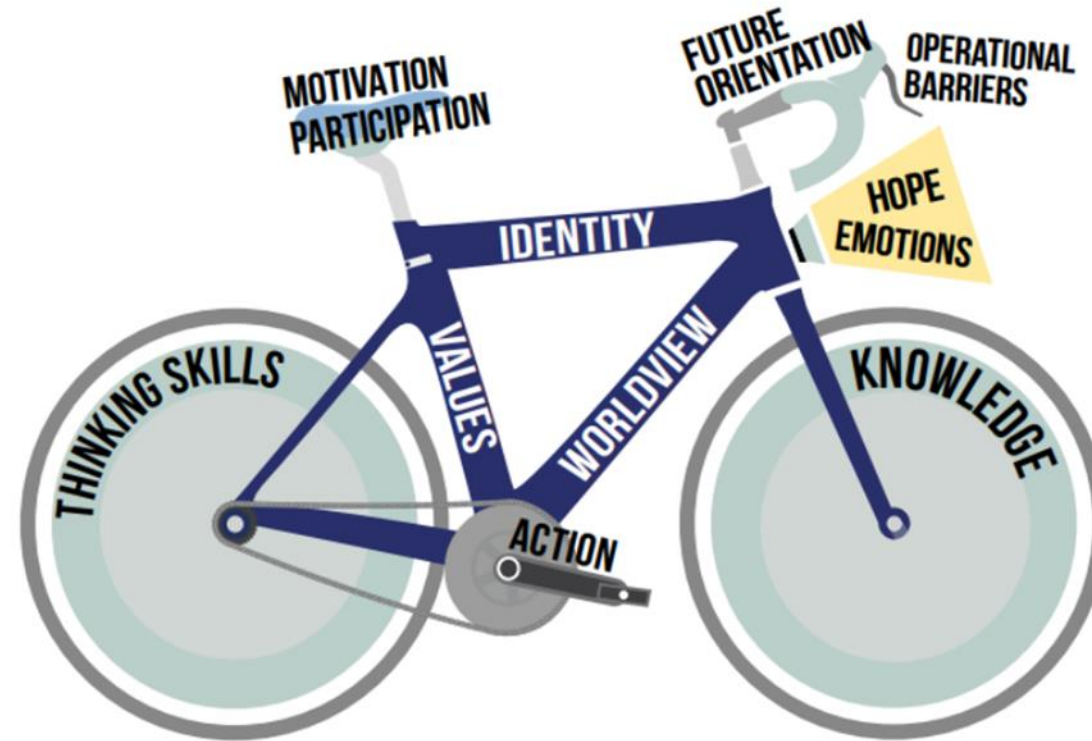


The Department for Education Climate Change and Sustainability Strategy (2022)

- 1. Excellence in education and skills for a changing world:** preparing all young people for a world impacted by climate change through learning and practical experience.
- 2. Net zero:** reducing direct and indirect emissions, providing opportunities for children to engage practically in the transition to net zero.
- 3. Resilience to climate change:** adapting our education and settings to prepare for the effects of climate change.
- 4. A better environment for future generations:** enhancing biodiversity, improving air quality and increasing access to, and connection with, nature in and around education and settings.



The interrelatedness of sustainability and climate change education



Cantell et al (2019)



LEARNING BEYOND THE CLASSROOM



PLASTIC FREE
SCHOOLS
SURFERS AGAINST SEWAGE

At Sky Primary and Eden Project Nursery we aim to make a difference everyday.

Kernow Learning





We nurture our children from little Eden acorns



We are ambitious and we want to make this difference for our children, families and the environment with a one step at a time approach.

Our curriculum development focuses on Early Years Framework and the National Curriculum.

Currently we have Nursery to Year 1, Year 2 from September





Exceptional learning based on:

**Reading
Writing
Maths**



Real life, relevant connections and nature inspired opportunities made across learning and at the heart of everything we do.





Our vision – to deliver a unique, enriching and innovative curriculum with opportunities to understand sustainability, be climate wise and become a global citizen.

CREATIVE



Run with your bright ideas...

...Who knows where they may lead

INSPIRING



Let's make tomorrow better than today!

CONNECTED



Our people, places and planet...so many possibilities.

OUR VALUES

Our School values flow through our everyday ways of being – inspiring, connected, active, curious, nurturing, creative and include children, families and our West Carclaze Garden Village community.

NURTURING



Helping you grow

CURIOUS



ACTIVE



Reach for the sky!





OUR GOOD LIFE GOALS





Know More and Remember More –

Curriculum sequencing: supporting acquisition of knowledge
knowledge = thinking and understanding
learning = thinking
connection = new ideas and concepts

Immersive and experience: build on what children know
design learning build connections

Creation of schemas: interconnected networks of background knowledge





Each half term we have an Enquiry of Learning – e.g. What Food Do We Get From Farms?



