

# Implementation of The World Around Us

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This report follows the progress of a number of primary schools that took part in the 'Implementation of the World Around Us' project.

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## Introduction

The World Around Us (WAU), one of the Areas of Learning in the Northern Ireland Curriculum, consists of three contributory elements: Geography, History, and Science and Technology.

It is organised into four interrelated strands: Interdependence, Place, Movement and Energy, and Change Over Time. The purpose of these four strands is to facilitate connections in learning between the contributory elements. Because they are context-free in nature, the strands also give teachers flexibility and choice when designing their learning and teaching opportunities for WAU.

In 2008, the Education and Training Inspectorate (ETI) published An Evaluation of the Arrangements for the Implementation of the Revised Northern Ireland Curriculum (RNIC). This publication highlighted the need for further information about the place of content in a skills-infused curriculum, for example in the Area of Learning The World Around Us.

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## The World Around Us Project Group

In April 2008, CCEA and the Curriculum Advisory Support Service (CASS) formed a project group to help teachers plan and implement their content for The World Around Us effectively. This group produced non-statutory Progression Grids (available at [www.nicurriculum.org.uk](http://www.nicurriculum.org.uk)) to illustrate ways to develop and place content in a skills-infused curriculum through the strands within The World Around Us. They also issued a non-statutory Thinking Skills and Personal Capabilities Progression Framework, illustrating possible progression for pupils in this aspect of their development (also at [www.nicurriculum.org.uk](http://www.nicurriculum.org.uk)).

Then, in May 2008, the group selected schools interested in exploring how to implement The World Around Us. Teachers and co-ordinators met for a two-day conference to think about the processes involved, then returned to their schools to explore the issues with management and staff. The schools then documented their journey over the first six months of implementation.

The project involved different sized urban and rural schools from throughout Northern Ireland. The largest school had 600 pupils, with three classes in a year group. The smallest had 18 pupils and composite classes. Some of the schools had already started the process of implementing The World Around Us; others were just beginning.

Some of the schools involved in the project were:

- Antrim Primary School;
- Braid Primary School;
- Cookstown Primary School;
- Newtownards Model Primary School;
- Portadown Integrated Primary School;
- Star of the Sea Primary School (Belfast); and
- St. Oliver Plunkett Primary School (Beragh).

CCEA gratefully acknowledges the help and assistance of the principal and staff of each school.

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## Approach to Planning

The WAU project group recommended using a four-stage process detailed in the DENI publication *School Development Planning* (June 2005). This process involved applying the following steps when developing planning for The World Around Us:

- **The confirmation of the school's ethos, culture and aims** – Schools involved in the project were asked to note their school ethos and aims.
- **An audit of current provision and identification of areas for improvement** – An audit tool was created for schools to consider where they were on the journey of implementing The World Around Us.
- **Prioritisation for action and the implementation of development planning** – Based on their audit, schools created a strategy and an action plan. They were asked to consider guidance produced by CCEA and CASS on interpreting the statutory requirements for The World Around Us. They were also asked to construct long and medium term plans for a Key Stage that included the guidance for infusing the Thinking Skills and Personal Capabilities within The World Around Us.
- **The determining of the arrangements for monitoring, and the review of the plan in the light of that monitoring** – Schools carried out self-evaluation of how their planning had impacted on their children's learning and reflected on how achievable their plans had been.

During the project, the Department of Education published *Every School a Good School*. This policy sets out a vision of schools that are self-improving to meet the needs and aspirations of pupils through high quality learning. Good planning may help improve the learning and thus meet the needs of pupils. Schools should consider the role of literacy and numeracy to raise standards in the school. WAU offers a context for children to develop literacy and numeracy skills. Schools should take this into account when planning the implementation of this Area of Learning, for example by showing on planners how the links are made. Literacy and numeracy skills are important as they are amongst the indicators of effective performance in a school.

Provision is centred around the child, and planning will help ensure that the child's needs are catered for and that he/she is making progress.

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## Carrying Out an Audit

The schools involved in the project used the Department of Education publication *Together Towards Improvement* (TTI; 2003) as a starting point in their process of self-evaluation. TTI outlines key quality indicators and features of good practice that schools can use to evaluate the quality of their provision. TTI is currently being reviewed, and an updated version will be available. The project focused on Indicator 2.5, under the heading of Learning and Teaching:

### **Indicator 2.5: Implementation of the Curriculum:**

- curricular breadth, balance, continuity and progression;
- integration of learning across the curriculum; and
- effectiveness of timetabling/organisation of classes.

The groups designed a self-evaluation tool (see Appendix 1) to assist co-ordinators with their audits and help them consider their schools' achievements in implementing The World Around Us. It helped them assess what their schools needed to achieve over a period of time and what they could incorporate into their School Development Plans.

The audit tool lists the features and characteristics of good practice for implementation of the curriculum (shown in the grey columns). Then, for each quality feature, it poses key questions and suggests expected outcomes (in the white columns) that would demonstrate a school's fulfilment of the indicator.

The tool highlighted that the management of a school need to be committed to developing The World Around Us and that the School Development Plan should reflect this commitment over a number of years.

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## Developing a Strategy

Developing a strategy for The World Around Us should help schools explore what they want to do to achieve success. It involves considering the stages necessary to achieve long term goals, giving a vision to help clarify how to reach those goals step by step. Looking forward, for example three years ahead, can help to ensure that good decisions are made in the present. It highlights the issues that need to be addressed first in order to lay foundations for future work.

At this strategy-building stage it is useful for co-ordinators and teachers to check that they have a shared understanding of The World Around Us and how it will look when implemented. In the project, one activity that helped explore this issue involved thinking in pairs: one person in each pair asked 'What is "The World Around Us"?', then the other explained its purpose in one minute. Finally, each pair compared their ideas with those of the other groups. Another useful activity was to ask teachers to write down what the advantages would be if The World Around Us experience was implemented fully for pupils. They also considered what the disadvantages of not implementing the experience well would be.

To help lay foundations for success in implementing The World Around Us, it is important to make sure:

- planning allows for the integration of the three contributory elements;
- a flexible framework that illustrates progression is established for the whole school;
- the whole school is aware of this framework;
- links with the local community are established and embedded within the Area of Learning;
- resources are available and easily accessible by the whole school; and
- practice is developed in WAU and staff development has occurred so that policies can be put in place.

As part of the process of thinking through what they would need to make the vision work, schools in the WAU project group considered the objectives in Appendix 2. The strategy objectives were linked to indicators in TTI to demonstrate how the strategy develops on from the audit. This helped schools to ensure that they were attempting to address the major issues in a logical sequence. For the purposes of the project, the schools involved had to address particular areas of The World Around Us in the first year of implementation.

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## Forming an Action Plan

Schools use action plans to address what they will achieve over a shorter time scale (typically a year). They outline the success criteria that will be used to ensure their targets are met. They also list the actions that will bring about these improvements. Since The World Around Us is a focus for development, the action plan should be reflected in the School Development Plan.

In the project, TTI was used to decide on targets that were developed from the strategy for implementing The World Around Us (see Appendix 3). These formed the basis of schools' action plans.

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## Planning Curriculum Content

While the Northern Ireland Curriculum is designed to give teachers more freedom in the content they teach, there are statutory requirements that must be met. In planning, schools need to ensure that they strike a balance between the contributory elements in The World Around Us. Over the course of a year and a Key Stage, children should have a range of experiences covering all three elements (Geography, History, and Science and Technology). It should be checked over the whole school that this is the case.

To aid schools in ensuring that they cover all the statutory requirements for The World Around Us in their planning, CCEA and CASS have produced and published guidance on interpreting the requirements (Progression Grids available at [www.nicurriculum.org.uk](http://www.nicurriculum.org.uk)).

As well as the statutory requirements, it is important to ensure that each of the Thinking Skills and Personal Capabilities is addressed during the course of a year and Key Stage. Planning gives schools an opportunity to consider which of the skills can be developed in a particular theme. Guidance on infusing the skills within The World Around Us – the Thinking Skills and Personal Capabilities Progression Framework – is also available at [www.nicurriculum.org.uk](http://www.nicurriculum.org.uk).

For the purposes of this project, schools were asked to develop a long term plan for one Key Stage and a medium term plan for a particular theme (although some had already decided to focus on The World Around Us in their School Development Plan and to work at long and medium term plans throughout the school). This was to allow the

schools to evaluate at the end of the six-month project how useful their planners had been and adapt them where necessary. It also meant that they could follow the same model and apply their planning for one Key Stage to others in the second year of implementation.

The plans in the case studies document the experiences of Foundation Stage, Key Stage 1 and Key Stage 2 teachers, as well as The World Around Us co-ordinators. They were developed from a whole school and a teacher perspective.

The schools involved were asked to inform the project of how useful the materials produced by CCEA had been in planning for the implementation of The World Around Us curriculum. The majority of schools rated the materials and information that had been provided for them highly in an evaluation carried out at the end of the project.

### Long Term Planning

Schools in the project agreed that long term plans should:

- provide a 'big picture' for all staff to be aware of;
- guide, but not detail, the work of individual teachers for The World Around Us;
- show evidence of breadth and balance between the three contributory elements that make up The World Around Us;
- address the statutory requirements, in terms of curriculum delivery, in a coherent way across a Key Stage and, ultimately, a whole school;

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## Planning Curriculum Content (continued)

- avoid overlap and repetition;
- encourage connections across the Areas of Learning; and
- meet the requirements of the Northern Ireland Curriculum, in terms of both content and skills, to ensure progression.

In developing their long term plans, the schools gave consideration to ensuring that their chosen themes would achieve breadth and balance between the contributory elements. Schools decided which statutory requirements the themes they were developing would address. In choosing themes, they considered what was relevant to the children. This meant that themes often centred on an activity in the locality, or that involved members of the community, which the children would be able to relate to. Many schools chose a focus for their Thinking Skills and Personal Capabilities when developing long term plans.

### Medium Term Planning

A medium term plan should provide more details on learning than a long term plan. When considering what to include, it can be useful to take into account the purpose of the plan and the processes involved in this type of planning. A medium term plan should be used on a regular basis, and it may change and evolve from year to year as it is put into practice.

When deciding what to include in their medium term plans, the schools involved in the project considered who was going to use them.

The medium term plan may include details on the following:

- a theme established in the long term plan, possibly including the stimulus activity for the theme or key questions that it addresses;
- learning intentions that match the statutory requirements (the Progression Grids for strands in The World Around Us may be useful in this process);
- success criteria aligned to the learning intentions;
- detail on the development of Thinking Skills and Personal Capabilities in the theme (ensuring that these skills are promoted and infused in the learning);
- the resources required for the theme, including the use of the locality involved and any possible implications;
- opportunities for involving the children in the planning process, perhaps by using a KWL grid or planning board when developing the theme;
- opportunities for home learning;
- links to other Areas of Learning, particularly Language and Literacy and Mathematics and Numeracy, showing connections beyond The World Around Us; and
- assessment of the learning, listing forms of recording to make improvements in the future.

It is important that the plans for The World Around Us ensure continuity between the contributory elements so that children can make connections in their learning.

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## Implementing a Theme

The schools involved in the project implemented the themes that they had selected for their medium term plans. Some of the schools detailed the work they had carried out and their pupils' responses to it. The case studies of these schools illustrate possible ways of addressing particular themes and detail any significant issues that arose for them.

## Monitoring and Evaluating

Although creating plans for themes to be developed by teachers can be an important starting point in the process of implementation, it is important to monitor work and evaluate progress. Schools need to monitor the success criteria outlined in their initial action plans to survey what has been achieved. They should consider if there have been improvements in both the quality of learning and teaching and in the experiences of pupils. The standards that pupils are attaining should be higher.

Reflecting on specific successes may lead to changes in a school's plan of implementation for subsequent years. As staff gain insight into how to make improvements in particular areas, it may be necessary to review some of the work carried out from one year to the next. Of course, change needs to take place at the optimum pace for a school. Targets should be realistic.

The action plan should note times during the year when actions should be checked. Schools need to verify that the actions have occurred. Practice should be reflected on and the pace of change monitored on a regular basis in order to ensure that staff are adapting to the changes being made.

For the purposes of this project, schools carried out monitoring and evaluation over a period of six months. In most school contexts, it will take place over a year. This allows schools to set new targets, add new details to their action plans and incorporate their targets into their School Development Plan for the following year.

After staff development, it may be useful to review where the school has got to and what it has achieved. This may include observation of activities in the classroom, where possible, and observation of the learning taking place. Interviewing children about the learning and planning that has taken place might also be useful.

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Evaluation

### Braid

Ethos  
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Implementation  
Evaluation

### Cookstown

Ethos  
Audit  
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Medium Term Planning  
Key Stage 1 Long Term Planner (P3)  
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### Newtownards Model

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### Portadown Integrated

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### Star of the Sea

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### St. Oliver Plunkett

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Appendix 1: Audit Tool

Appendix 2: Strategy Example

Appendix 3: Action Plan Example

## Section 2: Reports from Project Schools

### Antrim Primary School

**Type of school:** Controlled

**Size of school:** 600 pupils

#### Ethos

At Antrim Primary School we aim to provide each child with a happy and secure environment in which he/she has the opportunity to develop intellectually, socially and physically to the maximum of his/her potential.

As a staff we aim to work closely together as a team and in partnership with parents to provide pupils with a wide range of experiences and opportunities both within and beyond the classroom.

We expect each of our pupils to feel valued and, in return, to work hard, behave well and play an important part in school life.

#### Aims

1. Acquire skills, knowledge and practical abilities, and the confidence to use them independently within all subject and cross curricular areas.
2. Develop communication skills appropriate to all areas of the curriculum.
3. Develop an enquiring mind.
4. Develop a reasoned set of attitudes, values, beliefs and moral standards.
5. Appreciate and take an active interest in the environment both locally and throughout the world.
6. Develop a sense of:
  - self-respect, self-discipline and self-confidence;
  - respect for others and their property;
  - tolerance and appreciation of the opinions of others;
  - good manners and politeness; and
  - care and responsibility towards all living things.
7. Prepare for teenage and adult life with reference to home, health, work, leisure, and as a responsible citizen and consumer.
8. Develop a knowledge of the Bible and follow the principles of Christian ethics.

#### Audit

There are three classes in each year group. Each year group has a representative on the curriculum group for History, Geography, and Science and Technology. A new curriculum group was set up, with one teacher representing each year group and two co-ordinators for The World Around Us (one for each Key Stage).

Years 1 – 3 teachers take a thematic approach to teaching the contributory elements of The World Around Us, whereas the other year groups mostly teach them as discrete subjects.

Foundation Stage have incorporated themes in play and activity based learning. Year 5 are using some of the support materials from CCEA's Year 5 Thematic Units.

These year groups, as well as Year 6, are now reviewing their long and medium term planning to identify The World Around Us strands of Interdependence, Place, Movement and Energy, and Change Over Time.

Years 3, 4 and 7 will change their medium term plans after receiving their CASS training.

The teaching and learning of Science & Technology in Year 7 until now has been directed by Transfer Test requirements. At present there is no reference made to the strands of Interdependence, Place, Movement and Energy, and Change Over Time in curriculum planning.

Each year there is a planned Science and Technology week to engage children in this area of learning and hopefully to encourage pupils to choose these subjects for GCSE and A Level.

The audit was conducted with staff using the tool provided at the conference (see Appendix A). As a result of the audit, we found that:

- all staff are aware of The Northern Ireland Curriculum book and the statutory requirements for The World Around Us;
- all staff know that The World Around Us is made up of three contributory elements – Geography, History, and Science and Technology – and is organised as four interrelated strands: Interdependence, Place, Movement and Energy, and Change Over Time;
- Year 1, 2, 5 and 6 teachers have attended CASS training on NIC;

- all staff have had school based training on AfL and TSPC; and
- some year groups have received Thematic Units and Ideas for Connected Learning (ICLs) and will refer to these when reviewing their planning for The World Around Us.

In terms of teaching and learning, we found that:

- pupils are involved in planning to different degrees in the different year groups;
- all year groups have planning boards and mind maps that are referred to throughout the topic, but these are not necessarily based on The World Around Us;
- all staff use WALT and WILF strategies in their Teaching and Learning;
- staff are beginning to use a variety of Assessment for Learning methods, including peer and self-assessment;
- there are some links with the local community, occasionally identified in planning; and
- resources are available to all year groups, and money will be made available for new resources to support the Teaching and Learning of The World Around Us.

The audit was useful, as it gave a clear view of where each year group was at and raised the awareness and the need for planning for The World Around Us.

A curriculum group was set up for The World Around Us from the pre-existing curriculum groups for History, Geography, and Science and Technology. The audit was used to start The World Around Us long term planning by putting agreed topics on a school overview for P1, P2, P5 and P6. Possible topics or themes were then suggested by P3, P4 and P7 to ensure that there was breadth and balance over each Key Stage.

All staff have had school based training in Thinking Skills and Personal Capabilities (2007/08) and Assessment for Learning (2008/09). These curriculum areas have also been targeted for whole school Performance Review and Staff Development (PRSD) in the respective academic years.

Years 1 – 3 teachers take a thematic approach to planning, and when they reviewed their planning with the recommendations for The World Around Us they were reassured that the teaching and learning was in line with the Northern Ireland Curriculum.

Year 4 and 7 teachers have not had training coming into this academic year but will review their long and medium term plans in the spring term.

The Year 4 and 7 teachers are asked to refer to the following criteria when considering topics or themes in their planning:

- What topic/theme do you want to consider?
- What will not change?
- What changes can be made to existing content?
- Where are the opportunities for connected learning?
- What could be merged?
- What could be excluded?
- How will you incorporate Thinking Skills and Personal Capabilities and Assessment for Learning?

Year 5 have planned and put in place resources for two thematic units of work. Year 6 are in the process of reviewing possible topics and themes and are planning the first unit of work.

After the audit had been conducted, the co-ordinator met with The World Around Us curriculum group to discuss issues arising from the school long term overview and identify possible overlaps.

## Long Term Planning

A format for long term planning was considered by The World Around Us curriculum group within the school. Taking into consideration the elements that should be considered in a long term plan, the headings below were chosen.

- Theme Title
- Statutory Requirements:
  - Strands
    - Interdependence
    - Place
    - Movement and Energy
    - Change Over time  
(Colour coded for ease of use)
- Contributory Elements:
  - Science and Technology
  - Geography
  - History
- Focus:
  - Communication
  - Using Mathematics
  - Using ICT
- Skills Development:
  - Managing Information
  - Thinking, Problem-Solving and Decision-Making
  - Being Creative
  - Working with Others
  - Self-Management

The whole school developed their themes in order to ensure breadth and balance throughout all Key Stages and to avoid unnecessary repetition. The colour coding for the strands within the statutory requirements made it easy to see which strand a statutory requirement had been taken from.

## Medium Term Planning

It was decided to make medium term plans that split the academic year into five main 'blocks'. The plans needed to consider learning intentions, Cross Curricular Skills that could be assessed, Thinking Skills and Personal Capabilities, teaching approaches and activities, and the four strands and the contributory elements that make up The World Around Us.

We considered why a medium term plan was needed and wanted to ensure that the following were noted:

- to have resources in place, including Interactive White Board activities and relevant websites;
- to allow for differentiation, including for gifted and talented pupils;
- to identify the skills incorporated into the unit of work; and
- to incorporate Assessment for Learning activities to enable future planning.

The medium term plan was needed for teachers and co-ordinators to detail the learning that was taking place in class. Senior management in the school would need the plans to make connections with other Areas of Learning. The Education and Training Inspectorate would also require planning to show what was expected in the learning being carried out. The learning taking place would impact on the pupils, and the importance of keeping parents informed and involved was noted.

The process for medium term planning involved selecting a theme or topic, identifying the Statutory Requirements that may be covered through the topic, and selecting and adapting what could be used from existing plans. Infusing the Thinking Skills and Personal Capabilities into the learning also needed to be planned. Ensuring that contributory elements were covered, but not in a contrived manner, was also put into the process.

The World Around Us committee met to discuss the issues and agree a way forward. It was agreed that the same planners be used throughout a Key Stage. However, while the Key Stage planners might vary in the way they were presented, they contained the same information.

**Whole School Overview**

<b>Year</b>	<b>Autumn One</b>	<b>Autumn Two</b>	<b>Spring One</b>	<b>Spring Two</b>	<b>Summer</b>
P1	Myself and My School	Homes	Winter	The Farm in Spring	Food
P2	Ourselves	Clothes	Birthdays	Shopping	Zoo/My Tree
P3	In the Garden	Shiny Things	Toys	Dinosaurs	Families
P4	Safe & Sound	Whatever the Weather	Looking Back	Rubbish	Bugs, Birds and Beasts
P5	Mighty Me	Healthy Me	Where I Live	Living with Energy	Egyptians
P6	My World Harvest around the World	Eco Warriors	Mission to Mars	Wonderful World	Titanic
P7	Thinking through the Past	Bridges	Needs and Wants	In the News	Extreme Weather

Key Stage 2 Long Term Planner (P6)

YEAR	AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER
P6	<p><b>My World</b></p> <p><b>Interdependence</b></p> <ul style="list-style-type: none"> <li>• how people used to live, including roles &amp; responsibilities in society</li> <li>• about the variety of living things and the conditions necessary for their growth and survival</li> <li>• to understand the interdependency that exists in simple food chains and webs</li> <li>• about the effects that people's actions have on the natural environment</li> <li>• to be aware of the changes in their local environment over time</li> </ul> <p><b>Movement and Energy</b></p> <ul style="list-style-type: none"> <li>• how natural events can impact on the environment and habitats of animals</li> <li>• how conquerors had both positive and negative impact</li> </ul> <p><b>Place</b></p> <ul style="list-style-type: none"> <li>• about some of the plants and animals in a chosen habitat locally or elsewhere</li> <li>• the conditions necessary for life in a variety of places</li> <li>• how place affects the plant and animal life there</li> <li>• about simple food chains in different places</li> <li>• about the lifestyles of people in the past in a variety of places</li> </ul>	<p><b>Eco Warriors</b></p> <p><b>Interdependence</b></p> <ul style="list-style-type: none"> <li>• about the interrelationships between animals and plants in a habitat</li> <li>• about the effects that people's actions have on the natural environment</li> </ul> <p><b>Movement and Energy</b></p> <ul style="list-style-type: none"> <li>• how human activities affect habitats and ecosystems</li> <li>• how technological change is affecting the movement of population</li> </ul> <p><b>Place</b></p> <ul style="list-style-type: none"> <li>• about the habitats of a range of living things</li> <li>• how some living things can change in order to adapt and survive in their environment and that there are places where living things cannot survive</li> <li>• how animals grow, feed and use their senses in a variety of places</li> <li>• about the importance and use of natural resources locally and globally</li> <li>• that the landscape locally differs from that elsewhere</li> <li>• how place impacted on the lives and lifestyle of people in the past</li> </ul>	<p><b>Mission to Mars</b></p> <p><b>Interdependence</b></p> <ul style="list-style-type: none"> <li>• to be aware of how modern technology has influenced design and production of everyday objects</li> <li>• how advances in technology have changed the ways we live, work and travel</li> </ul> <p><b>Movement and Energy</b></p> <ul style="list-style-type: none"> <li>• push and pull forces can make things start and stop moving</li> <li>• push and pull forces can change the shape of objects</li> </ul> <p><b>Place</b></p> <ul style="list-style-type: none"> <li>• about how shadows are formed</li> <li>• that the earth orbits the sun</li> <li>• that the earth's rotation helps give day and night</li> <li>• the direction the sun appears to rise and set</li> <li>• about the development of space travel</li> </ul>	<p><b>Primary Connexions Science &amp; Sport</b></p> <p><b>Interdependence</b></p> <ul style="list-style-type: none"> <li>• to be aware of how modern technology has influenced design and production of everyday objects</li> <li>• how lifestyle choices can affect the health of themselves and others</li> <li>• how advances in technology have changed the ways we use our leisure time</li> <li>• how advances in technology have changed the ways we live, work, travel and use our leisure time</li> </ul> <p><b>Movement and Energy</b></p> <ul style="list-style-type: none"> <li>• push and pull forces can make things start and stop moving</li> </ul> <p><b>Place</b></p> <ul style="list-style-type: none"> <li>• how the use of materials relates to their properties</li> </ul>	<p><b>Unsinkable</b></p> <p><b>Interdependence</b></p> <ul style="list-style-type: none"> <li>• how people in the past interacted with their environment for transport and communications</li> </ul> <p><b>Movement and Energy</b></p> <ul style="list-style-type: none"> <li>• about some of the causes of movement of people in the past</li> </ul> <p><b>Place</b></p> <ul style="list-style-type: none"> <li>• about some of the causes of movement of people in the past</li> <li>• about the lifestyles of people in the past in a variety of places</li> <li>• about the jobs people have done in the past in different places</li> </ul>

continued over

YEAR	AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER
P6	<p><b>My World</b></p> <p><b>Change Over Time</b></p> <ul style="list-style-type: none"> <li>• about the life cycles of some plants and animals</li> <li>• that there are things we can do to prevent pollution and the production of waste</li> </ul>	<p><b>Eco Warriors</b></p> <p><b>Change Over Time</b></p> <ul style="list-style-type: none"> <li>• how changes in industry can affect people globally</li> <li>• about the depletion of the world's resources and how this has occurred</li> <li>• about the importance of conserving the environment, including protection of habitats and wildlife</li> </ul>	<p><b>Mission to Mars</b></p> <p><b>Change Over Time</b></p> <ul style="list-style-type: none"> <li>• how developments in communication and transport have impacted on our world</li> </ul>	<p><b>Primary Connexions Science &amp; Sport</b></p> <p><b>Change Over Time</b></p> <ul style="list-style-type: none"> <li>• about how developments in technology have affected life now and in the past</li> <li>• to understand the importance of developing a healthy lifestyle</li> <li>• to recognise the continuity and change in lifestyles over time</li> </ul>	<p><b>Unsinkable</b></p> <p><b>Change Over Time</b></p> <ul style="list-style-type: none"> <li>• how developments in communication and transport have impacted on our world</li> <li>• ways in which change occurs over both short and long periods of time in the physical and natural world</li> </ul>

YEAR	AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER
P6	<p><b>Focus:</b> Locality</p> <p><b>Skills Development</b></p> <ul style="list-style-type: none"> <li>Identify and use appropriate sources to gain information, for example primary sources such as fieldwork and surveys, and secondary sources such as aerial photographs, books, maps, atlases and selected websites</li> <li>Record and present information/findings in a variety of appropriate formats including simple plans, maps, diagrams, sketch-maps, structured writing and mind-maps</li> <li>Compare/Contrast things that have remained the same/ things that have changed across and within more complex timeframes</li> <li>Using maps: use a plan of the school grounds for orienteering and fieldwork activities</li> <li>Identify and describe life cycles and generate questions, combining their own knowledge with a range of given sources</li> <li>Use creative writing to demonstrate empathy with the past – eye-witness account of a Viking raid</li> <li>Identify a sense of place through the use of maps and plans</li> <li>Use a variety of strategies to allow children to work together to develop and use historical language, for example shared investigations, archaeological dig and fieldwork</li> <li>Evaluate their work, bearing the original intentions in mind</li> <li>Compare their approaches with others and identify their own strengths and weaknesses.</li> </ul>	<p><b>Focus:</b> Environment</p> <p><b>Skills Development</b></p> <ul style="list-style-type: none"> <li>Locate, sort and present information using PowerPoint</li> <li>Examine evidence and opinions from a range of sources, distinguish between fact and opinion, for example researching information about rainforests</li> <li>Make predictions about geographical change, for example how rainforests might look in 20 years time</li> <li>Identify and describe sequences and cycles, for example 3Rs</li> <li>Identify a sense of place through the use of maps, photographs, and atlases</li> <li>Encourage a range of creative outcomes to aid geographical understanding through a PowerPoint presentation</li> <li>Create artwork that revise and reinforce scientific knowledge and understanding</li> <li>Demonstrate skills of working in groups (adopting roles, taking responsibility, managing disagreements)</li> <li>Make a presentation to suit the audience and the purpose of the task, for example to the class</li> <li>Evaluate their work, bearing the original intentions in mind</li> <li>Compare their approaches with others and identify their own strengths and weaknesses.</li> </ul>	<p><b>Focus:</b> STEM</p> <p><b>Skills Development</b></p> <ul style="list-style-type: none"> <li>Produce a series of design plans for complex models showing how they are made, including use of materials, dimensions etc.</li> <li>Make predictions and give reasons based on scientific knowledge and understanding</li> <li>Explain and justify their methods, choices and actions</li> <li>Analyse and evaluate what has been made with reference to the original design and justify the decisions that have been made, test and improve outcomes</li> <li>Design and create Mars Rover that is able to travel over different terrains</li> <li>Discuss what ideas might be worth investigating and why</li> <li>Generate questions that we can answer, and those that may not need to be answered – 'Is there life on other planets?'</li> <li>Design using a combination of ideas and make a varied selection of objects and models to a high quality</li> <li>Begin to manage collaborative projects involving the sharing of information, resources, roles and co-operate with outside groups, for example taking part in STEM challenges and in events during Science week</li> <li>Demonstrate skills of working in groups when designing and testing the Mars Rover</li> <li>Evaluate their work, bearing the original intentions in mind</li> <li>Compare their approach to learning in Science and Technology (S&amp;T) and how it might be the same or different in different contexts – explore skills developed in customising Engineering and Technology projects</li> <li>Plan for safe practice and control risks when investigating and making.</li> </ul>	<p><b>Focus:</b> Science &amp; Technology</p> <p><b>Skills Development</b></p> <ul style="list-style-type: none"> <li>Suggest and design ways of recording and presenting observations, for example block graphs, labelled pictures, drawings, diagrams</li> <li>Suggest how to make a test fair, identifying what should be changed, measured and kept the same</li> <li>Explain and justify their methods, choices and actions</li> <li>Recognise that setbacks are part of learning</li> <li>Design using a combination of ideas and make a varied selection of objects and models to a high quality.</li> <li>Manage collaborative projects involving the sharing of information, resources, roles and co-operate with outside groups – QUB</li> <li>Demonstrate skills of working in groups</li> <li>Explain and justify their actions, choices, methods and conclusions, thus extending their use of ever more precise scientific and technological language and thinking</li> <li>Make a presentation to suit the audience and the purpose of the task, for example to school and QUB</li> <li>Evaluate their work, bearing the original intentions in mind</li> <li>Compare their approach to learning in S&amp;T and how it might be the same or different in different contexts – explore skills developed in customising Engineering and Technology projects</li> <li>Plan for safe practice and control risks when investigating and making.</li> </ul>	<p><b>Focus:</b> History/ICT</p> <p><b>Skills Development</b></p> <ul style="list-style-type: none"> <li>Select appropriate sources to gain information about an aspect of the past, for example use photographs, film or written evidence</li> <li>Examine evidence, make links between possible causes and effects and draw conclusions from a range of factual information, for example a database</li> <li>Examine the decisions made by historical characters, considering their options and weighing the pros and cons</li> <li>Use imagination to explore different points of view people had about events in the past, for example passenger on Titanic</li> <li>Use creative writing to write a newspaper account of the Titanic</li> <li>Use a variety of strategies to allow children to work together to develop and use historical language, for example ICT investigations</li> <li>Demonstrate skills of working in groups</li> <li>Evaluate their work, bearing the original intentions in mind</li> <li>Become more self-directed by working on their own, managing their time and working towards personal targets</li> <li>Compare their approach to learning in S&amp;T and how it might be the same or different in different contexts – ICT – data handling.</li> </ul>

**Medium Term Planner: My World (P6)**

**Learning Intentions**

<b>History</b>	<b>Geography</b>	<b>Science and Technology</b>	<b>PDMU</b>	<b>The Arts</b>
Understand some of the ways in which change takes place over time	Understand the impact that people can make on our world	How living things rely on each other within the natural world  Understand the effects that people's actions have on the natural environment	Recognise the positive and negative environmental elements in the community  <b>RE</b> Develop an understanding of diversity within the local community	Express and defend opinions Explore music making  <b>PE</b> Be aware of sport and recreation facilities in the local community  Orienteering in school grounds

**Contribution to the Development of Skills**

<b>Communication</b>	<b>Using Mathematics</b>	<b>Using ICT</b>	<b>Thinking Skills and Personal Capabilities</b>
Use a wide range of sources to locate and make use of relevant information  Organise and structure work independently  Talk for different purposes using a widening vocabulary	Measure using correct notation and read scales with an appropriate degree of accuracy  Know how to use the eight points of the compass  Design and use a decision tree to identify minibeasts	Research and select information using ICT  Present information using PowerPoint	<b>Managing Information</b> Ask focused questions, identify and locate information, relate current activities to prior knowledge  <b>Working with Others</b> Decide what needs to be done, take personal responsibility for elements of work

**Teaching Sequence and Activities**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>Stimulus</b></p> <p>Visit to historical site</p> <p>Round Tower</p> <p>First settlers in my area</p> <p>Local myths and legends</p> <p>Planning Board</p> <p>What we already know</p> <p>What do we want to learn?</p> <p>How do we find out?</p> <p>What I've learned</p>	<p>Where in the world</p> <p>Explore land use in the local area using aerial photographs and OS maps</p> <p>Draw route on maps</p> <p>Draw missing features on plans</p> <p>First part of the story of the Old Bill; discuss contour lines, symbols, habitats, scale, etc.</p>	<p>Archaeology dig</p> <p>Viking dig (the children will gain practical experience of the role of an archaeologist)</p> <p>Write an archaeologist's report on their findings</p> <p>Second part of the Old Bill story</p> <p>Viking Quest: Viking interactive site</p>	<p>Castle grounds trip</p> <p>Explore a local habitat</p> <p>Discuss the type of minibeasts the children may find in the various areas of the school</p> <p>Agree on how to collect the minibeasts so that they are not harmed</p> <p>Use identification keys to identify the minibeasts</p> <p>Carry out a survey noting location, size and number of legs, then classify</p>	<p>Explain how some animals and plants are suited to their habitat</p> <p>Research animals native to Northern Ireland using topic books or Internet</p> <p>Report back to class using PowerPoint</p> <p>Find out about the main stages in the life cycle of some animals, including a butterfly, flower and Bird/Tree survey</p>	<p>Discuss the place of plants and different animals within a food chain</p> <p>Examine the differences between a food chain and a food web</p> <p>Frog – Thinking skills activities</p> <p>Circuit of activities: Explorer/Scientist/Estate Agent/Hot Seating/Thinking About Science</p>

Differentiation	Assessment/AFL	Resources	Web Links
<p>All pupils will follow the same lessons but with extra time given to tasks, more repetition on information and checks on understanding.</p> <p>Encouragement given and an understanding that an individual's ideas and work is valued.</p>	<p>Pupil profiling will be a transparent process, where pupils are given feedback, share and negotiate, and where they are involved in the learning, the success criteria will enable them to take more responsibility for their own work.</p> <p>Self/Peer assessment</p>	<p>Active assessment activities</p> <p>Self and peer assessment sheet</p> <p>Teacher assessment record sheet</p> <p>Numberbox 2</p> <p>PowerPoint</p> <p>School grounds</p> <p>Identification cards</p> <p>Anglia Multimedia – Vikings</p>	<p><a href="http://www.antrimtown.co.uk">www.antrimtown.co.uk</a></p> <p><a href="http://www.woodland-trust.org.uk">www.woodland-trust.org.uk</a></p> <p><a href="http://maps.google.co.uk">maps.google.co.uk</a></p> <p><a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a></p> <p><a href="http://www.bbc.co.uk/weather">www.bbc.co.uk/weather</a></p> <p><a href="http://www.teachers.tv/video/12097">www.teachers.tv/video/12097</a></p> <p><a href="http://www.bbc.co.uk/history/ancient/vikings">www.bbc.co.uk/history/ancient/vikings</a></p>

## Implementation

The theme chosen was *My World*, P6. I chose a plan that would be user friendly and a working document. The children were involved in the planning process.

### Starting point

The theme was introduced to the pupils through a trip to the Round Tower in Antrim, which is located very close to the school.

### Questions for the pupils to consider when looking at the landscape

- What did the landscape look like at the time of the first monastic settlement?
- What was the purpose of the Round Tower?
- What natural resources were used, and what type of food was available?
- What are the local myths and legends?

This engaged the pupils in the early history of their local area and developed their curiosity about how and why this area has changed over time.

## Development

### 1) Round Tower

The trip to the Round Tower was used as a stimulus. Stories of local myths and legends were shared. Pupils were involved in the planning board, listing:

- what they already knew;
- what they wanted to learn;
- how they would find out; and
- what they had learned.

Visiting the sites within our locality gave the pupils first hand experience and knowledge, and therefore a better understanding of their area in the past. The children could then make comparisons between their area in the past and today.

### 2) Map Work

In groups, the children explored land use in the local area using aerial photographs and Ordnance Survey (OS) maps. They drew routes on maps and drew missing features on plans of the grounds. An OS map was used to plan the route and identify features. Pupils were able to describe and compare features of the local area, identify changes and combine information from different sources to find out about aspects of the history of their locality.

### 3) Archaeology Dig

Group work: Pupils gained practical experience of the role of an archaeologist. They worked in pairs to explore a variety of interactive sites to find out information about the Vikings. This was used to illustrate how we use evidence to validate historical information and to encourage the pupils to research more detailed information about how the Vikings travelled and lived.

### 4) Explore a Local Habitat

Group work: The children discussed the types of minibeasts they might find in the various areas of the school. They had to agree on a way to collect minibeasts so that they were not harmed. The children used identification keys to identify minibeasts. They carried out a survey noting location, size, number of legs and classification.

### 5) Castle Grounds Trip

Group work: The children worked in groups to explain why some animals and plants are well suited to their habitat. They explored local habitats and investigated animals and trees native to Northern Ireland.

Individual work: The children researched animals native to Northern Ireland using topic books or the Internet and reported back to class using presentation software. They found out about main stages in the life cycle of some animals, including a butterfly, flower and tree.

They carried out a bird and tree survey.

### 6) Interdependence

Group work: The children discussed the place of plants and different animals within a food chain and examined the differences between a food chain and a food web. They conducted thinking skills activities based around the theme of a frog. Each group conducted a different task, for example taking on the role of an explorer, a scientist finding out as much as possible about frogs, or an estate agent writing about a frog home, or using hot seating to think about what life was like as a frog or think about science.

### Contributory elements

History:

- Understand some of the ways in which change takes place over time;
- Know about the impact of significant changes that have taken place over time in their locality; and
- The impact of the Viking legacy in Northern Ireland.

Geography:

- Understand the impact that people can make on habitats and ecosystems.

Science & Technology:

- Know about the relationship between animals and plants within the natural world;
- Know about the interrelationships between animals and plants in a habitat and the conditions necessary for their survival; and
- Understand the effects that people's actions have on the natural environment.

**Focus**

The overall focus was to encourage the children to take pride in where they live and appreciate that they have a responsibility within their community to help look after the environment and protect habitats.

Communication:

- Locate relevant information and use it appropriately;
- Structure and sequence their writing, using paragraphs where appropriate; and
- Articulate and explain information, ideas and opinions clearly using an appropriate vocabulary.

Using Mathematics:

- Understand and use scale in the context of simple maps and drawings;
- Know how to use the eight points of the compass;
- Represent and interpret data using a decision tree to identify minibeasts; and
- Estimate and measure length, introducing measuring circumference.

Using ICT:

- Research, select, edit and use assets from a range of digital sources; and
- Process found or self-produced assets, including text, data, sound, and still or moving images, and combine these to create, present and communicate their work, showing an awareness of audience and purpose.

**How did the children demonstrate their learning?**

Round Tower: Pupils made a 3D structure of the Round Tower and recorded information in a The World Around Us activity book. A display was created, including details of the first settlement and the Round Tower. Pupils wrote a recount of the myth and legend of the Witch's Stone (which is next to the Tower).

Map work: Pupils identified places on aerial photographs and planned a route on OS maps. They

identified features and compared natural and man made characteristics on maps and plans.

Archaeological Dig: Pupils wrote an archaeologist's report on their findings and researched information from a variety of resources to support their findings.

Explore a Local Habitat: Pupils used diagrams, charts and graphs to record and display information.

Castle Grounds Trip: Pupils shared information using presentation software on native animals. They completed sheets asking questions for them to solve.

Interdependence: Groups presented their findings on A3 sheets and reported these back to the class. The A3 sheets and pupils' thoughts on activities were then presented on a display board.

Self and peer assessment sheets

Photographs: Trip to Round Tower  
Castle grounds  
Map work  
Antrim Then and Now  
Archaeological dig

Drama: Patrick Cavanagh  
The Vikings in Ireland  
Myths and stories told through drama and music

**Evaluation of My World**

- The pupils were engaged in and enthusiastic about the activities. They wanted to talk more about their experiences.
- The pupils demonstrated increasing confidence when talking and reporting back in class. They were keen to find out information for themselves and share it with others.
- They were more actively involved in learning and assessing their own work and that of others. They could evaluate work by praising each other's work or making suggestions on how their work could be improved.
- There was more movement and noise in the classroom, as pupils could be working on different tasks at different times. I had to be more organised and it took more planning, as well as greater consultation with other teachers in the year group. However, now that I have resources in place I can gradually change or build these up.
- Units of work are now stored in boxes, not files.
- What was interesting was that many of the

children did not see the activities as work but did say that some of the tasks really made them think. I am still learning to give the children more time to explore areas that they find interesting and not be worried that I am not covering the same content I have in the past.

- I can see a development in pupils' talking and listening skills, especially when they are giving presentations or reporting back in class. I listen more to the pupils now, rather than them listening to me, and in some cases I am learning from them.
- More feedback came from parents about class activities during parent interviews, including comments about things they did not know about their locality. Children had been discussing what they were doing in class at home.
- I will try to incorporate more active learning and assessment activities in my future planning, and I am applying these to other areas of the curriculum.

#### Comments from pupils

- We think it is boring when just the teachers talk, but when we get involved it is fun.
- We liked doing the frog activities and hope to do more things like that again.
- I found the trip to the Round Tower interesting and finding out about the first people who lived in Antrim and how Antrim got its name.
- I liked the way we went to places to find out about them and using the maps to show us the way to get there.
- We liked finding out about the roads in Antrim.
- Being an archaeologist was fun and how we had to discover what had happened to the things that were buried.
- I liked finding out information on the Internet and listening to others giving their PowerPoints.
- I liked going home and telling my Mum things about Antrim she didn't know.
- What really made us think was when we had to interview a frog about how it lived and what its habitat was like.
- Our group liked being estate agents for the frog pond and making an advert on why frogs would like to live in the pond we advertised.
- I would like to be able to use the moon and stars to find my way at night the way the Vikings did.
- I like working with friends because sometimes they can help me when I get stuck.

## Evaluation

The process has been useful as it gave a framework for work. A new curriculum group is now in place, and themes and topics are identified in the school's long term planner. It has promoted discussion on the format that medium term planning should take, although this has not been finalised. We agreed that the medium term planners should be flexible so that the format can be adapted to suit each Key Stage while also showing progression.

Agreement had been reached in some changes to themes or topics to avoid overlaps. All year groups cover either school or locality but focus on different aspects:

- P5 Where I Live – Locality in the Recent Past
- P6 My World – First Settlers in Antrim
- P7 Thinking through the Past – The Workhouse in Antrim.

P3 teachers reported that the aspects of The World Around Us that are taught through play or activity based learning would be enhanced if they each had a classroom assistant to oversee other groups while they concentrate on one group.

Overall, I, as co-ordinator, believe the school has benefited as I have been able to pass on my experience in the planning process and recommend what resources I have found useful.

Planning for The World Around Us at Key Stage 2 has been time consuming and is still ongoing. Most of the year group planning is conducted in after-school meetings. It would be useful for some time to be allocated on training days to meet other year groups. However, some of the Thematic Units and Progression Grids have been helpful in choosing themes and in the planning process.

#### Future Implementation

- Meet curriculum group to review long term planners.
- Make final decisions on medium term planning format for each Key Stage.
- Discuss the use of Progression Frameworks when planning with P4 and P7.
- Start drafting policy for The World Around Us.

## Braid Primary School

### Type of school:

Maintained school situated near the base of Slemish mountain

### Size of school:

Two-teacher school with 18 pupils currently on the roll. There are two classrooms. Pupils in Foundation and Key Stage 1 are taught in one room by the same teacher. Key Stage 2 are taught by the principal in the other. The principal has a principal's release teacher, who teaches two days a week.

### Ethos

School vision/values:

'Make me glad to have known and met you'

It is our policy to:

- promote the spiritual and moral values of the Catholic faith through co-operation between home, school and the community;
- help pupils to respect and value themselves and others;
- provide a safe, happy and welcoming environment where parents are pleased to send their children;
- provide a broad, balanced curriculum, thus fulfilling the requirements of the Northern Ireland Curriculum within a caring school community that recognises the needs of each individual child;
- help children develop lively, enquiring minds in order to cope with the problems of living in a rapidly changing society;
- assist pupils in the development of self-confidence and independence combined with consideration for and sensitivity towards others;
- establish and maintain acceptable forms of behaviour within a secure, organised school environment by encouraging self-discipline;
- develop good home/school links so that children can benefit from teachers, parents and Board of Governors working as partners in education; and
- teach children to have an awareness of their own spiritual development and to understand right from wrong.

### Audit

Foundation Stage and Key Stage 1 were taught as a unit. Foundation Stage children were taught themes as a single subject through the structured play curriculum. Key Stage 1 children are beginning to be taught The World Around Us subjects as one element.

Key Stage 2 were still taught the three subjects of Geography, Science and Technology, and History as discrete subjects. Connections had not been made between the contributory elements. The principal's release teacher covers Science and Technology and Geography, and the principal covers the History element. The Science is almost exclusively content based.

Technology is quite well covered – offering the pupils opportunities to solve problems and to be creative, and thus covering elements of the Thinking Skills and Personal Capabilities.