YEAR ONE	AUTUMN		SPRING		SUMMER	
ENQUIRY QUESTION	How can we be superheroes?	How and why do we share stories?	What is it like to go on a mystery voyage?	Who is the giant of Sky?	How can we be garden designer?	What animals are local to us?
Curriculum link ideas	Transport – history Richard Trevithick Natural environments and human impacts (litter and pollution) Sustainability	Remembrance – history The power of stories to... Why do we remember stories – oral history, sharing information, warning etc Diwali	Seasons- Weather and climate World Maps – continents and oceans seasons Significant places Comparison – UK and the Antarctic/Norway	Sense of Place Geographical landscapes, physical features China Clay industry, landscape and history Human features and landmarks Maps, aerial photographs Fieldwork Important places Change over time Shadows Cornish Stories of Giants in the landscape	Working scientifically – Science Investigation Identification and classification (plants)	Science Animals and habitats Identification and classification (animals) Nutrition Survival Habitats
GREAT WORKS	Sky hero award ceremony- celebrating our school values	A lantern parade in the Med Biome. A recorded story to share with families.	A mystery voyage challenge to create a boat that floats.	A shadow puppet play to share our story – the adventures of the giant of Sky.	A shared garden using our informed designs.	A Sky animal top trumps party in the tepee.
SUSTAINABILITY PRINCIPLE	Biodiversity	Energy and climate change	Adaption for the future	Food and farming	Cycles and waste	Health and wellbeing
RESOURCE SOURCE	Harmony	Sky-Eden enquiry	Sense of place – Voyage of the Mystery	Land of Giants – Sense of Place; Wheal Martyn photo archive	Harmony	Sky-Eden Enquiry
GOOD LIFE GOALS	5 – treat everyone equally	12- live better	6 – save water 8 – do good work	9 – make smart choices	15 – love nature	3 – stay well 14 – clean the seas



Curriculum structure:

Enquiries of Learning – half termly

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Enquiry Question	How can we be Sky heroes?	Why do we share stories?	What is it like to go on a mystery voyage?	Who is the giant of Sky?	How can we be garden designers?	What animals are local to us?

Focus = key texts; sustainability principle; GLG; visits/events

Sequence of Learning – subject specific coverage (knowledge and skills; connections)

Spring 2 Enquiry: **Who is the giant of Sky?**
 Sustainability Principle: **Food and Farming**
 Good life goal: **We all have a story to tell**

Weekly Overview – reading, writing, maths, subject coverage and enquiry focus

Great Works – celebration of learning with our community

GREAT WORKS						
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Community involvement

Knowledge Organiser Year 1 Spring 2

At home you can...

Create a giant, or part of a giant, from natural materials? Google the definition of an actual giant?

Research what clay can be made into and make a list? Can you photograph anything in your home which is made from clay?

Explore light and dark and create a shadow puppet which gets bigger when it moves further away from the light.

Look at local aerial photos and think about what a Giant would see?
Can you create your own aerial map of your room?

Our enquiry question =

Who is the giant of Sky?


Sustainability Principle:
Food and Farming

Key Vocabulary to share...

Giant– a mythical being of super human form
Scale– the relative size/extent of something
Landscape– the visible features of land
Physical feature– natural features of the earth's surface
Human feature– man-made features of the earth's surface
Trade– buying and selling of goods
Export– to send goods to another country for a cost
Tip– the deposits from mined materials
Excavate– to make a hole or channel by digging

The Great Works

The children of Vounder will embark on a steam train voyage to explore the landscape of Cornwall and how it has changed through history.



What will we be learning this term?

As a writer

- Can I independently write sentences with a capital letter, finger spaces and a full stop
- Can I write a story with a familiar setting?
- Can I form each letter correctly and on the line?

As a mathematician

- Can I add and subtract up to 20 with confidence?
- Can I say one more and one less for any given number?
- Can I write 0-20 in words?
- Can I apply my knowledge of number bonds to other facts?

As a historian


- Can I research the history of our local area?
- Can I talk about significant figures?
- Can I look at images of the Clays from the past?

As a designer

- Can I explore the materials and tools needed to make a puppet?
- Can I design a shadow puppet?
- Can I write a success criteria?
- Can I evaluate my product?

Good Life Goals

Make Smart Choices



As a healthy person

- Can I learn how to balance with control?
- Can I learn how to work with a partner to mirror movements?
- Can I move in different ways across a variety of surfaces?
- Can I talk about changes to my body?

As a geographer

- Can I talk about where we live?
- Can I name physical and human features?
- Can I talk about the landscape?
- Can I talk about the qualities of clay compared to other local rocks?

As a reader

- Can I read digraphs in words?
- Can I read with some fluency and pace?
- Can I talk about what I have read?
- Can I read longer (multisyllabic) words?

As a scientist

- Can I name sources of light?
- Can I talk about natural and man-made sources of light?
- Can I explore how shadows are formed?
- Can I explore how shadows can be changed?





- Core learning focus
- Connected – subject knowledge and skills e.g. being a mathematician, scientist
- Curriculum coverage
- Enrichment, immersive experiences, sense of place, sustainability, nature connection





Thank you for listening