The Foundation Stage and Key Stage 1 teacher is using the Northern Ireland Curriculum document, but not the non-statutory ICLs as yet. The Key Stage 2 teachers require time to look at this published guidance.

### Strengths

The staff are aware of statutory requirements, and these are taught throughout the school.

The new support materials and ICLs are beginning to be used within the school.

Technology is often guided by the pupils' interests/choices.

Pupils' learning has been structured through the WALT and WILF board. Other Assessment for Learning methodologies are beginning to be used.

Occasionally, appropriate community engagement is used to enhance the pupils' learning. This includes the church community, which the children meet during the sacramental and other religious activities. We also engage in the local farming community, and local farmers come into the school to be interviewed by the pupils. Local sporting communities are also used, and some individuals are invited to be interviewed in the school.

The subjects do get adequate space on the timetable for both Key Stages, and each child is given opportunities to experience success, most notably through investigative and technical work.

### **Areas for Development**

Developing themes that integrate the three contributory elements at Key Stage 2 is one area for development.

School planning is required for The World Around Us, involving the whole staff in discussions to ensure breadth and balance is achieved.

Long term planning needs to highlight links between Areas of Learning and also to curriculum skills and capabilities.

Pupils need encouragement to make connections between learning and the world around them.

### **Long Term Planning**

As part of a small school, the three members of staff were able to negotiate the format of the long term planner. With a small number of staff, decisions were reached fairly quickly on the format. To ensure the decisions were not made hastily, it was decided to review the planners in April: to use them for one term and to review them before we became too close to them, when changes would be more difficult.

The choice of themes took more thought, but we adapted some themes that had been used before. Activities that involved cookery became the basis of the unit of work in 'Food Glorious Food', as previous year groups of children had expressed how they had enjoyed the lessons.

The long term plan assists staff and co-ordinators with their teaching, enabling them to ensure the curriculum is being delivered in a balanced and coherent way and that all elements are being covered adequately.

The strands were given prominence to ensure that the statutory requirements were covered in the planners. The planners noted the contributory elements that were the focus of each theme to ensure breadth and balance. The Thinking Skills and Personal Capabilities that were a focus for each theme were also noted.

The planners were created in a two-year cycle. These cover Foundation Stage and Key Stage 1, but further plans will be made next year to make Key Stage 2 a three-year cycle. Themes were chosen to utilise the locality, making use of canteen staff, parents at work, Slemish mountain and the school itself.

### **Medium Term Planning**

As part of The World Around Us project, we were given substitute cover to work on the implementation of the Area of Learning. As the school has a small staff, we were able to use a substitute teacher in both classrooms during each day of planning to liaise with myself. Having time to discuss the issues involved in what needed to be in the planners was extremely useful. Being able to liaise with one teacher and then the other was useful, as issues raised by one could be discussed later with the other. We did not have to organise meetings after school.

The school had identified planning as an area of development, and WAU was a useful area to develop. We adapted planners that we had seen. The opportunity to plan together and to plan the direction that themes might take place was constructive. The entire staff was enthusiastic about the planning process and having the time to implement the Northern Ireland Curriculum. The Foundation Stage/Key Stage 1 teacher found the time to plan particularly useful; she was able to adapt many of the themes that had been developed for structured play, as they often had a WAU context. This helped to ensure that connections were made across the Areas of Learning.

We intend to review the planners after a couple of themes, to ensure that they are suitable, and as we develop other Areas of Learning. We plan to evaluate each theme after it has been used and write notes on the blank side of each planner. We also hope to monitor work by taking photos of skills being developed and of activities conducted, and we will need to list these in future plans.

Key Stage 2 Long Term Planner (Year 1)

Class	Term One	Term Two	Term Three
<p><b>Key Stage Two</b></p>	<p><b>OURSELVES</b>  <b>Science &amp; Technology, Geography</b></p> <p><b>Interdependence</b>                      How they and others interact in the world                      How living things rely on each other within the natural world</p> <p><b>Place</b>                      How place influences the nature of life                      Ways in which people, plants and animals depend on the features and materials in places and how they adapt to their environment</p> <p><b>Change Over Time</b>                      How change is a feature of the human and natural world and may have consequences for our lives and the world around us                      The effect of positive and negative changes globally and how we contribute to some of these changes</p> <p><b>Thinking Skills &amp; Personal Capabilities</b>                      Thinking, Problem-Solving &amp; Decision-Making                      Working with Others</p>	<p><b>FOOD GLORIOUS FOOD</b>  <b>Science &amp; Technology, History</b></p> <p><b>Interdependence</b>                      Interdependence of people and the environment and how this has accelerated over time by advances in transport and communications</p> <p><b>Movement &amp; Energy</b>                      Causes that affect the movement of people and animals                      How movement can be accelerated by time and natural events such as wars, earthquakes, famine and floods                      Positive and negative consequences of movement and its impact on places, people and interdependence</p> <p><b>Place</b>                      How place influences the nature of life                      Ways in which people, plants and animals depend on the features and materials in places and how they adapt to their environment                      Features of and variations in places, including climatic, vegetation and animal life</p> <p><b>Change Over Time</b>                      How change is a feature of the human and natural world and may have consequences for our lives and the world around us                      Ways in which change occurs over both short and long periods of time in the physical and natural world</p> <p><b>Thinking Skills &amp; Personal Capabilities</b>                      Managing Information                      Being Creative                      Self-Management</p>	<p><b>SLEMISH MOUNTAIN</b>  <b>History, Geography</b></p> <p><b>Movement &amp; Energy</b>                      Causes that affect the movement of people and animals                      Positive and negative consequences of movement and its impact on places, people and interdependence</p> <p><b>Place</b>                      How place influences the nature of life                      Ways in which people, plants and animals depend on the features and materials in places and how they adapt to their environment                      Features of and variations in places, including climatic, vegetation and animal life</p> <p><b>Change Over Time</b>                      How change is a feature of the human and natural world and may have consequences for our lives and the world around us                      Ways in which change occurs over both short and long periods of time in the physical and natural world</p> <p><b>Thinking Skills &amp; Personal Capabilities</b>                      Thinking, Problem-Solving &amp; Decision-Making                      Being Creative                      Working with Others</p>

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Key Stage 2 Long Term Planner (Year 1)

Class	Term One	Term Two	Term Three
<p><b>Key Stage Two</b></p>	<p><b>THE WORLD OF WORK</b>  <b>Science &amp; Technology, History</b></p> <p><b>Interdependence</b>                      Interdependence of people and the environment and how this has accelerated over time by advances in transport and communication</p> <p><b>Movement &amp; Energy</b>                      The causes and effect of energy, forces and movement</p> <p>Positive and negative consequences of movement and its impact on places, people and interdependence</p> <p><b>Place</b>                      Ways in which people, plants and animals depend on the features and materials in places and how they adapt to their environment</p> <p>Features of and variations in places, including climatic, vegetation and animal life</p> <p>Positive and negative effects of natural and human events upon place over time</p>	<p><b>THE BRAID SCHOOL</b>  <b>History, Geography</b></p> <p><b>Interdependence</b>                      The effects of people on the natural and built environment over time</p> <p>How living things rely on each other within the natural world</p> <p><b>Movement &amp; Energy</b>                      Causes that affect the movement of people and animals</p> <p><b>Place</b>                      How place influences the nature of life</p> <p>Change over time in places</p> <p>Positive and negative effects of natural and human events upon place over time</p>	<p><b>PLANES, TRAINS AND AUTOMOBILES</b>  <b>Science &amp; Technology, Geography, History</b></p> <p><b>Interdependence</b>                      The effects of people on the natural and built environment over time</p> <p>Interdependence of people and the environment and how this has accelerated over time by advances in transport and communication</p> <p><b>Movement &amp; Energy</b>                      The causes and effect of energy, forces and movement</p> <p>Positive and negative consequences of movement and its impact on places, people and interdependence</p> <p><b>Place</b>                      Our place in the universe</p> <p>Positive and negative effects of natural and human events upon place over time</p>

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**Key Stage 2 Long Term Planner (Year 1)**

Class	Term One	Term Two	Term Three
<p><b>Key Stage Two</b></p>	<p><b>THE WORLD OF WORK</b>                      Science &amp; Technology, History</p> <p><b>Change Over Time</b>                      How change is a feature of the human and natural world and may have consequences for our lives and the world around us</p> <p>The effect of positive and negative changes globally and how we contribute to some of these changes</p> <p><b>Thinking Skills &amp; Personal Capabilities</b>                      Managing Information                      Being Creative                      Self-Management</p>	<p><b>THE BRAID SCHOOL</b>                      History, Geography</p> <p><b>Change Over Time</b>                      Ways in which change occurs over both short and long periods of time in the physical and natural world</p> <p><b>Thinking Skills &amp; Personal Capabilities</b>                      Thinking, Problem-Solving &amp; Decision-Making                      Working with Others</p>	<p><b>PLANES, TRAINS AND AUTOMOBILES</b>                      Science &amp; Technology, Geography, History</p> <p><b>Change Over Time</b>                      How change is a feature of the human and natural world and may have consequences for our lives and the world around us</p> <p>The effect of positive and negative changes globally and how we contribute to some of these changes</p> <p><b>Thinking Skills &amp; Personal Capabilities</b>                      Managing Information                      Self-Management</p>

Medium Term Planner: Food Glorious Food (KS2)

**The World Around Us Science and Technology**  
The children will learn:

- to be aware of how modern technology has influenced design and production of everyday objects (I);
- to design packaging/boxes for their own product (T);
- to understand simple food chains in different places (P);
- that some things decay naturally while others do not;
- the effects of heating and cooling;
- that some substances dissolve and others do not (COT);

**Geography**

- how the journey of a product can affect the environment both locally and globally (M+E);
- that some goods are imported and/or exported by our country and other countries (M+E);
- to be aware of the global economy and that different countries rely on one another for goods (I);
- about the natural resources of Northern Ireland and of other places (P);
- about the goods that are imported/exported by our country and other countries (M+E);

**History**

- how place impacted on the lives and lifestyle of people in the past (P);
- how materials used to make products have changed over time (COT);
- how developments such as farming and industry impacted on places in the past (P); and
- about the food eaten by people in the past/famine in the past (I).

**RE**  
Understand that some food is associated with religious occasions (for example hot cross buns and pancakes)  
Discuss the ethics of farming practices

**Thinking Skills and Personal Capabilities**  
**Managing Information**  
Record and present information/findings in a variety of appropriate formats  
**Being Creative**  
Encourage a range of creative outcomes to aid understanding

**Food Glorious Food Learning Intentions**

**Communication**  
The children will:

**Reading**

- read, explore, understand and make use of a wide range of texts (use factual books, internet, etc. to find information);

**Writing**

- participate in modelled, shared, guided and independent writing;
- write for a variety of audiences (write letter to supermarket: how they promote food products/healthy options; advertisement: healthy food product, etc.);

**Talking and Listening**

- listen and respond to range of texts; and
- participate in group/class discussions.

**Using ICT**  
The children will:

- research, select, edit and use information from given digital sources;
- communicate and develop ideas by creating text and data on screen;
- make modifications to improve their work; and
- save using file names and select work to showcase learning digitally.

**Using Mathematics**  
The children will:

**In Measure**

- use weight, volume, temperature and time; and

**In Shape**

- investigate nets of solids.

**PE**  
The children will:

- understand the relationship between physical activity, good health and well-being.

**PDMU**  
The children will:

**Personal Understanding and Health**

- understand the benefits of a healthy lifestyle;
- be responsible for own learning;
- know how to confidently express their own views and opinions; and

**Mutual Understanding in Local and Wider Community**

- recognise the similarities and differences between cultures in Northern Ireland in food.

**The Arts**  
**Art and Design, Music, Drama**  
The children will:

**Drama**

- be able to develop their understanding of the world by engaging in a range of creative and imaginative role-play situations (for example *Oliver*);

**Art and Design**

- look at and talk about the work of artists from own and other cultures (for example Cézanne);
- appreciate methods used;
- develop understanding of colour, tone, line, shape, form, space, etc.;
- use a range of methods to create own still life; and **Music**
- appreciate songs about food (for example *Food, Glorious Food* and *Food Rap*)

**KEY:**  
I = Interdependence P = Place COT = Change Over Time M+E = Movement and Energy T = Technology

## Implementation

### Starting Point

The planning process initiated through the project was very different from what the school was used to. In the past, planning was almost solely about content delivery, but now it set out what the pupils were going to learn/find out about.

The class were given time to find out what they already knew about the subject. Then, they had to decide what they wanted to find out, using a KWL grid. The pupils discussed in groups and their findings were all displayed. We also began a Graffiti Board, where pupils could write questions as the theme progressed.

The starting point to engage pupils was a cooking session where all the pupils got a chance to cook. It was an exhausting task making sure the pupils were all aware of the safety aspect of boiling and frying and keeping them far enough away from the danger but close enough to participate in the learning process. Using a practical activity seemed to stimulate the pupils into wanting to find out more themselves. The activity made connections to Mathematics, as it involved measuring both liquid and solid ingredients.

### Development

The whole way through the theme the Graffiti Board was used to find out what the pupils wanted to learn. As the pupils investigated one aspect of the theme, they wanted to find out other things or explore different aspects of the topic, and more questions were generated. Knowing the statutory requirements we intended to deliver for the theme helped, as we were able to ensure that the teaching and learning linked to the requirements for assessment.

We were able to use locality in a small way in this theme. We discussed and found out a little about what foods were grown locally and what could not be grown because of our cold climate. This linked to geographical work in the theme, as the pupils found out where certain foodstuffs were grown. Science was covered by exploring the changes in materials when baking, and also thinking about decay. The focus of the theme was through the contributory elements of Geography and Science and Technology. History was only touched upon through work on The Irish Famine.

The pupils were always actively engaged throughout this theme with activities, such as measuring ingredients, cooking, gathering information from the school community about their favourite foods, using the information to produce databases and graphs, and accessing books and the internet to find answers to the questions on the Graffiti Board.

One of the skills which we attempted to develop was independent learning, either individually or in a small group. The pupils were used to receiving information that they just had to learn. Now, they were being asked to decide what information they wanted to find out and to find it, addressing the Managing Information and Thinking, Problem-Solving and Decision-Making aspects of the Thinking Skills and Personal Capabilities.

We also hoped this theme would start the pupils thinking about what they eat themselves. We examined the ingredients and contents of food packages to analyse what exactly is in the food they eat.

### How did children demonstrate their learning?

Because there is a small number of children in the class, they have good access to computers, and much of what they learned was demonstrated through the cross-curricular skills of Using ICT and Using Mathematics. They gathered information about the school community's likes and dislikes, and produced graphs (the younger pupils) and databases (older pupils). The classroom display boards were awash with graphs and interpretations of the information in the graphs, using data that was meaningful to the pupils. They used PowerPoint to create their mini projects on various foods. Each child was able to stand up and present their PowerPoint to the class. The pupils also used Publisher to advertise their own food creations. Some of the more able accessed Learning NI/music library and put their own music background to their adverts.

The pupils were asked to invent a food that would be healthy, in order to demonstrate how well they had understood the lesson on ingredients. Some of them, being children, found it difficult to consider eating food without sugar added. This addressed elements of Personal Development and generated discussion about making good choices. It also helped make connections between Areas of Learning.

Technology was used during this series of lessons to create packaging for food. This type of activity was excellent for developing pupils' thinking skills, particularly their problem-solving skills.

A few children opened out the packaging of the prepared foodstuffs and use it as a template for their own, showing creativity in being able to utilise something that already existed when creating their own product and packaging.

## Evaluation

The pupils did comment on the different style of learning and teaching adopted during this theme. Learning was very much at the pupils' own pace. We found that there was not nearly enough time to cover many of the ideas that had been suggested. It was quite surprising how much slower the teaching/learning process was using this method. Obviously, teachers need to take this into account when planning; on reflection we had tried to do too much in a theme. The pupils' own interests were the focus of the direction of the theme. This gave the pupils ownership of what was being taught/learned and provided impetus for the children who would tend to be less involved.

The emphasis was much more on the skills involved, as children had to find information for themselves to answer some of the questions generated. They were analysing and putting this information into their own words so that they could understand it, solving problems in suitable ways, and organising themselves, thus developing their organisational skills.

Previously, as a class teacher and co-ordinator I had been concerned about the content to be covered with the children and that I did not get everything done.

My future planning will be much less rigid – leaving more room for those things that I found couldn't be planned for, for example a pupil bringing in an object of interest, or a news item/event that either I or they felt should be covered. The statutory requirements in the long term planners give me a focus to ensure that the block of learning is always focused, yet allows for those unplanned events.

We found benefits from participating in the project, as it helped us implement improvements to our planning. The readiness of the whole staff to embrace the new system of connecting the three contributory elements was important to the success of the implementation. The removal of the constraints of teaching Science for the transfer exam meant that at Key Stage 2 teaching and learning was not driven by it, making the implementation much easier.

In our strategic route map for academic year 08/09 we agreed on a format for long term plans for the school, which we were able to accomplish. We were able to plan our themes for The World Around Us in these planners.

We found the Progression Grids, which illustrated the statutory requirements as suggested learning intentions, extremely helpful. We used them to help plan Learning, Teaching and Assessment in our medium term planners. The substitute cover given was invaluable as it allowed me to liaise with the rest of the staff, and the first stages of our planning occurred more easily.

The pupils benefited from the teaching and learning. Science and Technology had always been used to set problems for solving, but Geography or History were rarely used for such learning. Integrating the contributory elements helped to do this, but it could only be achieved with careful planning. The planners allow me to gain an overview of The World Around Us themes in the school and have helped staff understand how their medium term planner relates to the long term planner. The pupils are given much more opportunity to become independent learners, more responsibility for what and how they learn, and are more mature in the way they manage themselves. This method also allows me to make connections to Literacy and Numeracy, and to develop the Cross-Curricular Skills and ICT skills.

In 09/10, we are to continue with the second year of our two-year cycle plan and will agree upon and write up a policy for The World Around Us. For this we may ask for help and guidance from curriculum support, but we feel confident that we will be able to do this.

We found that we included too many statutory requirements in the planning. We need to review this and focus on delivering a small number well in each theme, rather than delivering lots of requirements in a small way. This needs to be considered over the two-year cycle of planned themes, so that balance and breadth of requirements is still achieved.

## Cookstown Primary School

**Type of school:** Controlled

**Size of school:** 388 pupils

### Ethos

School vision/values:  
'Educating today's child for tomorrow'

Cookstown Primary School endeavours to offer a curriculum that is balanced, broadly based and promotes the spiritual, moral, cultural, intellectual and physical development of the pupils. No pupil is debarred from any part of the curriculum on grounds of sex, handicap or ability. Every effort is made to provide the maximum access to the curriculum, through integration, for children who have a physical or learning difficulty.

The school seeks to prepare the pupils for the opportunities, responsibilities and experiences of adult life. It endeavours to maximise the potential of each pupil, to develop self-confidence and independence and to promote a spirit of tolerance towards others.

The school provides a caring and trusting atmosphere in which children and teachers can work happily together. The school strives to provide a secure working environment in which an acceptable standard of behaviour is agreed.

### Audit

The audit was very useful, as it helped focus thinking on how we were implementing The World Around Us within the new curriculum. It ensured that the new curriculum showed breadth, balance, continuity and progression. It promoted thought about teaching methodologies and classroom organisation to promote active, connected learning across the curriculum. It encouraged us to think about our planning and the resources available to us to assist with that planning.

We have both a Foundation Stage/Key Stage 1 co-ordinator and a Key Stage 2 co-ordinator for The World Around Us. The Foundation Stage/Key Stage 1 co-ordinator used the audit, discussed and reviewed it with the Key Stage 2 co-ordinator, and then reviewed the findings with the principal. We worked together in developing planning and our long term strategy for the implementation of The World Around Us within our school.

We learned from the audit that the teachers in our school were thinking about their planning, moving forward in developing a thematic approach, and trying to make relevant connections across the curriculum. We are working towards more skills based teaching.

As a staff, we are evolving our planning to meet the requirements of the Northern Ireland Curriculum. Our principal has been very supportive by allocating time for teachers to work together in planning and developing their topics during directed time. The principal also linked a Performance Review and Staff Development (PRSD) target to the development of The World Around Us throughout the school.

### Summary of Audit

Staff, especially those whose training has been completed, are aware of the Education Order, the Northern Ireland Primary Curriculum, and the curriculum resources, such as ICLs, thematic units and primary implementation boxes.

Years 3, 4 and 7 were aware of changes but are looking forward to developing and expanding their knowledge when further training is undertaken.

The whole staff have been involved in planning schemes of work for their year groups and are all moving towards a more connected approach to the teaching of History, Geography, and Science and Technology as the three contributory elements of The World Around Us. They are also aware of the statutory requirements that are delivered through the four strands of Interdependence, Movement and Energy, Place, and Change Over Time.

Co-ordinators are engaged in raising awareness and in planning and developing progression throughout the school. Meetings have occurred with the co-ordinators and members of staff to encourage breadth and balance across the curriculum.

Teachers are trying to move towards the inclusion of planning boards and mind maps. They are also trying to allow flexibility in their planning to accommodate pupil interests.

Teachers are again moving towards developing Thinking Skills and Personal Capabilities and Assessment for Learning methodologies. They are evolving their teaching practice to promote a more skills based approach. All staff are working to develop a more thematic approach, especially in year groups where the three contributory elements are being taught as individual subjects, by adapting existing planners and developing meaningful connections. Staff are also aware of the need to incorporate the four strands of The World Around Us in their planning.

Co-ordinators are working towards developing long and medium term planners that will show breadth and balance between History, Geography, and Science and Technology. They are also highlighting cross-curricular links and skills in planning materials.

There is an emphasis on trying to encourage the pupils to connect Areas of Learning by focusing not only on The World Around Us but also across all Areas of Learning within the Northern Ireland Curriculum.

Teachers felt there was a need to further develop the strong links our school already has with the community. Some year groups had more experience of this than others, but all staff felt that this was an area that could be developed in planning.

As a school we felt that we do review current practice and adapt to the changes in the Northern Ireland Curriculum, and that this is ongoing.

As year groups receive their training, they further amend their planning to suit their needs and the statutory requirements.

We want to focus on our long term planning to allow for the provision of each of the four strands of The World Around Us.

We believe that we do allow for differentiated learning, and we hope to provide all children with meaningful learning experiences and opportunities to achieve success.

## Long Term Planning

A long term plan was needed because some of our existing schemes of work were outdated. The existing schemes tended to be more content driven and had less emphasis on skills.

They were also subject based and did not take into consideration the four strands of Interdependence, Change over Time, Movement and Energy, and Place that are now the statutory requirements for the three contributory elements of History, Geography, and Science and Technology.

Teachers have been adapting existing schemes to recognise the importance of the process in creating work, but it is necessary to update our schemes to include Thinking Skills and Personal Capabilities, as well as the four strands of The World Around Us.

As co-ordinators we also needed to ensure that all aspects of the four strands were being covered and that there were no omissions in planning. This would allow for the development of skills, knowledge and understanding within The World Around Us provision in our school.

Our planning therefore needed to reflect the changes in the curriculum, with the four strands and skill development as our main focus, whilst showing progression, continuity and balance throughout the school.

The long term plan was for staff (principal, teachers and classroom assistants) to be aware of how and what the children should learn.

The plan is particularly useful in promoting the growth and development of The World Around Us in our school. It informs our decision making process as to how we move forward. It helps us with monitoring and evaluation, informs our action plans and will guide us as we develop a policy for The World Around Us for our school.

The planner needed to:

- be a broad, balanced yearly programme of work for each year group across the whole school;
- provide continuity and progression in learning experiences;
- highlight the skills and knowledge that the children are expected to attain;
- allow for the individual needs of the pupils – taking into account differing stages of development, ability and attainment;
- allow for assessment of the child's progress and for the evaluation of pupil responses to inform future planning;
- be clear and concise; and
- be flexible and evolve to meet changes if necessary.

## Medium Term Planning

In our school a medium term plan usually covers a period of half a term and is linked to our long term plan. It is usually topic based and tries to link different contributory elements (such as History, Geography, and Science and Technology) but also includes Literacy, Numeracy, and other Areas of Learning, providing worthwhile learning experiences can be promoted.

The medium term plan is needed to outline the activities and resources necessary to achieve the learning intentions. It makes connections between Areas of Learning and promotes the development of cross-curricular skills. It outlines success criteria and, once evaluated, informs future planning.

The medium term plan is for the class teacher and classroom assistants so that they understand what and how the children should learn and how they can promote a successful learning environment. However, plans must be flexible and can be adapted depending on the pupils' responses and interests.

When developing a medium term planner, teachers needed to be aware of the Thinking Skills and Personal Capabilities progression framework and try to promote its use through their planning across the curriculum. Activities should be flexible, with the emphasis on developing skills that can be employed in all Areas of Learning – skills will dictate the types of activities carried out in the classroom. Active learning is encouraged.

The planner attempted to move towards having a more skills based approach to learning and teaching. Teachers focused on getting the children interested and engaged in their own learning. They thought about the purpose of their questioning and explored possibilities for home learning. Consideration was given in meetings to using the locality as a valuable resource, and this will be explored in greater detail in future years of implementation.

Teachers have moved away from the old subject based curriculum and are making relevant links across all Areas of Learning. This is continuing to evolve and develop so that children can see the links between History, Geography, and Science and Technology.

Our original planner was designed to be printed double sided on an A3 page.

**Key Stage 1 Long Term Planner (P3)**

Term 1			
Theme	Homes	Fire	Birds
STATUTORY REQUIREMENTS	<ul style="list-style-type: none"> <li>• Me in the world (S1)</li> <li>• Interdependence of people &amp; the environment (S1)</li> <li>• Sources of energy in the world (S2)</li> <li>• Features of the immediate world and comparisons between places (S3)</li> <li>• How people and places have changed over time (S4)</li> </ul>	<ul style="list-style-type: none"> <li>• Me in the world (S1)</li> <li>• Changes in movement and energy (S2)</li> <li>• How people and places have changed over time (S4)</li> <li>• Features of the immediate world and comparisons between places (S3)</li> <li>• Change over time in local places (S4)</li> <li>• Ways in which change occurs in the natural environment (S4)</li> </ul>	<ul style="list-style-type: none"> <li>• How plants and animals rely on each other within the world (S1)</li> <li>• Interdependence of people, plants, animals and place (S1)</li> <li>• How and why people and animals move (S2)</li> <li>• Ways in which change occurs in the natural environment (S4)</li> <li>• Ways in which living things adapt to their environment (S3)</li> </ul>
CONTRIBUTORY ELEMENTS	<ul style="list-style-type: none"> <li>• History</li> <li>• Geography</li> <li>• Science and Technology</li> </ul>	<ul style="list-style-type: none"> <li>• History</li> <li>• Geography</li> <li>• Science and Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Geography</li> <li>• Science and Technology</li> </ul>

SKILLS FOCUS

<p><b>Managing Information</b></p> <ul style="list-style-type: none"> <li>• Ask and respond to questions about a topic, identifying what they know and what they need to know, and begin to plan what to do</li> <li>• Record and present information in a variety of appropriate ways</li> </ul> <p><b>Thinking, Problem-Solving &amp; Decision-Making</b></p> <ul style="list-style-type: none"> <li>• Identify similarities/differences by making simple comparisons</li> </ul> <p><b>Working With Others</b></p> <ul style="list-style-type: none"> <li>• Share out activities and roles in activities</li> </ul>	<p><b>Managing Information</b></p> <ul style="list-style-type: none"> <li>• Ask questions identifying what they know and what they need to know</li> <li>• Record and present observations, findings, ideas and solutions in a simple form and use appropriate methods</li> </ul> <p><b>Being Creative</b></p> <ul style="list-style-type: none"> <li>• Generate different ways to 'show what we know', for example a poster, diagram, collage or presentation</li> <li>• Develop their skills through play, using jigsaw maps, games, puzzles and picture maps etc.</li> </ul> <p><b>Self Management</b></p> <ul style="list-style-type: none"> <li>• Talk about what they have learned, how the work was carried out, what the purpose was, have they achieved it and what aspects could be improved</li> <li>• Talk about the way they have worked individually, in pairs or in groups</li> </ul>	<p><b>Managing Information</b></p> <ul style="list-style-type: none"> <li>• Ask and respond to questions about the topic, identifying what they know and what they need to know, and begin to plan what to do</li> <li>• Use their own and others' ideas to access a wide variety of sources of information</li> <li>• Record and present information in a variety of appropriate ways</li> </ul> <p><b>Thinking, Problem-Solving &amp; Decision-Making</b></p> <ul style="list-style-type: none"> <li>• Identify sequences</li> <li>• Note similarities and differences and sort into groups, for example different types of animals</li> <li>• Make simple predictions that can be investigated</li> </ul> <p><b>Working With Others</b></p> <ul style="list-style-type: none"> <li>• Share out activities and roles</li> </ul>
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Term 2				
	Water	Birthdays and Celebrations	Senses	Space
STATUTORY REQUIREMENTS	<ul style="list-style-type: none"> <li>• Interdependence of people, plants, animals and place (S1)</li> <li>• Ways in which living things are dependent on and adapt to their environment (S3)</li> <li>• Feature of the immediate world and comparisons between places (S3)</li> <li>• Positive and negative effects of people on place (S3)</li> </ul>	<ul style="list-style-type: none"> <li>• Me in the world (S1)</li> <li>• Interdependence of people and the environment (S1)</li> <li>• How people and places have changed over time (S4)</li> <li>• Change over time in local places (S4)</li> </ul>	<ul style="list-style-type: none"> <li>• Me in the world (S1)</li> <li>• Features of the immediate world and comparisons between places (S3)</li> <li>• How people and places have changed over time (S4)</li> <li>• Sources of energy in the world, for example sound (S2)</li> </ul>	<ul style="list-style-type: none"> <li>• Sources of energy in the world (S2)</li> <li>• How and why people move (S2)</li> <li>• Changes in movement and energy over time (S2)</li> <li>• Features of the immediate world and comparisons between places (S3)</li> <li>• Positive and negative effects of people on places (S3)</li> <li>• How and why people move (S2)</li> </ul>
CONTRIBUTORY ELEMENTS	<ul style="list-style-type: none"> <li>• History</li> <li>• Geography</li> <li>• Science and Technology</li> </ul>	<ul style="list-style-type: none"> <li>• History</li> <li>• Geography</li> <li>• Science and Technology</li> </ul>	<ul style="list-style-type: none"> <li>• History</li> <li>• Science and Technology</li> </ul>	<ul style="list-style-type: none"> <li>• History</li> <li>• Geography</li> <li>• Science and Technology</li> </ul>

SKILLS FOCUS

<p><b>Being Creative</b></p> <ul style="list-style-type: none"> <li>• Ask questions about the world around them</li> <li>• Use a variety of forms of creative writing</li> </ul> <p><b>Thinking, Problem-Solving &amp; Decision-Making</b></p> <ul style="list-style-type: none"> <li>• Compare/contrast things that have changed and things that have remained the same in the locality</li> <li>• Make simple predictions, for example, what would it be like to live in a hotter/colder country?</li> <li>• Use language associated with the passing of time</li> </ul> <p><b>Self-Management</b></p> <ul style="list-style-type: none"> <li>• Talk about what they've learned</li> <li>• Talk about what they enjoyed and what they found difficult</li> </ul>	<p><b>Working With Others</b></p> <ul style="list-style-type: none"> <li>• Encourage pupils to listen to and value the contributions made by their peers.</li> </ul> <p><b>Managing Information</b></p> <ul style="list-style-type: none"> <li>• Ask and respond to questions about the topic</li> <li>• Record and present information in a variety of appropriate ways</li> </ul> <p><b>Thinking, Problem-Solving &amp; Decision-Making</b></p> <ul style="list-style-type: none"> <li>• Identify sequences, for example, how we grow and change</li> </ul>	<p><b>Self-Management</b></p> <ul style="list-style-type: none"> <li>• Talk about their learning and how it was carried out</li> <li>• Talk about what they enjoyed and what they found difficult</li> </ul> <p><b>Thinking, Problem-Solving &amp; Decision-Making</b></p> <ul style="list-style-type: none"> <li>• Make observations using the senses to describe a range of characteristics about objects, for example hard soft</li> <li>• Make simple predictions by suggesting ideas that can be investigated, for example which object will make the loudest sound</li> <li>• Recognise a fair test</li> </ul> <p><b>Being Creative</b></p> <ul style="list-style-type: none"> <li>• Use imagination to explore how people acted in the past, for example Louis Braille and Helen Keller</li> <li>• Use all the senses to help pupils experiment with questions and ideas about people in the past using a range of resources</li> </ul> <p><b>Working With Others</b></p> <ul style="list-style-type: none"> <li>• Share out activities and roles</li> </ul>	<p><b>Self-Management</b></p> <ul style="list-style-type: none"> <li>• Talk about their work and its purpose</li> </ul> <p><b>Thinking, Problem-Solving &amp; Decision-Making</b></p> <ul style="list-style-type: none"> <li>• Show the ability to sequence and order information about people and events in the past</li> </ul> <p><b>Managing Information</b></p> <ul style="list-style-type: none"> <li>• Use their own and other's ideas to access a wide variety of sources of information,</li> <li>• Record and present information in a variety of ways</li> </ul> <p><b>Being Creative</b></p> <ul style="list-style-type: none"> <li>• Use games, stories, action rhymes and songs to reinforce knowledge and understanding and as starting points for model making</li> </ul>
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Term 3			
Theme	Farm	Forces	Minibeasts
STATUTORY REQUIREMENTS	<ul style="list-style-type: none"> <li>• How plants and animals rely on each other within the natural world (S1)</li> <li>• Interdependence of people and environment (S3)</li> <li>• The effect of people on the natural environment (S3)</li> <li>• Features of the immediate world and comparisons between places (S3)</li> <li>• Positive and negative effects of people on places (S3)</li> <li>• How and why people move (S2)</li> </ul>	<ul style="list-style-type: none"> <li>• Sources of energy in the world (S2)</li> <li>• Changes in movement and energy over time (S2)</li> <li>• Ways in which change occurs in the natural world (S4)</li> <li>• Change over time in local places (for example windy weather)</li> </ul>	<ul style="list-style-type: none"> <li>• Interdependence of people, plants, animals and place (S1)</li> <li>• How plants and animals rely on each other within the natural world (S1)</li> <li>• How place influences plant and animal life (S3)</li> </ul>
CONTRIBUTORY ELEMENTS	<ul style="list-style-type: none"> <li>• History</li> <li>• Geography</li> <li>• Science and Technology</li> </ul>	<ul style="list-style-type: none"> <li>• History</li> <li>• Science and Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Geography</li> <li>• Science and Technology</li> </ul>

	<p><b>Self-Management</b></p> <ul style="list-style-type: none"> <li>• Talk about their learning and how they have worked</li> <li>• Talk about what they enjoyed and what they found hard</li> </ul> <p><b>Managing Information</b></p> <ul style="list-style-type: none"> <li>• Respond to and ask geographical questions</li> <li>• Use a range of materials to locate and gather information</li> <li>• Record and present information in a variety of ways</li> </ul> <p><b>T.S.P.C.</b></p> <ul style="list-style-type: none"> <li>• Sort and classify photos and information about features/activities in locality</li> <li>• Identify similarities/differences between places</li> <li>• Sequence information to demonstrate a process (for example a journey or milk)</li> <li>• Draw picture map</li> <li>• Explore solutions about a local problem (for example taking care of the countryside)</li> <li>• Compare and contrast then and now – change over time</li> </ul>	<p><b>Being Creative</b></p> <ul style="list-style-type: none"> <li>• Generate possibilities related to open-ended questions (for example: what force makes this car move?)</li> <li>• Explore ideas through play</li> <li>• Generate a variety of ways to show what we know</li> </ul> <p><b>T.S.P.C.</b></p> <ul style="list-style-type: none"> <li>• Make simple predictions by suggesting ideas to be investigated and relate what happened to their predictions (for example: How far will a toy car travel?)</li> <li>• Recognise fair tests and what makes them fair</li> <li>• Explain methods and give reasons for choices, decisions and solutions</li> <li>• Identify and name objects between past and present</li> <li>• Compare and contrast things that have changed or stayed the same</li> </ul> <p><b>Managing Information</b></p> <ul style="list-style-type: none"> <li>• Ask questions identifying what they know and what they need to know</li> <li>• Plan what to do</li> <li>• Choose appropriate materials from a range provided</li> <li>• Record and present observations in a simple form</li> </ul>	<p><b>Managing Information</b></p> <ul style="list-style-type: none"> <li>• Asking questions to clarify the task, to plan and set goals</li> <li>• Developing methods for collating and recording information and monitoring progress on a task</li> </ul> <p><b>T.S.P.C.</b></p> <ul style="list-style-type: none"> <li>• Identifying patterns and relationships</li> <li>• Making and testing predictions and linking cause and effects</li> <li>• Explaining and justifying methods, opinions and conclusions</li> </ul> <p><b>Working With Others</b></p> <ul style="list-style-type: none"> <li>• Becoming independent</li> <li>• Understanding and responding to feedback</li> <li>• Taking responsibilities for tasks and roles in groups</li> <li>• Working to reach agreement and sorting out disagreements</li> </ul> <p><b>Being Creative</b></p> <ul style="list-style-type: none"> <li>• Experiment in a playful way</li> <li>• See opportunities in mistakes/failures</li> <li>• Valuing other people's ideas</li> </ul>
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**Medium Term Planner: Fire (P3)**

<p><b>Skills &amp; Capabilities</b></p> <ul style="list-style-type: none"> <li>• Working with Others (WVO) – turn-taking, sharing and co-operating in pairs</li> <li>• Being Creative (BC) – show curiosity when approaching new tasks and challenges; generate as many ideas as possible by building on and combining ideas</li> <li>• Self Management (SM) – evaluate the work they have done/made; discuss likes and dislikes, changes they would make (three stars and a wish); think about their learning</li> </ul>	<p><b>Introductory Activities</b></p> <ul style="list-style-type: none"> <li>• Visit to fire station</li> <li>• Fire engine comes to school</li> <li>• KWL grid</li> </ul>	<p><b>Home Learning</b></p>
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**Learning Intentions**

PDMU	Literacy	Numeracy	ICT	WAU	Arts	PE
<p>Become aware of the needs of society</p> <p>Investigate why we have rules and why rules are important</p> <p>Promote personal safety by increasing awareness of the need to keep themselves safe (for example on our walk to the fire station and firework safety)</p> <p>Children will have a greater understanding of the role of the fire service within our community</p> <p>Children will produce a set of rules to use on our visit to the fire station</p> <p>Children will know how to keep safe around fireworks</p> <p>Children will know what to do in an emergency</p>	<p>Use diagrams to show information (flow chart)</p> <p>Become involved in talking and listening across the curriculum and from real experiences</p> <p>Write from own experiences</p> <p>Use language of time to structure sequence of events</p> <p>Children will create a flow chart to record our route to the fire station</p> <p>Children, in pairs, will write acrostic poems about fire and read aloud to class</p> <p>Children will sequence a set of instructions about what to do in an emergency</p> <p>Children will write a thank-you letter to the local fire station commander</p> <p>Children will talk about their learning</p>	<p>Use simple measuring instruments</p> <p>Read and interpret instruments with some degree of accuracy</p> <p>Investigate the conservation of measures</p> <p>Use arbitrary measures to weigh objects</p> <p>Use mathematical language to talk about what they have done</p> <p>Use simple directions</p> <p>Children will work in groups using balances and arbitrary measures</p> <p>Children will record their findings using photos or pictures and in writing</p> <p>Children will use directional language when using Bee-Bot</p> <p>Children will talk about their learning using mathematical language</p>	<p>Compose and edit onscreen text to communicate and develop ideas</p> <p>Access, select and use information from an electronic source</p> <p>Use a digital camera to capture evidence</p> <p>Children use a digital camera to show their work</p> <p>Children produce their labels, captions and work on computer</p>	<p>Develop a sense of time and chronological awareness</p> <p>Identify change and continuity over time</p> <p>Develop an awareness of different kinds of evidence</p> <p>Explore and examine photographs, objects and other items from first hand experience</p> <p>Make simple maps/diagrams to record information</p> <p>Make first hand observations</p> <p>Recognise similarities and differences</p> <p>Ask questions and find out and use relevant information</p> <p>Develop awareness of themselves and their place in the world</p> <p>Children will be able to sequence events chronologically</p> <p>Children recognise similarities and differences between the past and the present</p>	<p>Manipulate card and paper to create 3D pieces of work</p> <p>Model with 3D materials</p> <p>Select material appropriate to purpose</p> <p>Use different methods of attaching materials</p> <p>Use first hand resources for observing and recording</p> <p>Use crayon/paints to create intense colour</p> <p>Use a range of techniques to create pictures</p> <p>Use ICT to communicate their ideas of colour, line and shape</p> <p>Each child will produce a computer drawn image for the topic 'fire'</p> <p>Children will plan and make a fire engine</p> <p>Class display showing the range of work produced</p>	<p>Develop co-ordination and spatial awareness in response to a musical stimulus</p> <p>Develop movements progressively, individually, in pairs and in groups</p> <p>Work creatively with others</p> <p>Observe and evaluate performances</p> <p>Children will perform a simple sequence of movements in response to a musical stimulus</p> <p>Children will be aware of space and move in a controlled manner</p>

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**Success Criteria**

PDMU	Literacy	Numeracy	ICT	WAU	Arts	PE
<p>Shared writing 'Our Rules for Walking to the Fire Station'</p> <p>Watch firework safety video 'Catherine Wheel' – discuss what they have seen</p> <p>Create a firework safety poster</p> <p>Role play – calling 999</p>	<p>Devise questions to ask firefighters</p> <p>Compose thank-you letters</p> <p>Describe favourite part of visit</p> <p>Work in pairs to create acrostic poem 'F.I.R.E.'</p> <p>Sequence events chronologically</p> <p>Record using labels, pictures, photos, flow charts</p> <p>Comprehension – 'Fire! Fire!'</p> <p>Read aloud Big Book The Great Fire of London</p> <p>Poetry: The Fireman, Fire in the Night, own acrostic poems</p>	<p>Introduce arbitrary weight using classroom items</p> <p>Weighing popcorn – comparing weight of unheated and popped popcorn using arbitrary measures</p> <p>Directions – left and right</p>	<p>Use ICT to present poems and rules</p> <p>Create labels and captions to accompany photos and displays of work</p> <p>Word process captions for digital photos of key buildings on our journey to the fire station</p> <p>Visit 'What Where Why When' section of the BBC website to get information on firefighters and their clothing and an interactive game</p>	<p>Children will produce questions to ask the firefighters about their job</p> <p>Make simple map of journey to fire station – note street names and key buildings</p> <p>Use Bee-Bot to move between photos, following our route</p> <p>Use photos to observe firefighters in the past – What is different? Has anything stayed the same?</p> <p>Read and discuss the cause and effects of the Great Fire of London</p> <p>Heat changes things – investigate what happens to popcorn when it is heated</p>	<p>Use the Painter program to create a fire picture</p> <p>Investigate hot and cold colours – use crayons to create a pattern showing these</p> <p>Use hot coloured paints to make a 'Fire Monster' using blowing technique</p> <p>Sketch and label a design for a model fire engine</p> <p>Recycle materials to create a model fire engine by selecting appropriate materials</p> <p>Songs: London's Burning, Firework Fool</p>	<p>Music &amp; Movement</p> <ul style="list-style-type: none"> <li>- Colour and Mood</li> <li>- Journey of Colours</li> <li>- Raining Rainbows</li> <li>- Green and Clean</li> <li>- Fiery Footsteps</li> </ul>

Resources	Evaluation
<p><b>Television Programmes</b>                      What? Where? When? Why? 'Fire Engines' Ready2Learn 'Fire Engines'                      Cats Eyes – 'The Effects of Heat' 'Catherine Wheel' video                      Watch – Famous People – 'Samuel Pepys'  <i>Great Fire of London</i> Big Book</p> <p><b>Pictures and Photographs</b>                      Fire Service – Past/Present                      Fire Engine – Past/Present                      Samuel Pepys portrait</p> <p><b>Books</b>  <i>Great Fire of London</i> Big Book                      Range of topic-related texts</p> <p><b>ICT</b>  <a href="http://www.bbc.co.uk/scotland/education/whatwherewhenwhy">www.bbc.co.uk/scotland/education/whatwherewhenwhy</a>  <a href="http://www.bbc.co.uk/school/famouspeople">www.bbc.co.uk/school/famouspeople</a>  <a href="http://www.portal.northerngrid.org/ngflportal/custom/resources_ftp/client_ftp/earlyyears/cjearlyyears/earlyyears/firephotos.htm">www.portal.northerngrid.org/ngflportal/custom/resources_ftp/client_ftp/earlyyears/cjearlyyears/earlyyears/firephotos.htm</a>                      Digital camera                      Clicker 5, Painter and Writer programs</p> <p><b>Role Play</b>                      Firefighter dressing up clothes                      telephones</p>	

## Implementation

(Thematic unit 'Fire' implemented at classroom level.)

The starting point for this was the use of a KWL grid. This allowed pupils to show what knowledge they already possessed, highlighted any gaps in that knowledge, and allowed analysis of any new information they had gained by the conclusion of the topic. The children worked in groups on a post-it activity before their combined ideas were written on the grid. They were also asked to consider things that they would like to know, and we recorded these in the 'W' column.

This was followed by a visit to Cookstown Fire Station, which is close to the school. It was good to use the locality, as the children could relate to it. The children photographed some other prominent buildings on our route to use in a mapping activity later. We are very fortunate in that our school has strong, well-established links with the local Watch Commander in Cookstown Fire Station, and we are always very well received and looked after. The pupils were given the chance to see inside the station, sit inside a fire engine, and see first-hand all the fire fighting equipment, including the modern uniforms.

The pupils were able to ask the questions they had written directly to a local firefighter, which really brought the topic to life.

It was a very useful topic in delivering the three contributory elements of History, Geography, and Science and Technology, as well as developing the four strands. The examples below show how some of the strands were covered in this topic:

### Interdependence

- How we depend on the Fire Service and the important job they do
- People who helped us in the past

### Place, Movement and Energy

- How the fire engine worked
- Awareness of light and sound being used in their environment, for example the flashing blue lights and the siren
- How the fire engine has changed over time

### Place

- How some features of the area may be different from the past
- The jobs of familiar people in the locality
- The variety of buildings in our locality and their purpose

### Change Over Time

- The jobs people did in the past
- Similarities and differences between firefighting in the past and the present
- How things have changed over time
- The history of people and places

Through the topic we were able to focus on the following skills:

- Working With Others  
The children had opportunities to work both in groups and in pairs.
- Being Creative  
The children:
  - designed and made their own model fire engine; and
  - suggested ways of recording their work.
- Self Management  
The children:
  - completed 'three stars and a wish' self-assessment on the fire engines they made;
  - had opportunities to talk about their learning throughout the topic; and
  - completed a KWL grid by comparing what they had learned with their first thoughts on the topic.

The pupils recorded their learning in a wide variety of ways, including:

### Drawings

The children drew:

- buildings they passed on the walk to the fire station;
- fire fighting equipment from the past;
- the materials used in our popcorn investigation;
- the findings of our investigation; and
- designs for a model fire engine, labelling the key features and the materials they were going to use to make them.

### Poems, reports, recounts, descriptions

The children wrote:

- an acrostic poem about fire, using ICT;
- interview questions for the firefighters; and
- about the effects of heat on popcorn.

## Diagrams and charts

### The children:

- made a firefighter timeline to show change over time;
- labelled a picture of a firefighter's uniform;
- made a flow chart showing the route they took to the fire station;
- used Painter to draw pictures of fire engines; and
- completed 'three stars and a wish' evaluations.

### ICT: Photographs

The children took digital photos of things they had seen and activities throughout the course of the topic to illustrate their work.

### Drama and role-play

The children:

- dressed up as firefighters and engaged in role play during play; and
- role played making an emergency phone call using 999.

### Art

- The children made model fire engines.

### Display

- The children were able to put a display in the foyer of the school showing their artwork, writing, and photographs that had been taken during the topic.

## Review of Theme

Pupils were particularly engaged in this topic, and being able to visit and meet with local firefighters really brought it to life. There were many children who had relations in the Fire Service, and it gave them a chance to share information with their classmates.

The KWL grid was very useful as an introduction, and the post-it activity was a great way of stimulating group work. The grid on the wall really helped the children to think about their learning. It would have been useful to give a copy to each individual child.

The children also had so much to contribute to the final column of the grid. Through discussion we realised that we had learned much more than we had initially hoped in our completion of the 'What we want to know' column. Some of the smallest details of their visit to the fire station were recalled, such as the ingredients for the foam used on certain types of fire. It brought home to me just how much the children had benefited from being actively engaged from the outset.

## Evaluation

Planning time was most useful during the process of implementing The World Around Us in school. Each day was busy but ultimately rewarding because I, as co-ordinator, could see planners taking shape and coming together. There was time to talk to other teachers and get their input and feedback, which was invaluable to me and our school (although this luxury of time is something that not all teachers planning for The World Around Us would have).

We received excellent guidance and support throughout the project, which again was invaluable.

## Newtownards Model Primary School

Type of school: Urban primary school (with several major roads running alongside the building) situated near a shopping centre

Size of school: 381 pupils – two stream intake

### Ethos

School vision/values:

‘Working as a team within a safe, caring, respectful and secure environment, we will challenge the intellectual, physical, moral and creative abilities of all our pupils so that each child develops to their full potential.’

### Audit

After day one at the conference about The World Around Us project, I, as co-ordinator, met with the Senior Management Team in school and we decided that we should carry out an audit to find out how staff viewed The World Around Us. It was a useful exercise to find out where the school was at and what changes we needed to make to improve our teaching and learning in that area.

The audit was used to baseline my planning and to organise an action plan for The World Around Us. When I met with staff, I made them aware of new ideas on the

delivery of The World Around Us and gave out copies of guidance to interpret the statutory requirements across the four strands and the thinking skills grids. It was decided that staff would be given a month to choose up to six themes for their year group and that I would meet with them at a later date to see if their topics addressed the statutory requirements and included the three contributory elements.

I learned that all staff knew of the area of The World Around Us, but further training was needed in the planning of the Area of Learning. Some teachers were aware of the statutory requirements, though work had not begun on including them in planning. Some teachers ensured that connected learning was promoted, but most needed more guidance on this. Most teachers thought pupils would be very interested in learning through a thematic approach.

Following the audit we were ready to move on to the next stage, so we decided to identify topics for each year group. Arrangements were made to meet with all teachers to guide long term planning, and teachers worked on a medium term planner to pilot at the start of term two. Connecting the Areas of Learning was important for co-ordinators, especially those with responsibility for Personal Development and Mutual Understanding.

### Results of Audit

Question	Yes	No	Unsure
Are teachers aware of the area of The World Around Us (WAU)?	100%		
Are teachers aware of the statutory requirements in WAU for their year group?	20%	60%	20%
Does current planning ensure breadth and balance across the four strands and contributory elements of WAU?		100%	
Do teachers think pupils would be more interested in their learning through a topic approach?	70%	20%	10%
Do teachers ensure connected learning is promoted through WAU?	40%	60%	
Do teachers give appropriate time to the teaching of WAU?	20%	40%	40%
Do teachers organise their class effectively to promote best practice in the delivery of WAU?	60%	20%	20%
Do teachers include differentiation in their current planning for WAU?	70%	30%	
Do teachers think planning and delivering WAU through a thematic approach will improve the pupils' learning?	40%	10%	50%

## Long Term Planning

The principal and the staff decided that we wanted a long term planner for each year group. The long term plan was needed to provide an overview for all teachers to give the titles of their themes for each term and to ensure that there were no overlaps or repetition.

We decided that each teacher would have the long term plans for the whole school and not just their year group. This allowed them to see the progression and themes the children had done previously. The long term plans helped guide the work for individual teachers throughout the year and helped them to see what connections there are across the key elements.

Meetings were held with the teachers in each year group to discuss their long term plans. We found The World Around Us progression grids across the four strands (available on [www.nicurriculum.org.uk](http://www.nicurriculum.org.uk)) very useful at this time. We looked at these to see which of the statutory requirements were being addressed by each theme. Teachers also used these to decide which learning intentions they might use in their medium term planners for The World Around Us. They were also used to check that there was balance between the three contributory elements. The principal and I, as co-ordinator, decided that we wanted to keep the long term yearly planners as a more general yearly overview, and all details about learning potential, activities and skills to be developed would be included in our medium term plans. After all teachers have completed medium term planners for a year, I will meet with the The World Around Us team to see what links there are within each topic and what the focus in Thinking Skills and Personal Capabilities is. We may then incorporate these into our long term plans.

The planner shows the themes covered in each term and the statutory requirements for each theme listed by strands. Colour coding for each contributory element was used on the Key Stage 1 and 2 plans to indicate if a requirement was being met and to show if a balance between the elements had been achieved.

## Medium Term Planning

Our medium term plans organise the finer details of each topic. After I had met with each year group, teachers had their learning intentions organised for each The World Around Us topic. They were then asked to complete a medium term plan for their first topic to be piloted in January. Our medium term plan is done in a topic web layout. In Foundation and Key Stage 1 we have a topic web planner for our learning intentions and a similar one for suggested activities. In Key Stage 2 we use a topic web planner for learning intentions only; suggested activities are listed on a different planner, which also shows resources and evaluation.

The medium term plan is needed to show how each topic is executed, and it helps the teachers to decide exactly what they want the children to achieve. All our teachers now have their learning intentions for The World Around Us and, using these as a starting point, they were able to decide what other Areas of Learning could be connected. The progression grids with learning intentions were useful for staff when developing their plans.

The medium term plan is for both teachers and pupils. After our staff have completed the topic web of learning intentions for each theme, these are discussed with the children. Planning boards and mind maps are used with the children to decide how these learning intentions might be achieved in class. Planning sheets are displayed in the classroom and can be seen by teachers, pupils and parents. They are working documents and are written over and referred to regularly. Any activities written on planners by teachers are a starting point, and others are hand written on as suggested by the children. Children must feel they have an ownership of their learning for the most success to be achieved. Parents are also kept informed about the learning in school and how they can be involved. A weekly news sheet is sent home informing parents what our topic is and suggesting activities they could do with the children.

We have two teachers in each year group, and they worked together on the medium term planners. I worked with my P1 partner, and the first thing we did was to fill in our learning intentions for The World Around Us on our topic web. We then thought about the Literacy, Numeracy and Cross-Curricular Skills that we could connect. We decided upon any other Areas of Learning that could also be connected. For some topics Personal Development and Mutual Understanding, Art, Music, Drama, R.E. and P.E. could be connected, but not for all. After we had decided on all the other Areas of Learning we wanted to include, we thought of the one area of Thinking Skills and Personal Capabilities that would be most suitable to focus on for each topic. We then thought of some activities that we would start with, and these were written on the suggested activities topic web.

The work carried out resulted in the learning intentions for The World Around Us and the connected Areas of Learning being on one planner, with suggested activities on another. Success criteria are included on our short term weekly plans.

Foundation Stage Long Term Planner (P1)

Statutory requirements					
Term	Theme	Strand 1	Strand 2	Strand 3	Strand 4
1	We're going on a bear hunt	What else is living?	How and why do things move now and in the past? Why do people and animals move? What sources of energy are in my world?	What is in my world? What is beyond my world?	How do things change?
	On the farm	What else is living? How do living things survive?	How and why do things move now and in the past?	What is in my world?	How do things change?
2	Winter	How do living things survive?	Where do people and animals move to? How and why are sources of energy used?	Where do I live? What is in my world? What is beyond my world?	How do things change?
	People who help us	Am I the same as everyone else?	How and why do things move now and in the past? What sources of energy are in my world?	What is in my world? Where do I live?	What kind of changes happen, have happened or might happen?
3	All about me	Who am I and what am I? Am I the same as everyone else? How do living things survive?		Where do I live? How have I changed over time?	How do things change?
	Holidays			What is beyond my world? Where do I live?	

**Medium Term Planner: At the Farm (P1)**

**Using Mathematics**  
 Build and make models with 3D shapes  
 Investigate and talk about the properties of shapes  
 With help, children will represent information in 3D and 2D form  
 Sort materials and talk about the arrangements

**The Arts**  
**Art**  
 Use modelling or construction to make 3D work  
 Use thoughts and ideas as the basis for visual work  
 Work with the visual elements to explore and create visual outcomes  
**Music**  
 Talk about sounds they hear in the environment and imitate some of them  
 Take part in singing activities  
 Choose sounds to create effects or add atmosphere to parts of a story  
**Drama**  
 Enter into an imaginary world  
 Assume roles during dramatic play  
 Enjoy and co-operate in games

**Using ICT**  
 Children will:  
 – find out and select information;  
 – express ideas by creating pictures or text; and  
 – print their work

**PDMU**  
 Being aware of his/her own body in order to keep it healthy and well  
 Explore appropriate personal safety strategies, and identify situations that are safe and those where personal safety may be at risk  
 Recognise and practise basic hygiene skills

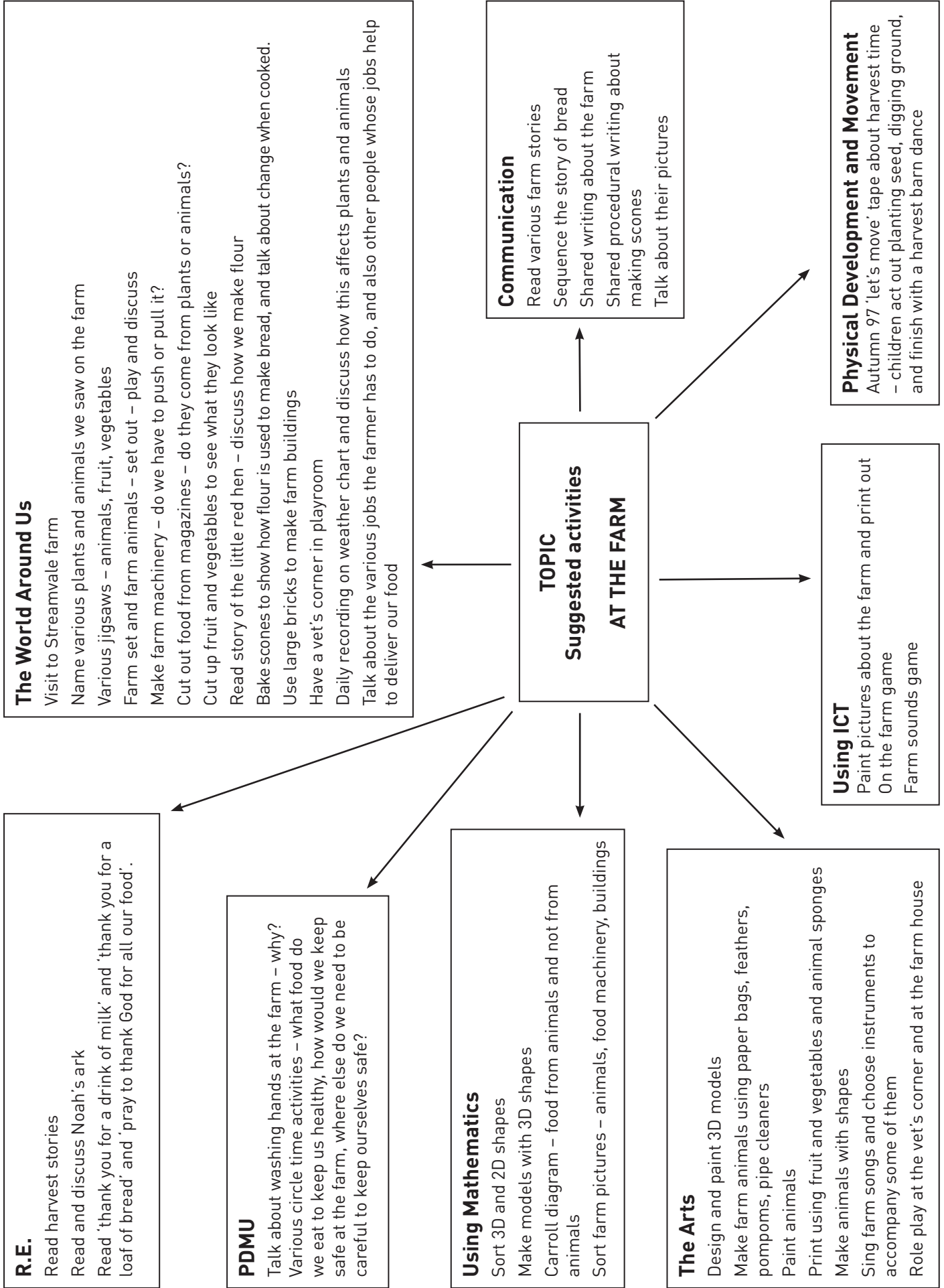
**At the Farm**  
**LEARNING INTENTIONS**

**Communication**  
 Listen to a wide range of stories  
 Talk about their work, play and things they have made  
 Sequence stories using appropriate language  
 Develop concepts of print  
 Talk about the ideas represented in their drawings  
 Understand that writing is a means of communication  
 Observe the teacher modelling specific writing strategies  
 Take part in shared writing sessions

**Thinking Skills and Personal Capabilities**  
**Problem-Solving and Decision-Making**  
 Being open to try to solve problems  
 Explaining what they have done and giving reasons for their choices or actions  
 Deciding what is needed to carry out the task  
 Listening to how others tackle problems

**The World Around Us**  
 Children will learn:  
 – about jobs people do in the local community;  
 – that there is a wide variety of plants and animals in the locality;  
 – that living things can be sorted into plants and animals;  
 – about weather in different seasons and how it affects living things;  
 – to recognise the young of some familiar animals;  
 – about the changing weather in the locality;  
 – some of the similarities and differences among plants and animals and what we get from them;  
 – an awareness that they move things by pushing or pulling them; and  
 – that we can heat or cool substances to change them.

**Physical Development and Movement**  
 Develop confidence, imagination and some understanding of safety through participating in a range of movement activities  
 Listen and respond to a range of stimuli  
 Use body movements to communicate ideas and express feelings



**Learning Through Play Topic Planner: At the Farm (November)**

Thinking Skills and Personal Capabilities: Problem-Solving and Decision-Making (see topic web)

Area of Play	Week 1 Activity/ Experience, Equipment/ Resources	Week 2 Activity/ Experience, Equipment/ Resources	Week 3 Activity/ Experience, Equipment/ Resources	Week 4 Activity/ Experience, Equipment/ Resources	Week 5 Activity/ Experience, Equipment/ Resources	Week 6 Activity/ Experience, Equipment/ Resources
<b>Imaginative/ Role Play</b>	The vet's corner Dressing up clothes Toy animals Veterinary tools	_____	_____	The farmer's house Cooker, food, pots, pans etc.	_____	_____
<b>Creative/ Play Dough/ Clay</b>	Paint farm animals Cut and stick to make farm pictures	Make farm animals from paper bags, cotton wool pompoms, feathers	Print using sponge animals	Print using fruit and vegetables	Bake scones	Use 2D shapes to make animals, buildings and machinery
<b>Constructive</b>	Use Lego to build a toy farm Use Mobilo to make farm machinery	_____	Duplo farm set, farm mat, animals	Wooden farm set with windmill, people and tractors	Make 3D models - tractors, combine harvesters, windmills etc. - using junk material	
<b>Sand/Water/ Natural Materials</b>	Sand tray with various farm animals and machinery Water tray with milk cartons and tubing	_____	Add various items of children's choice (for example animals and different empty food and drink cartons)			
<b>Table Top</b>	Farm animal jigsaws Farm machinery jigsaws Fuzzy Felt farm	_____	Fruit and vegetable jigsaws Matching animal game		Animal jigsaws Large farm puzzles	
<b>Other/ Interactive Display Music</b>	Painter program Farm sounds game On the farm					
<b>Observations/Evaluation</b>						

## Implementation

(Thematic unit 'At the Farm' implemented at classroom level.)

### Starting Point

For one of the thematic units we decided to develop the topic of 'At the Farm' with P1. We thought this topic would be of interest to the children as we have many farms in our locality and we have children attending the school from farms nearby.

As a starting point to our topic we took the children to visit Streamvale Farm, which is quite close to our school. Here the children could feed the animals, talk about the food we get from them and even learn how to milk a cow.

### Development

On our return to school after the farm visit, the children were very enthusiastic. Experiencing life on the farm first hand was so much more meaningful than just showing pictures. We started a planning board with the children, and we talked about what we had seen on the farm. Then we listened to the children's ideas of what they would like to do at play time. Some ideas included painting pictures, making tractors, and having a vet's corner for role play. The first week was planned for on the play planner. After this, many of the children's ideas guided the planning, and these ideas were hand written on the planner.

Most of the The World Around Us activities were carried out in our learning through play. However, connections to other Areas of Learning were formed at PDMU circle time, shared reading and writing, Mathematics, PE, RE and ICT. The family of one child in the class had an allotment, and he brought in a selection of vegetables for us to sample.

The children thoroughly enjoyed all aspects of this topic, and through the language used the lower group of children were able to learn so much. Although I would say Geography was the main focus for this topic, Science and Technology were included through such things as making 3D models and baking scones. Learning how farmers used to plant and harvest their crops also showed the children how things have changed over time.

Although many Thinking Skills and Personal Capabilities were involved in this topic, it was decided as a main focus to concentrate on Problem-Solving and Decision-Making. The children had to decide what materials were best to choose to make their craft animals. They had to find in the classroom what they needed to make their 3D models. Next, they worked in pairs or small groups to complete large floor jigsaws. Parents were kept informed on a weekly basis about the topics and ways in which they could help. Many sent in useful items, including pictures, books and toy animals.

## How did children demonstrate their learning?

Plenary sessions at the end of play provided the ideal opportunity to discuss our success criteria again and to find out what the children had learned. We filled in what we had learned on our planning board as we progressed.

### Review of Theme

As a teacher, I thoroughly enjoyed this topic and hope it will be as successful with my class next year.

## Evaluation

The substitute cover provided during the project allowed the co-ordinator to meet with all the teachers in school. The staff felt they had more of an ownership of The World Around Us because of these meetings. The importance of having the support of the principal and Senior Management Team was invaluable. Meeting other teachers to discuss issues before planning also proved beneficial.

Conducting the process of implementing The World Around Us was useful, as it helped to focus teachers when planning for connected learning. The school benefited, as medium term planners were developed that should help the children's learning.

The principal noted that the work to date had assisted in creating an inspiring atmosphere, with teachers keen to start the innovative style of teaching.

The school intends to implement the plans for one year. During this time, staff will be asked to identify new resources and also any problems they encounter. The aim will be to establish The World Around Us as an Area of Learning. As co-ordinator, I will need to check the planners for progression.

## Portadown Integrated Primary School

### Type of school:

Grant Maintained Integrated, set in a suburban area  
The school has pupils attending from outside the town

### Size of school:

One form entry for each year group (P1–P7) and  
Nursery Total of 235 children in October 2008

### Ethos

School vision/values: 'Be Happy Be Yourself Belong'

### Vision Statement

A progressive and forward thinking school, Portadown Integrated Nursery and Primary responds positively to the rapidly changing world in which we live. We strive to ensure that the children develop respect for themselves, each other, their families, the community and the environment.

Integration is at the centre of our work. By welcoming and respecting diversity, we learn together for life and the good of society.

By nurturing each individual in an enjoyable, secure environment, we aim to develop honest and respectful people with high self-esteem and the motivation and attitudes to live life to the full.

We encourage an enthusiasm for learning through an atmosphere that supports and challenges each individual to make their best effort and to become creative, imaginative and skilful lifelong learners.

### Audit

The audit was useful to focus us on what we were already doing and for pinpointing what we needed to do next. As staff had already begun to look at the strands that make up The World Around Us in the Northern Ireland Curriculum document in Key Stages, we were already looking at curricular breadth and balance, continuity and progression.

The key questions in the audit have encouraged us to look closely at and modify our planning to highlight links between Areas of Learning, include skills and capabilities in our plans and ensure breadth and balance between the three contributory elements. We also need to try to include and make use of the community and our local area more. This is something we will need to investigate further, as most staff are not from the local area and may be unaware of what is readily available or relevant. Using the locality would enhance the learning potential in their planning.

Initially, I, as co-ordinator, used the audit to look at my own plans (as all teachers in the school use the same format for planning) and then in discussion with the principal. The audit tool was used at a staff meeting, and current practice was reviewed.

We learned that we were already making progress in terms of curricular breadth but needed to check for balance between the three contributory elements within each year group, preferably within each theme or topic and also within Key Stages. I also realised I could adapt our current planning format to include what needed to be added to our plans.

In order to decide our next steps, we invited our Primary Curriculum Advisor in CASS into school. The advisor came into school and spent time looking at current plans with each teacher. She gave advice on any additions or changes that could be made to help balance out the topics in each year group.

I worked with my colleague in Foundation to draw up a long term planner for Foundation Stage. Through this we considered breadth, balance, continuity and progression within The World Around Us and also within Thinking Skills and Personal Capabilities and connected learning. We came up with a planner that works for us in Foundation, and we will use this to help the rest of the staff with the planners for their Key Stages.

**Results of the Audit**

Features	Key questions	Outcomes/Current position
Curricular breadth, balance, continuity and progression	Is there awareness of statutory requirements and support materials available from statutory bodies?	<p>Staff are aware of the Northern Ireland Curriculum (NIC) document. A staff development day in January 2008 was used to develop awareness and understanding of the document. Staff view it as a reference tool for developing understanding and guiding learning and teaching.</p> <p>Self-evaluation strategies are used to develop learning and teaching.</p> <p>All staff are aware of the ICLs, thematic units and the Curriculum Support and Implementation Box.</p>
	<p>How will planning/ schemes of work ensure breadth and balance across the four statutory strands and the three contributory elements?</p> <p>How is progression ensured?</p>	<p>Staff meetings and timetabled teacher discussions enable teachers to share good practice, discuss learning and teaching, and develop planning, breadth and balance.</p> <p>Teachers will communicate to ensure that progression is established. An appointed co-ordinator will liaise and plan with teachers to develop progression, building on previous learning.</p>
	Are pupils' interests accounted for when planning learning and teaching?	<p>Pupils are involved in planning throughout the school. Planning boards and KWL displays are used effectively.</p> <p>Teachers allow children's interests to develop during thematic work. Choice and autonomy are catered for.</p>
	<p>Is independent/ collaborative learning encouraged?</p> <p>How?</p>	<p>Assessment for Learning (AfL) is well established throughout the school. Pupils are involved in setting their own targets.</p> <p>Open-ended challenges are set and effective questioning used. Pupils have opportunities to develop TSPC.</p>
Integration of learning across the curriculum	<p>How does knowledge of the school's aims and ethos affect planning for learning and teaching?</p> <p>How do teachers ensure that connected learning is promoted?</p>	<p>This is an area for development. Planning will need to be developed to move away from delivering content to developing skills.</p> <p>Foundation Stage teachers have explored connected learning in relation to The World Around Us. Key Stage 1 and 2 teachers will develop and consider connected learning approaches through planned teacher discussion sessions.</p> <p>Planning will highlight links between Areas of Learning and TSPC. Long and medium term planning will illustrate breadth and balance between the contributory subjects.</p> <p>Teachers do encourage the children to see connections between learning and the world around them.</p> <p>The potential of community engagement and use of the children's locality to enhance learning could be developed further.</p>
Effectiveness of timetabling/ organisation of classes	<p>How do we ensure that management and organisation of learning and teaching is effective?</p> <p>How do we provide for equal access for all children?</p>	<p>Clarity of issues concerning timetabling needs to be sought through discussion, planning activity and external advice.</p> <p>School ethos promotes the development, opportunity and success of every pupil.</p> <p>Differentiation of learning is planned to ensure all pupils have equal access to the curriculum.</p>

## Long Term Planning

The long term plan was needed to show that when planning had taken place it had not been done for each half term in isolation. It was important to remember that the year's plans needed to be considered so that skills were built on what had gone before. The plan gave a general overview of the topics, showing continuity, progression and the statutory requirements being focused on. It ensured balance within and across the topics. It also showed the Thinking Skills being focused on within each topic or theme and the balance of these skills within the theme and across the year.

The long term plan is a starting point for the teacher to develop medium and short term planners. It is also useful for other teachers in that Key Stage and for each year's teacher to see the skills and content that the children have been focusing on during the previous academic year.

The key features of the long term plan were to:

- give a general overview or big picture;
- show themes or topics;
- ensure statutory requirements are met;
- ensure a balance between strands;
- ensure balance between the three contributory elements;
- focus Thinking Skills and Personal Capabilities; and
- show progression and continuity.

## Medium Term Planning

Each plan was designed for six weeks' work to show the knowledge and skills to be taught, sample activities, taking account of Thinking Skills and Personal Capabilities, learning intentions and outcomes, cross curricular links, ICT, Assessment for Learning, resources, and space for evaluation of the plan. It is evaluated to inform future planning.

The medium term planner was needed to show how to teach the learning intentions from the long term planner across the six weeks. It outlines the planned activities and the resources required, and in our school the planner is detailed enough to include short term plans as well.

The plan is designed for the teacher and includes Assessment for Learning. It is a work in progress, as it will take account of the children's needs and interests, as well as children's differing stages of development, to ensure needs are met.

We began with stating learning intentions and the stimulus to start the topic.

When working with the children, a KWL grid was started to discuss what the children already knew and what they wanted to find out about the topic, through careful questioning by the teacher. The finer details of the short term planning could then take account of what the children are interested in.

The planner shows the home learning that may occur. Children are encouraged to talk to their parents, and parents are informed of the topic theme at the beginning of each term in a letter from the class teacher. This ensures we get resources, information and parents coming forward to give information or help out as a theme is developed. The links to the locality can be established through parents and children, and also local industries who reply to our requests.

Foundation Stage Long Term Planner

Year: P1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Theme	All about me	Festivals of light	Toys	Growth	The building site
<b>Strand and statutory requirements</b>	<p><b>Interdependence</b></p> <ul style="list-style-type: none"> <li>Who am I?</li> <li>What am I?</li> <li>Am I the same as everyone else?</li> </ul> <p><b>Movement and energy</b></p> <ul style="list-style-type: none"> <li>How and why are they used?</li> </ul> <p><b>Place</b></p> <ul style="list-style-type: none"> <li>Where do I live?</li> <li>How have I changed over time?</li> <li>What is in my world?</li> </ul> <p><b>Change over time</b></p> <ul style="list-style-type: none"> <li>How do things change?</li> <li>How can we make change happen?</li> </ul>	<p><b>Interdependence</b></p> <ul style="list-style-type: none"> <li>Am I the same as everyone else?</li> <li>What else is living?</li> <li>How do living things survive?</li> </ul> <p><b>Movement and energy</b></p> <ul style="list-style-type: none"> <li>What sources of energy are in my world?</li> </ul> <p><b>Place</b></p> <ul style="list-style-type: none"> <li>What is in my world?</li> <li>What is beyond my world?</li> </ul> <p><b>Change over time</b></p> <ul style="list-style-type: none"> <li>How do things change?</li> </ul>	<p><b>Interdependence</b></p> <ul style="list-style-type: none"> <li>Who am I?</li> <li>What am I?</li> <li>Am I the same as everyone else?</li> <li>What else is living?</li> <li>How do living things survive?</li> </ul> <p><b>Movement and energy</b></p> <ul style="list-style-type: none"> <li>How do things move now and in the past?</li> <li>Why do things move?</li> <li>How do things work?</li> </ul> <p><b>Place</b></p> <ul style="list-style-type: none"> <li>What is in my world?</li> <li>How has this place changed?</li> </ul> <p><b>Change over time</b></p> <ul style="list-style-type: none"> <li>How do things change?</li> </ul>	<p><b>Interdependence</b></p> <ul style="list-style-type: none"> <li>What else is living?</li> <li>How do living things survive?</li> </ul> <p><b>Movement and energy</b></p> <ul style="list-style-type: none"> <li>What sources of energy are in my world?</li> </ul> <p><b>Place</b></p> <ul style="list-style-type: none"> <li>What is in my world?</li> </ul> <p><b>Change over time</b></p> <ul style="list-style-type: none"> <li>How do things change?</li> </ul>	<p><b>Movement and energy</b></p> <ul style="list-style-type: none"> <li>How and why are they used?</li> </ul> <p><b>Place</b></p> <ul style="list-style-type: none"> <li>Where do I live?</li> <li>What is in my world?</li> <li>How has this place changed?</li> </ul> <p><b>Change over time</b></p> <ul style="list-style-type: none"> <li>How do things change?</li> <li>What kind of changes happen, have happened or might happen?</li> </ul>
<b>Whole curriculum skills and capabilities</b>	<p><b>Cross-Curricular Skills</b></p> <ul style="list-style-type: none"> <li>Communication</li> <li>Using Mathematics</li> <li>Using Information and Communications Technology</li> </ul> <p><b>Thinking Skills and Personal Capabilities</b></p> <ul style="list-style-type: none"> <li>Self-Management</li> <li>Working with Others</li> </ul>	<p><b>Cross-Curricular Skills</b></p> <ul style="list-style-type: none"> <li>Communication</li> <li>Using Mathematics</li> <li>Using Information and Communications Technology</li> </ul> <p><b>Thinking Skills and Personal Capabilities</b></p> <ul style="list-style-type: none"> <li>Thinking, Problem-Solving and Decision-Making</li> </ul>	<p><b>Cross-Curricular Skills</b></p> <ul style="list-style-type: none"> <li>Communication</li> <li>Using Mathematics</li> <li>Using Information and Communications Technology</li> </ul> <p><b>Thinking Skills and Personal Capabilities</b></p> <ul style="list-style-type: none"> <li>Working with Others</li> <li>Being Creative</li> </ul>	<p><b>Cross-Curricular Skills</b></p> <ul style="list-style-type: none"> <li>Communication</li> <li>Using Mathematics</li> <li>Using Information and Communications Technology</li> </ul> <p><b>Thinking Skills and Personal Capabilities</b></p> <ul style="list-style-type: none"> <li>Thinking, Problem-Solving and Decision-Making</li> </ul>	<p><b>Cross-Curricular Skills</b></p> <ul style="list-style-type: none"> <li>Communication</li> <li>Using Mathematics</li> <li>Using Information and Communications Technology</li> </ul> <p><b>Thinking Skills and Personal Capabilities</b></p> <ul style="list-style-type: none"> <li>Self-Management</li> <li>Being Creative</li> </ul>

Year: P2 Theme	Autumn 1 The Farm	Autumn 2 The Post Office	Spring 1 Food	Spring 2 Clothes	Summer Holidays
<b>Strand and statutory requirements</b>	<p><b>Interdependence</b></p> <ul style="list-style-type: none"> <li>• What else is living?</li> <li>• How do living things survive?</li> </ul> <p><b>Movement and Energy</b></p> <ul style="list-style-type: none"> <li>• How do things move now and in the past?</li> <li>• Why do things move?</li> <li>• Where do people and animals move to?</li> </ul> <p><b>Place</b></p> <ul style="list-style-type: none"> <li>• What is in my world?</li> <li>• How has this place changed?</li> </ul> <p><b>Change Over Time</b></p> <ul style="list-style-type: none"> <li>• How do things change?</li> <li>• What kind of changes happen, have happened or might happen?</li> <li>• How can we make change happen?</li> </ul>	<p><b>Interdependence</b></p> <ul style="list-style-type: none"> <li>• Am I the same as everyone else?</li> <li>• What else is living?</li> <li>• How do living things survive?</li> </ul> <p><b>Movement and Energy</b></p> <ul style="list-style-type: none"> <li>• How do things move now and in the past?</li> <li>• Why do things move?</li> <li>• How do things work?</li> <li>• Where do things move?</li> <li>• How and why are they used?</li> </ul> <p><b>Place</b></p> <ul style="list-style-type: none"> <li>• What is in my world?</li> <li>• What is beyond my world?</li> </ul>	<p><b>Interdependence</b></p> <ul style="list-style-type: none"> <li>• What else is living?</li> <li>• How do living things survive?</li> </ul> <p><b>Movement and Energy</b></p> <ul style="list-style-type: none"> <li>• What sources of energy are in my world?</li> <li>• How and why are they used?</li> </ul> <p><b>Place</b></p> <ul style="list-style-type: none"> <li>• What is in my world?</li> <li>• What is beyond my world?</li> <li>• How has this place changed?</li> </ul> <p><b>Change Over Time</b></p> <ul style="list-style-type: none"> <li>• How do things change?</li> <li>• How can we make change happen?</li> </ul>	<p><b>Movement and Energy</b></p> <ul style="list-style-type: none"> <li>• How and why are they used?</li> </ul> <p><b>Place</b></p> <ul style="list-style-type: none"> <li>• How have I changed over time?</li> <li>• What is in my world?</li> <li>• How has this place changed?</li> </ul> <p><b>Change Over Time</b></p> <ul style="list-style-type: none"> <li>• How do things change?</li> <li>• How can we make change happen?</li> </ul>	<p><b>Movement and Energy</b></p> <ul style="list-style-type: none"> <li>• How do things move now and in the past?</li> <li>• Why do things move?</li> <li>• How do things work?</li> <li>• Why do people and animals move?</li> <li>• Where do things move?</li> <li>• Where do people and animals move to?</li> </ul> <p><b>Place</b></p> <ul style="list-style-type: none"> <li>• What is in my world?</li> <li>• What is beyond my world?</li> </ul> <p><b>Change Over Time</b></p> <ul style="list-style-type: none"> <li>• What kind of changes happen, have happened or might happen?</li> </ul>
<b>Whole curriculum skills and capabilities</b>	<p><b>Cross-Curricular Skills</b></p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Using Mathematics</li> <li>• Using ICT</li> </ul> <p><b>Thinking Skills and Personal Capabilities</b></p> <ul style="list-style-type: none"> <li>• Thinking, Problem-Solving and Decision-Making</li> <li>• Being Creative</li> </ul>	<p><b>Cross-Curricular Skills</b></p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Using Mathematics</li> <li>• Using ICT</li> </ul> <p><b>Thinking Skills and Personal Capabilities</b></p> <ul style="list-style-type: none"> <li>• Thinking, Problem-Solving and Decision-Making</li> <li>• Self-Management</li> </ul>	<p><b>Cross-Curricular Skills</b></p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Using Mathematics</li> <li>• Using ICT</li> </ul> <p><b>Thinking Skills and Personal Capabilities</b></p> <ul style="list-style-type: none"> <li>• Thinking, Problem-Solving and Decision-Making</li> <li>• Working with Others</li> </ul>	<p><b>Cross-Curricular Skills</b></p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Using Mathematics</li> <li>• Using ICT</li> </ul> <p><b>Thinking Skills and Personal Capabilities</b></p> <ul style="list-style-type: none"> <li>• Working with Others</li> <li>• Being Creative</li> </ul>	<p><b>Cross-Curricular Skills</b></p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Using Mathematics</li> <li>• Using ICT</li> </ul> <p><b>Thinking Skills and Personal Capabilities</b></p> <ul style="list-style-type: none"> <li>• Managing Information</li> <li>• Being Creative</li> </ul>

**Medium Term Planner: The Farm (P2) (September–October)**  
**Contribution to the Development of Skills**

Learning Intentions	AfL	Resources
<p><b>Strand 1: Interdependence</b> Jobs people do in the local community</p> <p>Living things can be sorted into plants and animals</p> <p>There is a wide variety of plants and animals in the locality</p> <p>Weather in different seasons affects different things</p> <p>Living things need food and water to keep them alive</p> <p><b>Strand 2: Place</b> Recognise things around us that move</p> <p>Some reasons why animals move and why they move to different places due to weather</p> <p><b>Strand 3: Movement and Energy</b> We share our world with other living things</p> <p>Jobs of people in community</p> <p><b>Strand 4: Change Over Time</b> How we can change substances</p> <p>Recognise the young of some familiar animals</p> <p>How animals and plants are influenced by changes in the weather</p>	<p><b>Involve children in learning</b> Share learning intentions with children</p> <p>Develop their awareness of the skills and knowledge that are being developed</p> <p>Develop their awareness of the strategies they employ in their learning</p> <p><b>Provide effective feedback</b> Develop children's ability for peer- and self-assessment by helping them to: – review and evaluate their own and others' work; and – understand how to improve.</p> <p>Use outcomes of assessment to inform future teaching and learning</p> <p><b>Assessment</b> Observation, class discussion, oral, written, visual demonstrations, independent or group tasks</p>	<p>Topic/Library books</p> <p>CD-ROM/Literature from Northern Ireland Dairy Council</p> <p>Cooking ingredients and equipment</p> <p>Farm animal toys and play mat</p> <p>Multilink farm animal mat</p> <p>Artefacts – milk can and butter pats, glass milk bottle</p> <p>Children's own resources</p> <p>Fleece from a sheep/wool and knitting needles</p> <p>Bee-Bots and grid, Writer2, Painter2, On the Farm, Textease, Old McDonald, farm games from websites below</p> <p><b>Web Resources</b> <a href="http://www.iwb.org.uk">www.iwb.org.uk</a> – Foundation/ Knowledge and understanding of world/ Mathematics/Communication, Language and Literacy</p>

<p><b>Using ICT</b></p> <p>Explore: Use Bee-Bot, 123 CD, Sort, On the Farm</p> <p>Express: Use Writer2 and Painter2 to draw, write, record voice</p> <p>Exchange: –</p> <p>Evaluate: Talk about work and change it</p> <p>Exhibit: By using Writer2 and Painter2 can manage and store own work in own folder</p> <p>Photos from digital camera on whiteboard</p>	<p><b>Thinking Skills and Personal Capabilities</b></p> <p><b>Managing Information</b> Select, with help, information from materials and resources provided and suggest ways to obtain information</p> <p><b>Thinking, Problem-Solving and Decision-Making</b> Make close observations and provide descriptions of what they notice</p> <p>Show the ability to sequence and order information to see whole</p> <p>Make simple predictions and see possibilities</p> <p>Give reasons and opinions</p> <p>Ask different types of questions</p> <p><b>Being Creative</b> Be curious and ask questions about WAU, using all the senses to explore and respond to stimuli</p>
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Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>Stimulus</b> Read story with cow puppet 'Clackety Clackety Moo'</p> <p>Discuss story and the animals who live on the farm</p> <p>Start KWL grid with the children, find out the K and W to plan topic – ask for resources to be brought in – information about farms in their area</p> <p><b>Literacy</b> Pictures from farm storybook 'Pig's curly, wurlly tail' – tell the story in a round, one group at a time – teacher to model writing/word process/print to display with picture</p> <p>Use book <i>One Farm</i> – match cut out sentences to pictures</p> <p><b>PDMU</b> Use 'Pig's curly wurlly tail' to discuss feelings and friendships</p>	<p>Discuss animals found on a farm – see KWL grid</p> <p>Encourage children to go to town on Saturday with parents to see 'Country comes to town' (annual event)</p> <p>Discuss what the children see the next week</p> <p>Look at books for evidence – work in pairs, find baby animals and discuss their names</p> <p><b>Literacy</b> Use book <i>One Farm</i> – sequence cut out jumbled sentences using the picture cue</p> <p><b>Art</b> Look in detail at farm animal toys – magnifiers</p> <p>Draw with graphite pencils – gallery session</p>	<p>Cows – How do they live? What do they eat? Why do we need them? Who looks after them? Discuss farmer's role</p> <p>Cows need a good diet and need to be cared for (watch clip from Dairy Council)</p> <p>Discuss the cow's milking cycle. How do we get our milk?</p> <p>Ask for milk containers to be brought in (1, 2 and 3 litre plastic container/glass bottles)</p> <p>Discuss milk as a healthy option – importance for us, keeps our bones and teeth healthy</p> <p>Look at photograph album sent in by Matthew's aunty of her cows and farm, milking parlour, etc. in Enniskillen – Where is Enniskillen in relation to Portadown on a map of Northern Ireland?</p>	<p>Old milk can artefact from lady who lives on a farm beside Paul A – discuss what the can is made from (metal with a lid), numbers on it so recorded and returned – look at film clip and compare difference to how milk is collected from farms now</p> <p>Compare glass bottles and plastic containers</p> <p>How do we eat and drink milk and dairy products? Collect dairy product containers</p> <p><b>Numeracy</b> How much is 25 litres? (Cows give an average of 25 litres daily) – use water tray and milk containers to estimate, then measure out 25 litres</p>	<p>Children know what can be made from milk, so discuss making our own butter</p> <p>How could we make it without our own factory? (see film clip)</p> <p>Make butter by shaking cream in a glass jam jar with screw top – show change of state in properties – liquid to solid</p> <p>Butter pancakes and share – discuss taste/colour of own butter compared to well known local product</p> <p>Apples – not only animals on farms – James' apples from a neighbour's fruit farm – use word 'orchard'</p> <p>Use magnifiers to look at skin in detail (see art plan for details – use pastels to replicate colours and patterns on own apple skin, gallery session)</p> <p>Potatoes from Abby's granny's farm – question and answer session/use magnifiers to look closely at potatoes still covered in soil</p> <p>Use potatoes for weighing in farm shop role play</p> <p><b>Literacy</b> Poetry Guided writing for each group</p>	<p>Weather in seasons affects growing</p> <p>The role of the farmer during harvest</p> <p>Discuss the farmer's role in the food chain – fruit and vegetables</p> <p>Bring in contributions for harvest table</p> <p>Discuss poverty, starvation and disease in preparation for harvest assembly</p> <p>Make cheese scones in small groups – What changes will happen? Are changes reversible?</p> <p>Look at solid cheese, grate to change shape, then cook to melt – does taste change when cooked?</p> <p>Sheep – look at the fleece brought in – feel/smell it</p> <p>Discuss how it is 'harvested' – what we use it for</p> <p>Anna-Kate's goat to come into school</p> <p>Questions formed in advance</p> <p>Pet and feed the goat, ask their questions</p> <p>Answer the questions orally in pairs using microphone with IT program 'Textease' – play back all answers to class</p>
<p><b>Evaluation</b></p>					

Play Area	Main Teaching and Learning	Activities	Resources
<p><b>Role Play/ Drama</b></p>	<p>Use language associated with the home                      Role-play cooking, looking after baby, home                      Work with others, be willing to take part                      Develop confidence in different contexts                      Be engaged in an imaginative activity                      Ask and answer questions</p>	<p>Home play provision – encourage tidying up                      Sorting into correct cupboards                      Role play as a vet</p>	<p>Basic home area and equipment                      Vet outfit and bag, toy animals, resources for surgery</p>
<p><b>Construction</b></p>	<p>Use mathematical language – big, small                      Describe shape and position – up/down, over/under                      Sorting – size and shape                      Follow simple instructions</p>	<p>Free choice to explore how to use blocks</p>	<p>Blocks</p>
<p><b>Pliable Materials/ Dough</b></p>	<p>Improve manipulative skills                      Ask an adult or friend for help                      Talk about memories and experiences</p>	<p>Use shape cutters to make different shaped sandwiches                      Make models or roll and cut out shapes</p>	<p>Bread/Dough                      Cutters                      Different textured rolling pins</p>
<p><b>Sand</b></p>	<p>Work with others, be willing to take part                      Be engaged in an imaginative activity</p>	<p>Use tractor and farm machinery in sand</p>	<p>Farm toys</p>
<p><b>Water</b></p>	<p>Demonstrate the concept of floating/sinking                      Develop accurate pouring from one vessel to another, estimation of capacity of different size vessels                      Be open to try to solve problems                      Show excitement and surprise in learning                      Sort, group and compare objects and information</p>	<p>Acorns, leaves                      Dairy product vessels for pouring/ filling                      Play for floating, sinking</p>	<p>Leaves, conkers, acorns                      Milk and dairy product containers</p>

<p><b>Creative &amp; Aesthetic</b></p>	<p>Experiment with ideas through writing, drawing, mark-making and model-making</p> <p>Write invitations, make books, draw and write notes, labels and cards</p> <p>Collect sets of colour collages, rubbings, colour mixing</p> <p>Make choices and decisions</p> <p>Listen to how others tackle problems</p> <p>Play for pleasure</p>	<p>Use leaf/apple/farm animal collections for colour investigations with paint, crayon rubbings, collages and print</p>	<p>Art materials</p> <p>Natural materials</p> <p>Drawing/Writing materials</p>
<p><b>Small World Play</b></p>	<p>Recognise and name animals, buildings and vehicles</p> <p>Co-operate as part of a group</p> <p>Focus, sustain attention, persevere with a task</p>	<p>Play with the farm animals, play mat and vehicles</p> <p>Lego farm – build models using Lego</p>	<p>Lego farm set and building bricks</p> <p>Farm animals, buildings and vehicles</p>
<p><b>Table Top</b></p>	<p>Be aware of nature and properties of table top activities</p> <p>Use mathematical positional language</p>	<p>Explore equipment and become familiar with jigsaws, lotto games, cards, sewing, lacing and pattern making</p> <p>Use pre-punched felt to sew up and design farm animal puppets – add eyes, hair, etc.</p>	<p>Jigsaws, games, sewing, beads and laces</p> <p>Felt puppet shapes, wool, needles, sticky, woobly eyes and fabric pens</p>
<p><b>ICT</b></p>	<p>Develop mouse handling/control skills, word processing</p> <p>Explain what they have done, giving reasons for choices</p>	<p>Introduce log on in own name, log off, save work in Foundation desktop</p>	<p>C2K – Facepaint, My First Dictionary, Dr Seuss stories, On the Farm, CD123, Old McDonald, Bee-Bots and farm grid</p> <p>Interactive whiteboard and resources</p>
<p><b>Others</b></p>			
<p><b>Evaluation</b></p>		<p><b>Action For Specific Children</b></p>	

## Implementation

(Implementation of thematic unit 'The Farm' at classroom level.)

### Starting Point – the Story of 'The Pig's Curly Wurly Tail'

Planning was very general at the beginning until a KWL grid was performed with the children to find out what their interests were. Finalised planning was then conducted to take the children's questions and interests into account. The children were very engaged, as they were finding out what they really wanted to know.

### Development

There is an annual 'Country Comes to Town' fair in Portadown in September. During the fair, children in the area are encouraged to come to town with their parents to find out about farming, animals and local products, and how they are grown and made. There are displays of old and new farming equipment and tractors, and children are encouraged to have hands-on experience. This fair is always extremely well attended every year, and the children love to talk about what they have seen when they come to school the following Monday. As many of our children also travel in from the countryside and live on or beside farms, they and their parents were able to give town children, who wanted to find out more, information and experiences of the countryside.

Different children within the class were able to bring their experiences into school. James lives next to a farm, and the farmer sent apples in for the whole class. We studied their colour and pattern with magnifiers, drew them, wrote poems about them and, of course, tasted them.

Abby's granny has a farm, and she brought potatoes, with the soil still on them, in a sack for us to look at. We used magnifiers and left them in the dark because we found out they go green and shrivel up in the light. We used the sack of potatoes to 'sell' in our farm shop, and the children used plastic gloves and weighing scales to weigh out the potatoes for their customers.

Matthew's aunt lives on a farm in Enniskillen. She took lots of photos for us and put them in a big scrapbook with captions so we could see all of the parts of her dairy farm and the different buildings with different purposes.

Anna-Kate lives in the country and keeps a goat as a pet. Her mum and dad brought the goat to school, which caused great excitement. The children found out the answers to the questions they had prepared and were able to pet and feed the goat. Afterwards they wrote about the experience and answered questions by recording their own voices on Textease.

## How did Children Demonstrate their Learning?

Children's shared writing – poems about apples brought in from James' neighbour's farm.

### I like apples

I like apples  
They grow on trees  
They are red or green  
The horses eat the apples when they fall on the ground  
Some people make apple tarts to eat  
We like gathering apples when they fall  
Some people take an apple for their lunch  
We can put them in a fruit salad.  
By Yellow Table

### Apples

Ben eats green apples  
Geoffrey likes green and red  
Matthew grows apples in his garden on two trees  
Little stalks hold them on the tree  
Emaline's granny grows apples  
Her mummy stews them and makes apple tarts  
Bright red, sweet and juicy  
Mummy picks them at Laura's cousin's farm.  
By Blue Table

## Review of Theme

The children really enjoyed the topic of the farm and especially liked the role play of the vet area and the farm shop. They learned a lot from the children who told of their experiences and brought in resources and photos of living on a farm. The children's skills of listening and asking/answering questions during these sessions really improved. The children learn far more about what they are really interested in, and they thoroughly enjoyed all of the practical activities, such as making butter and scones. Following on from this, we would still plan the same way in the next topic, as using a KWL really focuses your planning on what the children want to find out about.

Using a local event and theme that the children could relate to was important, and it is useful for adding contacts, as parents who helped us last year were willing to bring in artefacts again this year.

When we discussed the topic at the end and asked children what they had learned from it, we added it to our KWL board. During the topic, children were given lots of opportunities to give opinions or comment on their own and other children's work.

## Evaluation

During the process of implementation, I, as co-ordinator, found that principal and staff co-operation were important and that the time given for planning and researching was invaluable. It was encouraging to have parental involvement and see the children's enthusiasm in their learning. I enjoyed seeing the results of the effort in implementing the Area of Learning, as the children were very excited about their learning.

The sample formats of planners and discussion were useful, as they helped save time and gave good guidance. We were able to adapt the planners to suit our school. We found that time out of class was invaluable to focusing on the Area of Learning. Constructing an action plan helped us to focus on the key parts of the project and provided a systematic way to implement each of the parts logically within a realistic time frame.

The principal noted that this has proven to be a very worthwhile project for our school to be involved in and has provided a starting point for the development of The World Around Us throughout the school. The co-ordinator has been able to explore, consider and share approaches to planning that integrate learning across the curriculum and infuse the Thinking Skills and Personal Capabilities. It has enabled staff at the school to engage in professional dialogue and begin the process of developing the learning and teaching of The World Around Us area. The use of Together Towards Improvement self-evaluation and the Route Map planning have enabled us to plan and prioritise for the development of The World Around Us through the School Development Plan for the future.

The success of the implementation of The World Around Us at Foundation Stage has meant we are ready to work on the long term planners for Key Stages 1 and 2 next year. We are also ready to work on medium term plans for The World Around Us in each of the year groups.

## Star of the Sea Primary School

### Type of School:

Star of the Sea is an all-girl Catholic maintained school. It was founded 119 years ago on Halliday's Road and was replaced by a new school on Churchill Street, just off the lower Antrim Road in Belfast. Most of the children come from the immediate locality of the New Lodge area.

### Size of School:

The enrolment has remained stable in recent years – currently 326.

### Ethos

School Vision/Values:

'It is the mission of the Catholic school to liberate pupils to achieve their full potential and awaken in them a sense of dignity and worth.' (Life to the Full – CCMS).

In Star of the Sea Primary School we expect children, staff and all who come into the school daily to give and receive the very best academically, socially and personally. This is achieved in a calm, secure environment where successes are celebrated, positive behaviour rewarded, and there are good relations among staff and children. Our work will be reviewed, monitored and evaluated consistently to ensure that there is always improvement. Therefore every individual in the school must take responsibility to achieve their personal vision and that of the school.

Star of the Sea is committed to ensuring that each child realises her full potential, and we expect high standards of behaviour and courtesy from all our pupils. We strive to promote Christian values in keeping with the Catholic ethos and provide a broad and balanced curriculum to meet the needs of each individual pupil.

### Audit

As a school we found the audit very useful, as it opened up a variety of issues.

Firstly, the key questions helped us identify awareness of what we were doing as a school already and also what needed to be addressed.

As a co-ordinator it helped me define exactly what teachers knew in terms of the revised curriculum and what areas needed to be developed. The features were also useful to ensure my monitoring and evaluating was effective. This information was then fed into the school development plan so we could focus on any issues as a whole school.

I examined the features, characteristics and key questions, and drafted the outcomes I expected in my school. At the end of September, I arranged an inset afternoon to disseminate the information with the whole staff and principal. We then added to the outcomes. After this, all staff were much clearer about the focus for The World Around Us.

All staff were made aware of the project and how it would benefit the school as a whole. Each teacher was made aware of the revised planning implementation, including long and medium term planning. The audit also gave an opportunity to examine resources, in particular the ICLs, and ideas to develop in the classroom.

**Results of Audit**

Key Questions	Outcomes for Star of the Sea Primary
<p>Is there an awareness of statutory requirements and support from statutory bodies?</p>	<p>All year groups are aware of the Northern Ireland Curriculum Primary. Teachers have the curriculum boxes relating to the ICLs, thematic units and implementation boxes. P1 and P2 will seek guidance from 'Learning Through Play'. All year groups have had their three training days. Assessment for Learning is covered in Mathematics, Language and Literacy, and The World Around Us.</p>
<p>How will planning/schemes of work ensure breadth and balance across the four statutory strands and the three contributory elements?</p>	<p>As The World Around Us co-ordinator, I pick a focus each term to monitor and evaluate. I also look at short term planning. I have established a World Around Us team, and last year we reviewed our planning to ensure continuity and progression throughout topics. This is included in our school development plan.</p>
<p>How is progression ensured?</p>	<p>Last year was our first year of looking at topics/themes. We hope to build upon this next year. We are adapting a more topic based approach and including learning outcomes with success criteria in our 6-8 week plans. As The World Around Us co-ordinator, I monitor and evaluate termly.</p>
<p>How are pupils' interests accounted for?</p>	<p>As co-ordinator I am involved with a lot of outside agencies including Bryson House, Action Renewables, Groundworks and Newledge to help create a more exciting learning environment throughout the school. Each class uses a planning board, and the children are involved in this process. Our school piloted the ICLs in 2006.</p>
<p>Is independent/collaborative learning encouraged, and how?</p>	<p>All year groups use AfL, and I have given inset days in thinking skills in my capacity as science co-ordinator. More training on thinking skills from the relevant agencies would be needed.</p>
<p>How do schools ensure that management and organisation of learning and teaching is effective?</p>	<p>Long term planning ensures the management of learning. Co-ordinators monitor and evaluate termly to ensure this is effective. The Senior Management Team (SMT) also look at policies and results of NFER tests to ensure raising standards.</p>
<p>How do schools provide equal access for all children?</p>	<p>It is part of our school policy to include differentiation in our teaching. There is an emphasis on pastoral care to ensure our school meets the needs of all our children. A team of special needs teachers cater for every ability. We also include team teaching to make the best use of every skill and expertise.</p>
<p>How does knowledge of school aims and ethos affect planning for teaching and learning?</p>	<p>As the World Around Us co-ordinator I provide training and samples of work, and lead in planning to ensure efficient teaching and learning.</p>
<p>How do teachers ensure that connected learning is promoted?</p>	<p>Teachers plan together in year groups to meet the needs of their pupils. Children themselves are encouraged through planning boards to make connections. At Star of the Sea we have strong community links that we avail of to bring more meaningful teaching to our children. As the World Around Us co-ordinator I oversee this.</p>

## Long Term Planning

Initially, the whole staff met to discuss planning and the topics we might like to use in our teaching. We also looked at the CCEA boxes that contain ICLs and Thematic Units. We hadn't had an opportunity to investigate them fully before, so we spent two afternoons exploring their content.

Teachers decided to meet in year groups to decide which topics they would like to implement. As a whole school we thought it beneficial to try to incorporate the good practice and topics that were already in place and disregard any that we found totally irrelevant. We kept in mind the locality; in P7 there is a famine graveyard around the corner, and there seemed little need to change this topic. Other teachers wanted to try 'The Blue Planet'. Topics were carefully chosen to meet the needs of the children, building on experiences, and topics that had been successful were developed. It was important, as a co-ordinator, to oversee the year groups deciding on topics to ensure that a balance between the contributory elements was being achieved.

The long term planning gives an overview of the entire year and the work to be covered. When all year groups engage in long term planning, teachers can ensure a broad and balanced curriculum, ensuring both continuity and progression. As co-ordinator, I can look at the yearly plans and see that there are no overlaps in themes. I can ensure balance between the contributory elements and that all pupils are given equal access to the curriculum.

The long term plans are used for teachers in the school and to assist teachers who move to different year groups. New teachers who come into the school can see exactly the areas that must be covered. The principal can use these plans to know what is being taught at a particular time of the year. Co-ordinators can also use long term plans for monitoring and evaluating termly.

Key features of our long term plans include statutory requirements, skills covered, and a degree of flexibility. In terms of The World Around Us, the statutory requirements will remain the same but the themes may vary from year to year and within year groups. The plans must also show continuity and progression.

## Medium Term Planning

Having decided on themes, each year group worked together on medium term planning. Teachers were often already thinking of some of the activities they might use, as some themes were adaptations of work we had been doing,

As co-ordinator, I led the staff in two inset days to ensure we were all in agreement as to the format of the medium term plan. I also put together a sample to see how it might work and showed it to the staff, who were happy with the detail in it. Each year group worked on a theme and developed it in their medium term planner.

The learning intentions are clearly listed in a column, as are the learning activities that children might be engaged in. We felt it was useful to list how children might successfully meet the learning intentions, and we also listed cross-curricular skills that were being developed through the theme.

Asking staff to think about the activities that children might be engaged in was useful, as it led to resourcing the themes. It is something that will be developed, though I focused on ensuring that people who might come to school were contacted this year.

At the start of each theme, teachers use KWL with the children to find out what they already know about a theme and what they would like to find out. The children are encouraged to think how they might research and manage information they acquire.

The planners would be used for six months, and then a review would take place to find out if there were any areas for improvement in them. These planners were important, as teachers would be using them on an ongoing basis and submitting them to our principal for reference.

**Key Stage 2 Long Term Planner (P7)**

THEME	TS&PC	WAU Contributory Elements			Statutory requirements (4 Strands)
		Geography	History	Science	
Term 1	1. Thinking through the past Managing information Problem-solving Being creative Working with others Self-management	Local maps Plans	Queen Victoria Brunel Evidence	Food hygiene Healthy diet	<ul style="list-style-type: none"> <li>• Change over time</li> <li>• Movement and energy</li> <li>• Interdependence</li> </ul>
	2. The Titanic Managing/Using information Decision-making Problem-solving Being creative	Climate change/ Icebergs Southampton and Newfoundland	Ship building in Belfast Life in those times Social history types of passengers	Floating and sinking materials Freezing and melting	<ul style="list-style-type: none"> <li>• Change over time</li> <li>• Place</li> <li>• Movement and energy</li> </ul>
Term 2	1. The Famine in Ireland Managing Info – representing info Thinking and problem-solving – develop a line of reasoning Working with others	Ireland 1845 America Emigration	Living conditions Politics/timelines Reasons for famine	Health/food Blight/bacteria	<ul style="list-style-type: none"> <li>• Change over time</li> <li>• Movement and energy</li> <li>• Interdependence</li> </ul>
	2. Eco-warriors Managing information Decision making Being creative Working with others Self management	Deforestation Eco schools		Renewable energy Global environmental issues	<ul style="list-style-type: none"> <li>• Place</li> <li>• Interdependence</li> <li>• Change over time</li> <li>• Movement and energy</li> </ul>
Term 3	1. In the News Managing information Thinking, problem-solving, decision-making Experimenting/Being creative Becoming independent/Self management Working with others	Tourist attractions Landscape features in our locality	News now and then	Technology	<ul style="list-style-type: none"> <li>• Place</li> <li>• Change over time</li> </ul>
	2. Europe and the European Union Managing information – finding and selecting Being creative Working with others Roles and responsibilities Self-management Thinking, problem-solving	Countries/ currencies of the EU/ Europe	Before and after the EU		<ul style="list-style-type: none"> <li>• Interdependence</li> <li>• Change over time</li> <li>• Place</li> </ul>

**Medium Term Planner: The Famine (P7) (January – February)**

Learning Intentions	Activities	Success	Cross-Curricular Skills
<p>Children are learning:</p> <ul style="list-style-type: none"> <li>• how people used to live, including roles and responsibilities in society, and how this has shaped our lives today;</li> <li>• to recognise the continuity and change in lifestyle in Victorian Ireland;</li> <li>• about the impact of famine on the everyday lives of people;</li> <li>• about some of the causes of movement of people in the past;</li> <li>• about the life cycles of plants; and</li> <li>• that events in the past have brought about change in places.</li> </ul>	<p><b>Week 3</b> Diseases of the time – road fever The workhouse – examine dietary sheets of the workhouse and hospitals and compare and contrast today Cooking ‘workhouse soup’ from an original recipe Black 47 – what was the significance of this time in Ireland and what did the governments do?</p> <p><b>Week 4</b> Researching:</p> <ul style="list-style-type: none"> <li>• The Society of Friends</li> <li>• Relief committees</li> <li>• The soup kitchens</li> <li>• The Railway Scheme</li> </ul> <p>Consequences of the famine The Famine in our local area – arranging a visit to Clifton Street Cemetery and a visit from a local historian</p>	<p>Children will be successful if they:</p> <ul style="list-style-type: none"> <li>• compare and contrast hospitals then and now;</li> <li>• make a meal based on that of the famine era;</li> <li>• know the life cycle of a flowering plant;</li> <li>• know how the government responded to the plight of people in Ireland;</li> <li>• can research societies and people who helped during the famine;</li> <li>• know about the effects of famine in their local area; and</li> <li>• compare and contrast maps.</li> </ul>	<p><b>Communication</b> Sequencing activities/Cloze procedures Developing adjectives, adverbs and grammar Recount and diary entries for genre Dictionary work</p> <p><b>Using Mathematics</b> Volume, weight and measures</p> <p><b>Using ICT</b> Research, select, edit and use assets from a range of digital sources</p>
<p><b>Thinking Skills</b></p> <p>Managing Information</p> <ul style="list-style-type: none"> <li>• Ask deeper and wider questions to structure a simple historical enquiry.</li> <li>• Select appropriate sources of information to gain information about the workhouse and famine.</li> <li>• Locate, sort and present information in a variety of ways, including photos, ICT and video.</li> </ul> <p>Thinking, Problem-Solving and Decision-Making</p> <ul style="list-style-type: none"> <li>• Sequence information on more complex historical timelines showing major changes and events.</li> <li>• Examine evidence, make links between possible causes and effects, and draw conclusions from a range of factual information, for example use photos and statistical evidence about a Victorian workhouse.</li> <li>• Compare/Contrast things that have remained the same/things that have changed.</li> <li>• Recognise that there may be different types of causes and consequences for the Great Famine.</li> <li>• Interpret information from maps.</li> </ul>			

## Evaluation

I valued the support from CCEA in outlining an action plan and route map. The process of implementation was aided by the time given to plan and being able to help other colleagues.

This process has really helped to get The World Around Us up and running in our school. We would not be as far on with planning without having had time to consider it. We have been able to explore possible themes from the ICL boxes and add to our own resources.

The principal noted that this project had enabled the school to meet as a whole staff and evaluate where they were and what they see in the future with reference to the revised curriculum. It has facilitated the teachers' planning in an exciting and challenging way and in developing their lessons with confidence and enthusiasm. The school feels much more prepared for the next few years, as the initial plans are in place.

As co-ordinator, I found that teachers were motivated to implement The World Around Us and that they had started thinking about developing The World Around Us throughout the school.

We intend to allow the plans created to run through to June of this academic year. Our long and medium term planning will be reviewed in September. After a whole school evaluation, we will review our plans and update them yearly, and this will feed into our school development plan.

At present we have long term plans in place and are in the process of completing our medium term planning. As co-ordinator, I have reviewed the plans to ensure continuity and progression. We are continuing to develop the idea of connected learning, taking into account the children's experiences and making use of our local resources. This will of course continue over the next two years.

## St. Oliver Plunkett Primary School

### Type of School:

St. Oliver Plunkett Primary School is a medium-sized, maintained school situated on the outskirts of the village of Beragh, approximately eight miles from Omagh, in a rural setting.

It has a teaching staff of six, as well as five classroom assistants. Composite classes are a constant feature of the school, and this has implications for teaching and learning. This year, our classes take the following form: Year 1 & 2, Year 3, Year 4 & 5, Year 5 & 6, and Year 7. Despite the majority of classes being composite, we are fortunate this year to have small class sizes and a classroom assistant in almost every classroom. I am teaching the Year 3 class, which after several years of teaching composite classes is a reminder of the joys and delights of teaching (and planning for) a single year group. The composite classes create issues for planning, and it is necessary to liaise with colleagues in other year groups when planning.

### Size of School:

St. Oliver Plunkett Primary School presently has an enrolment of 102 pupils, which classifies it as a medium-sized school.

### Ethos

#### School Vision/Values:

St. Oliver Plunkett Primary School is an important part of the Catholic Community where:

- staff provide a stimulating, secure, child-centred learning environment;
- parents are active partners in their child's education;
- the Church works together with the school to hand on the faith; and
- the Community is committed to the aims and values of the school and helps in communicating these.

The school ethos promotes an awareness of the immediate environment and a knowledge and understanding of the wider world in which we live.

### Audit

The audit was useful, in that the key questions in the tool prompted the school into thinking about our present position with regard to The World Around Us. Planning, progression, integration of learning across the curriculum and organisation of classes were key components of the audit and provided the basis for discussion.

The audit was undertaken at a staff meeting after school at which all staff were present. Each teacher had a copy of Indicator 2.5: Implementation of the Curriculum. The key questions were asked and discussion followed.

After the audit, we were able to identify the school's present position and our strengths and weaknesses. We learned that the Foundation Stage and part of Key Stage 1 adopt a thematic approach based on the interests of the children. The latter stages of Key Stage 1, as well as Key Stage 2, still view The World Around Us as three separate elements taught in isolation. The ICL boxes and Thematic Units, when brought to teachers' attention, highlighted how the Areas of Learning within the curriculum could be connected through successful topic work. As a result, learning becomes more meaningful and children are enabled to develop as individuals.

In Key Stage 2, we realised that teachers should involve the children in the choice of topics that interest them and that current events in the media and in the world around them should be addressed through connected learning.

The audit highlights the significance of breadth, balance, continuity and progression in planning for The World Around Us. We discovered how we can make improvements to our planning, particularly by referring to Thinking Skills and Personal Capabilities. This area is currently omitted in most teachers' medium term planning. Thinking Skills and Personal Capabilities is an area that requires further ongoing development. There are certainly opportunities to develop the five strands of the framework, and these will continue to be addressed.

Although the local area is used to some extent, we realised that it is not being used to its full potential. The use of the locality and the people who live there needs to be developed.

## Long Term Planning

We decided to focus the work of implementing The World Around Us with teachers in Key Stage 1. The long term planning was designed to indicate the work that would take place around particular themes during the year. The plan can also be used by teachers in other Key Stages, as it outlines the themes already covered in Key Stage 1 (avoiding repetition).

The planning was based upon the four strands of Interdependence, Movement and Energy, Place, and Change over Time. The CCEA non-statutory guidance that provided suggested learning intentions was a valuable resource in detailing these statutory requirements. We also had to consider breadth and balance between the three contributory elements.

Our plans detail the statutory requirements in terms of both content and skills. Continuity and progression are thus ensured throughout the Key Stage. Teachers were challenged to make meaningful links across other Areas of Learning with The World Around Us themes in place.

We chose the themes by using the ICLs box for Years 3 and 4. We took care to ensure a broad balance between the three contributory elements when choosing the elements for each theme that we were developing. In choosing themes, teachers took the interests of the children into consideration in an attempt to keep the children engaged.

The difficulty of teaching in a school with composite classes meant that the long term planner would have to be rotated on a two-year cycle. This will be dependent on structure of year groups, which can vary from year to year. The plans created may need to be adapted further if the format of composite classes is altered due to fluctuating numbers in each year group.

We decided to focus on the Thinking Skills and Personal Capabilities in the future and include them in our School Development Plan.

## Medium Term Planning

We had to decide what the purpose of a medium plan would be. We felt it would help structure the detail of the theme identified within the long term plan. It would usually cover a 6–8 week period of work, and most importantly we evaluated at the end of each period to improve on the planning for the next time the theme was used.

The plans were important, as they provided detail of the teaching and learning in each classroom and allowed the teachers and classroom assistants to think and talk about what and how children should learn. We were able to match our learning intentions to the statutory requirements using the CCEA progression grids with suggested learning intentions. The non-statutory learning intentions indicate which contributory elements may be covered, ensuring breadth and balance between the contributory elements and helping to make connections in learning.

The medium term plan shows learning outcomes through which skills may be developed, as well as the planned activities. The plans allow for children to be involved in the process of planning using a variety of planning boards according to the theme. The themes were chosen to engage the interest of the pupils and provide activities that the children could relate to.

The medium term plan shows how the theme links to other Areas of Learning and demonstrates connected learning through a theme. Understanding and skills in The World Around Us, for instance, may be applied to another context.

It was important for our plan to map the Thinking Skills and Personal Capabilities that were to be developed in the theme. This would allow a focus to be developed in the Thinking Skills and Personal Capabilities being conducted, rather than attempting to cover everything at once.

The theme 'Safe and Sound' in a medium term plan was developed. We got the idea for this theme from the Ideas for Connecting Learning box, which was used as a basis for the long term plan. We also felt that it was a theme that would appeal to the children in the class, having taught a similar topic in the past that the children had responded to. The theme provided opportunities to develop road safety and personal safety through PDMU, which is a focus in our school development plan for this year. Road safety could be demonstrated around the school so children could easily relate to this. The theme provided children with opportunities to become involved in planning. Through this particular theme, we could incorporate a visit to the local fire station. Although not in our village, the fire station is a vital service to our local community, as well as to many surrounding areas. The children enjoyed this stimulus in the theme, and a lot of activities were conducted around the visit.

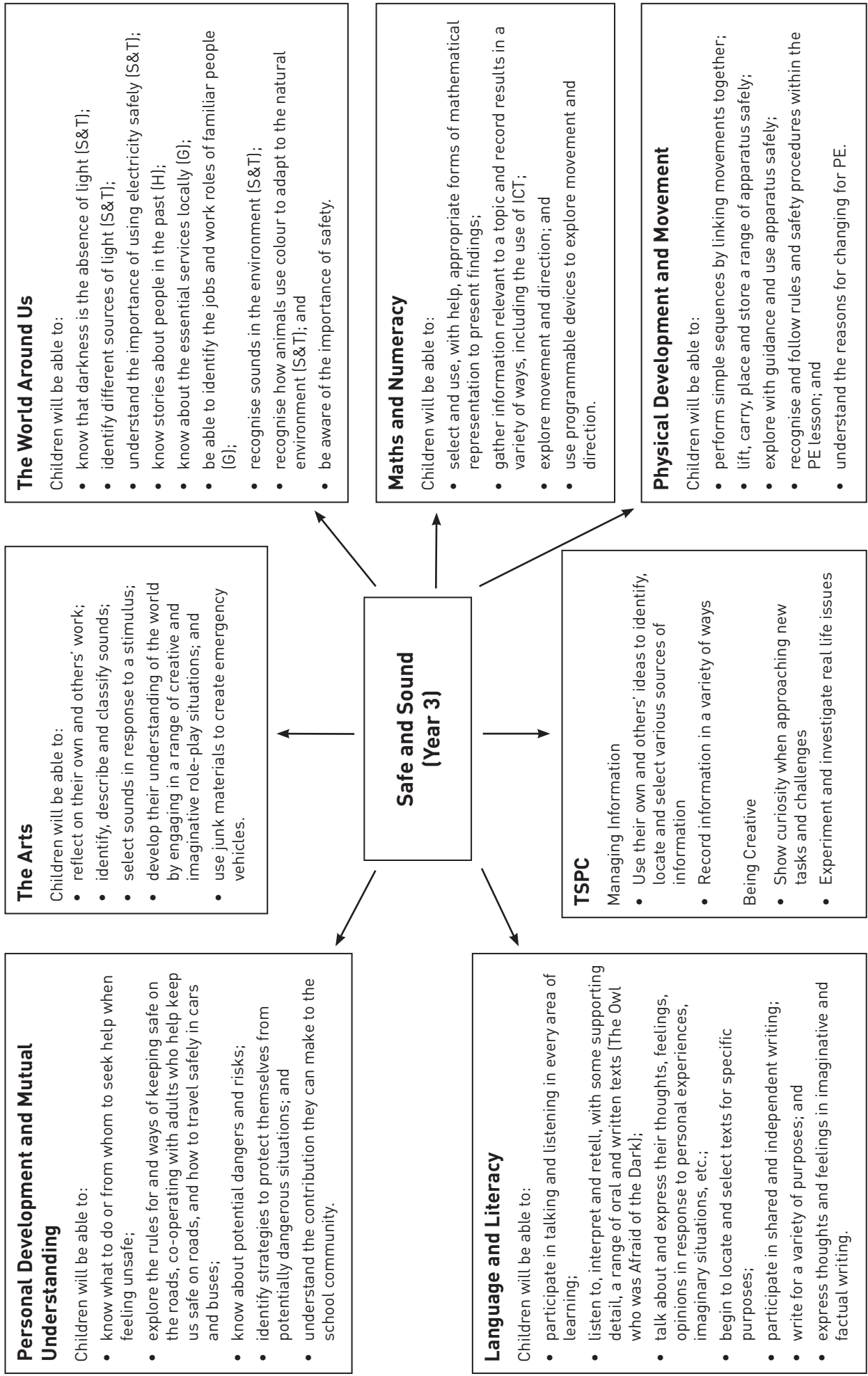
**Key Stage 1 Long Term Planner**

Year	Term One		Term Two		Term Three		Term Four		Term Five		Term Six	
	Theme One	Theme Two	Theme Three	Theme Four	Theme Five	Theme Six	Theme Seven	Theme Eight	Theme Nine	Theme Ten	Theme Eleven	Theme Twelve
P3	<p><b>Me</b></p> <p>'Me' in the world</p> <p>Change over time in local places</p> <p>How people and places have changed over time (S&amp;T) (H)</p>	<p><b>Safe and Sound</b></p> <p>Sources of energy in the world</p> <p>How and why people and animals move</p> <p>Changes in movement and energy over time</p> <p>Ways in which living things depend on and adapt to their environment</p> <p>Ways in which change occurs in the natural environment (S&amp;T) (H) (G)</p>	<p><b>Whatever the Weather</b></p> <p>'Me' in the world</p> <p>Interdependence of people and the environment</p> <p>Features of the immediate world and comparisons between places</p> <p>Ways in which change occurs in the natural environment</p> <p>How people and places have changed over time</p> <p>Positive and negative effects of people on places (S&amp;T) (H) (G)</p>	<p><b>School's Cool</b></p> <p>'Me' in the world</p> <p>Interdependence of people and the environment</p> <p>Ways in which change occurs in the natural environment</p> <p>Features of the immediate world and comparisons between places</p> <p>How people and places have changed over time (G) (H)</p>	<p><b>Celebrating Nature</b></p> <p>How plants and animals rely on each other within the natural world</p> <p>The effect of people on the natural environment over time</p> <p>Interdependence of people, plants, animals and place</p> <p>How place influences plant and animal life</p> <p>Ways in which living things depend on and adapt to their environment</p> <p>Ways in which change occurs in the natural environment (S&amp;T) (G)</p>	<p><b>Bugs, Birds and Beasts</b></p> <p>How plants and animals rely on each other within the natural world</p> <p>Interdependence of people, plants, animals and places</p> <p>How place influences plant and animal life</p> <p>Ways in which living things depend on and adapt to the environment</p> <p>Positive and negative effects of people on places</p> <p>Ways in which change occurs in the natural environment (S&amp;T) (G)</p>						

**Indicator 2.5: Implementation of the Curriculum**

<p><b>P4</b></p>	<p><b>Mighty Me</b></p> <p>'Me' in the world Change over time in local places How people and places have changed over time (S&amp;T) (H)</p>	<p><b>Our Neighbourhood</b></p> <p>Interdependence of people and the environment How and why people and animals move Features of the immediate world and comparisons between places Change over time in local places Ways in which change occurs in the natural environment How people and places have changed over time Positive and negative changes and how we have a responsibility to make an active contribution (S&amp;T) (H) (G)</p>	<p><b>Life in the Recent Past</b></p> <p>Changes in movement and energy over time Features of the immediate world and comparisons between places Ways in which change occurs in the natural environment How people and places have changed over time Positive and negative changes and how we have a responsibility to make an active contribution (S&amp;T) (H)</p>	<p><b>Journeys/ Transport</b></p> <p>Sources of energy in the world How and why people and animals move Changes in movement and energy over time Ways in which living things depend on and adapt to their environment Ways in which change occurs in the natural environment How people and places have changed over time (S&amp;T) (H) (G)</p>	<p><b>Celebrations/ Festivals</b></p> <p>'Me' in the world Interdependence of people and the environment Interdependence of people, plants, animals and place Sources of energy in the world Change over time in local places Positive and negative effects of people on places How people and places have changed over time (H) (G)</p>	<p><b>Once Upon A Time</b></p> <p>'Me' in the world How plants and animals rely on each other within the natural world Change over time in local places Ways in which change occurs in the natural environment How people and places have changed over time Positive and negative changes and how we have a responsibility to make an active contribution (S&amp;T) (H) (G)</p>
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**Medium Term Planner: Safe and Sound (P3)**



**Starting Points** **AfL:** Share learning intentions with children, Observation, Books, Dark evenings, 2 Stars and a Wish, Oral and written activities

## Strategy and Implementation

Developing a strategy was a useful step in the process of implementation. Initially, we found the strategy route map for The World Around Us difficult to comprehend. But, as time progressed, we began to gain some understanding of the definition of 'strategy' which, in turn, gave greater clarity to the route map.

The strategy eventually proved useful when we considered our school and where we envisaged going with regard to The World Around Us. It helped us to create a vision for the next few years, and it 'shone a light' on the future journey. It will hopefully guide us in the development of The World Around Us, initially in Key Stage 1 and ultimately throughout the whole school. This is expected to develop over a four year period.

In our school's context, having composite classes, the consideration of themes for each year group was more difficult. We have decided to embark on developing themes that are taught once every two years. Planning for the future is important and is fundamental to ensuring that there is breadth and balance between the three contributory elements that make up The World Around Us. The strategy helps look to the future and helps to try to focus thoughts on achievable outcomes.

Locality is already used as a resource in themes developed in the school, but it is hoped that it can be used more extensively and that links with the local community will continue to be strengthened. By 2011/2012, we feel that our objectives will have been achieved if a well-planned thematic approach to The World Around Us, in which the local community is used to develop themes in a relevant and purposeful way, is in place. One of our aims in St. Oliver Plunkett Primary School is to develop The World Around Us to foster the curiosity and fascination of each child.

For the project we focused on implementing The World Around Us at just one Key Stage – Key Stage 1. As the Year 3 teacher and having previously taught in Years 1 and 2, I felt that I am in a strong position to build on the teaching and learning in the Foundation Stage. By liaising with my Key Stage 1 colleague and sharing the vision with her, I am confident that we can deliver the objectives together.

After using the audit and looking at its results, we found that there are some resources in each classroom. This occurred even though a central resource area already exists and is easily accessible by the whole school. These resources will probably need to be updated during the next few years. We do not presently take account of resources in our medium term planning, but we realise that it is an area that could be given further consideration.

The action plan outlined how the strategy was to be addressed in 2008/09. During this year, the objectives were to develop planning in order to allow for the integration of the three contributory elements of The World Around Us and to establish a flexible framework for Key Stage 1 which illustrated progression. The focus was on planning in the long and medium term to try to ensure breadth, balance and progression.

The action plan helped us focus on agreeing themes for each year group within Key Stage 1 to ensure progression. These themes will ensure breadth and balance across the contributory elements of History, Geography, and Science and Technology.

The action plan kept the principal informed of the focus for the work in The World Around Us. Implementing it involved the whole staff, the Key Stage, individual participation during directed time, and days given to us as part of the project.

## Evaluation

This implementation project has been useful in providing a starting point for addressing planning for The World Around Us.

The long term planner has been agreed and sets out themes for Key Stage 1. The school identified the value of producing long term planners for Foundation Stage and Key Stage 2; this is an area for future work. The predominance of composite classes throughout the school means that flexibility will be important when choosing themes in the planners, in order to avoid overlap. This is particularly the case because the composite classes may change from year to year due to fluctuations in the numbers in each year group. The experiences gained in the planning process have allowed me to pass on valuable information to teachers within the school and to attempt to create long term planners to accommodate this. Working with one other colleague in the Key Stage had its advantages: it gave someone to reflect on ideas and suggest improvements, and it was fairly easy to meet.

Staff found the Thematic Units and Ideas for Connected Learning extremely useful resources in the choice of themes. We tried to adapt themes to suit the children in our context and begin to use the locality where possible. The material was useful to help grasp the concept of connected learning and incorporate other Areas of Learning in a The World Around Us theme.

The implementation of WAU has been aided by having non-contact days to work on the project. Further school INSET days will be necessary to continue this work, allowing us to reflect on the planners that have been created and planned themes, and adapt them where necessary. The sample planners and discussions were

very valuable at the outset to help us think about how to implement WAU, and we were able to adapt the planners to the needs of our school. It was useful to have a discussion about what needed to be in planners for WAU to ensure there was breadth and balance. The action plan has been informative and helped us to remain focused on our targets throughout the project. It helped us focus on what needed done and when to ensure that the work was completed. It was worthwhile to spend time on working out an action plan and on development of long term plans, as these helped ensure that issues were tackled in a logical manner.

The school principal has realised the value of this project for our school, as it has provided a realistic starting point for the development of The World Around Us throughout the school.

At the end of the year we will reflect on the planners to see if any improvements can be made. We look forward to working on long term planning in Foundation Stage and Key Stage 2, and also on medium term plans in each year group for The World Around Us.

## **Appendix 1: Audit Tool**

The audit tool used Quality Indicator 2.5: Implementation of the Curriculum from *Together Towards Improvement* for The World Around Us. The features expected in this indicator are:

### **2.5 Implementation of the Curriculum**

- curricular breadth, balance, continuity and progression;
- integration of learning across the curriculum; and
- effectiveness of timetabling/organisation of classes.

The tool was designed to consider the features and characteristics for the implementation of the curriculum, based on *Together Towards Improvement*. These are shown in the first two columns, coloured grey. The tool then poses questions that schools may consider for each feature, suggesting expected outcomes if the quality indicator is fulfilled in the fourth column.

Features	Characteristics	Key Questions	Outcomes
<p>Curricular breadth, balance, continuity and progression</p>	<p>The curriculum is broad and balanced. It is in line with the NIC and relevant guidance and circulars from DE. The various elements are linked together to create a coherent programme that progresses steadily across years 1–12 (14). It caters for the range of pupils’ interests, strengths and needs. It provides for their growing independence as pupils. Where extra-curricular activities are provided, they are well planned to complement the whole curriculum.</p>	<p>Is there awareness of statutory requirements and the support materials available from statutory bodies?</p> <p>How will planning/ schemes of work ensure breadth and balance across the four statutory strands and the three contributory elements?</p> <p>How is progression ensured?</p> <p>How are pupils’ interests accounted for?</p> <p>Is independent/ collaborative learning encouraged? How?</p>	<p>Staff are aware of The Education Order, Northern Ireland Curriculum Primary (NIC), Together Towards Improvement (TTI), curriculum resources such as Ideas for Connected Learning (ICLs), Thematic Units, Primary Implementation Box, etc.</p> <p>Whole staff will be involved in discussion for planning. Each teacher will ensure breadth and balance. Curriculum leader(s) to monitor overall breadth and balance.</p> <p>Curriculum leader(s) liaise with teachers and plan together to develop progression building on previous learning.</p> <p>Pupils are involved in planning (for example planning board and mind maps). Planning is flexible to allow pupils to develop their interests within themes. Choice and autonomy are catered for within teachers’ planning.</p> <p>Thinking Skills and Personal Capabilities, as well as Assessment for Learning methodologies, are embedded at all levels of planning.</p>

Features	Characteristics	Key Questions	Outcomes
<p>Integration of learning across the curriculum</p> <p>(The focus for this project is WAU)</p>	<p>Key elements of the pupils' development have been identified in line with the school's aims. For example, application of number, communication, ICT, problem-solving, and personal and social skills are integrated fully within the curriculum and are promoted consistently across the subject areas.</p>	<p>How does knowledge of school aims and ethos affect planning for learning and teaching?</p> <p>How do teachers ensure that connected learning is promoted?</p>	<p>Curriculum leader for WAU can describe how the planning is derived in line with the school aims and ethos.</p> <p>A thematic approach is adopted which takes cognisance of the four strands of WAU. Long/ Medium term planning illustrates breadth and balance between the contributory subjects. Teachers highlight links between Areas of Learning, curriculum skills and capabilities in their planning.</p> <p>Teachers encourage children to make connections between learning and the world around them to better understand the links between the different aspects of learning. Appropriate community engagement is embedded within planning to enhance these experiences.</p>

Features	Characteristics	Key Questions	Outcomes
<p>Effectiveness of timetabling/ organisation of classes</p> <p>(The focus for this project is WAU)</p>	<p>The organisation of the classes and timetables enables the curriculum to be delivered efficiently, giving appropriate time and emphasis to each curricular area and subject. All pupils have equal access to the full range of the curriculum. Specific arrangements (for example support for special education needs or music tutorials) are organised efficiently and in the best interests of the pupils.</p>	<p>How do schools ensure that management and organisation of learning and teaching is effective?</p> <p>How do schools provide equal access for all children?</p>	<p>Teachers and curriculum leader(s) review current practice in timetabling and resourcing, and adapt, if necessary, to best meet the needs of all children.</p> <p>Long term planning indicates the time and emphasis provided for each contributory subject within the WAU.</p> <p>Teachers give every child the opportunity to experience success in learning and to achieve as high a standard as possible through relevant and challenging work.</p> <p>Differentiation of learning is planned to ensure all pupils have equal access to the curriculum.</p>

**Appendix 2: Strategy Example**

Strategy Objective	TTI Quality Indicator 2.5 Features	2008/2009	2009/2010	2010/2011
A policy is in place for The World Around Us	Curricular breadth, balance, continuity and progression	<i>By prioritising, you may choose to tackle this one this year</i>  <i>An action plan will outline how</i>		
Planning allows for the integration of the three contributory elements of The World Around Us	Integration of learning across the curriculum		<i>By prioritising, you may choose to tackle this one this year</i>  <i>An action plan will outline how</i>	
A flexible framework is established for the whole school that illustrates progression	Curricular breadth, balance, continuity and progression		<i>By prioritising, you may choose to tackle this one this year</i>  <i>An action plan will outline how</i>	
The whole school is aware of the framework for The World Around Us	Curricular breadth, balance, continuity and progression	<i>By prioritising, you may choose to tackle this one this year</i>  <i>An action plan will outline how</i>		
Links with the local community are established and embedded within The World Around Us	Integration of learning across the curriculum			<i>By prioritising, you may choose to tackle this one this year</i>  <i>An action plan will outline how</i>
Resources are available and easily accessible by the whole school	Effectiveness of timetabling/organisation of classes			<i>By prioritising, you may choose to tackle this one this year</i>  <i>An action plan will outline how</i>

**Appendix 3: Action Plan Example**

PRIORITY Implementation of The World Around Us (WAU)						
PRESENT POSITION (as informed by audit)						
TARGETS (taken directly from the strategy)	SUCCESS CRITERIA	ACTION	WHO	TIMESCALE	RESOURCES	MONITORING & EVALUATION
(1) Flexible framework is established for the whole school/Key Stage	Long term plan developed for a Key Stage	Carry out a self evaluative audit based on TTI, Aspect 2.5: Implementation of the Curriculum	Co-ordinator Principal Staff	September 08	ELB curriculum advice and support for The World Around Us	Review audit at end of year to note progress
(2) Curriculum breadth, balance, continuity and progression within The World Around Us for the Key Stage	Medium term plan developed for one theme within the long term plan Planning will: <ul style="list-style-type: none"> <li>provide a 'big picture' for all staff to be aware of;</li> </ul>	Create a strategy for The World Around Us	Co-ordinator Staff	October 08	CCEA project support	Strategy in place, to review annually
(3) Integration of learning across the contributory elements of The World Around Us within planning	<ul style="list-style-type: none"> <li>guide the work of individual teachers for The World Around Us;</li> <li>illustrate that there is breadth and balance between the three contributory elements that make up The World Around Us;</li> <li>guide the 'what' in terms of curriculum delivery in a coherent way across a Key Stage and ultimately a whole school;</li> <li>avoid overlap and repetition and encourage connections across the key elements; and</li> <li>illustrate the requirements of the Northern Ireland Curriculum in terms of both content and skills to ensure progression.</li> </ul>	Make teachers aware of CCEA/CASS guidance on TSPC and Statutory Requirements  Whole school discussion on long term and medium term planning format for The World Around Us	Co-ordinator Staff	October 08		Review planners termly to ensure that requirements are used in planning
			Co-ordinator Staff	November 08		Guidance used in termly planning
			Co-ordinator Staff	November 08		Staff discussion Planners implemented and reviewed by year groups each term
		Identify themes for each year group within a Key Stage as part of the long term plan	Co-ordinator Year Groups	January 09		Themes reviewed each term
		Use CCEA/CASS guidance on TSPC and Statutory Requirements to inform coherence and progression	Teachers	January 09		Teacher show use of guidance in planners. Reviewed each year
		Create a medium term plan for at least one theme to illustrate the detail	Co-ordinator Teachers			Termly review of plans