

Curriculum Overview

At Simpson's Lane Academy, we are very proud of our SLAM curriculum.

During this year, the school has been working on curriculum development, creating realistic learning contexts through our child-led SLAM (Simpson's Lane Academy Mission) curriculum. We use moments of shared experience as the engine room for generating genuine excitement and engagement for learning and then to develop this energy as a way of integrating the curriculum and making learning more purposeful and meaningful to children.

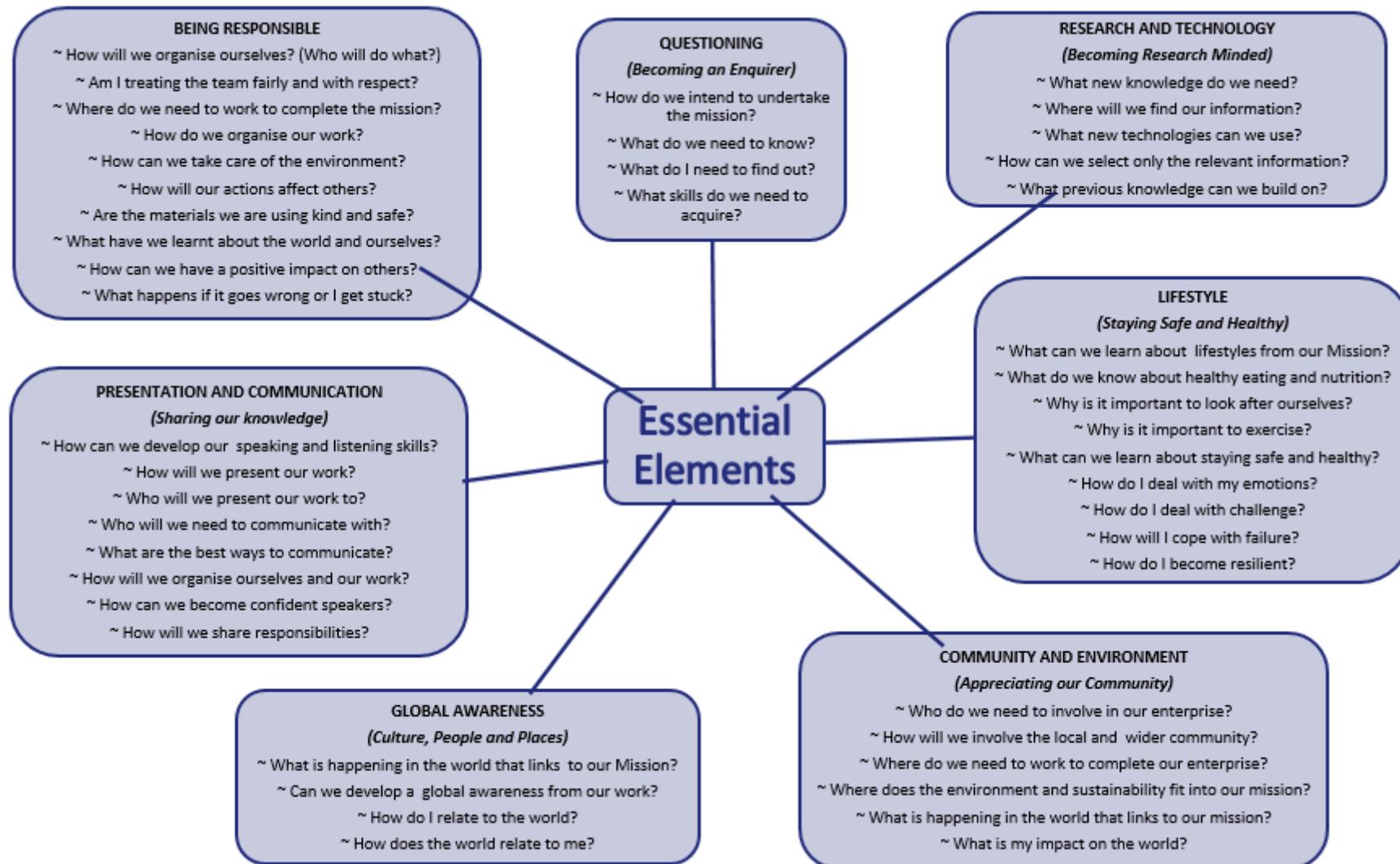
SLAM is a problem solving based approach to teaching and learning focusing on developing skills and knowledge in order for children to understand the world in which they live and develop crucial elements which can be applied in a range of situations. Although the curriculum is directed by the children, who work in focused teams, the teacher, as enabler, provides a context for learning through visionary opportunities, in the form of missions (challenges, problems and enterprises). This independent learning ensures that children are immersed in judging situations, problem solving, questioning, presentation and innovation. In order to find a solution to a given problem (mission), they work in one of three or four enterprise teams.

When planning their work for the mission, the children have to consider seven essential elements:

- Being Responsible;
- Questioning;
- Global Awareness;
- Lifestyle;
- Community and Environment
- Research and Technology;
- Presentation and Communication.

Planning is very much child led with each team working together in order to find a solution to the mission they have been set. The children develop their own success criteria, thus identifying the skills needed for the task. The teacher supports, often adding additional problems and missions in order to meet the requirements of the National Curriculum. The application of reading, writing, communication and mathematics skills can be clearly seen within 'SLAM'.

This curriculum really is something to be celebrated. Pupils are engaged and enthused; they work together independently and collaboratively, they take on specific roles and responsibilities, question, negotiate and solve problems.



Missions

<p>Autumn 1</p>	<p>After exploring a significant period in history, your mission is to recreate artefacts to be displayed in a whole school museum, which reflect life at that time. (Each year group to choose a different period in history) e.g.</p> <ul style="list-style-type: none"> • Stone Age/Iron Age • Roman Empire • Anglo Saxons and Scots • Vikings • Indus Valley • Egypt • Shang Dynasty of Ancient China • Ancient Greece 	<p>Autumn 2</p>	<p>Your mission to use the work of artists/craftspeople to develop our own art skills and then produce a piece of art to be displayed at Delta Head Office.</p> <ul style="list-style-type: none"> - The children's work will firstly be displayed in our very own art gallery during the last week of this half term. - One of the Delta Directors will then come to school to judge the art work, choosing a winning piece from each class and then finally, an overall winner. <p>The winning piece will then be displayed at Delta Head Office.</p>
<p>Spring 1</p>	<p>Place knowledge Your mission is to compare places around the world and persuade an audience to relocate to their chosen destination.</p>	<p>Spring 2</p>	<p>Your mission is to use the 6 Rs of sustainability to design and make a quality product?</p>
<p>Summer 1</p>	<p>Festivals/Summer Games/Charity/PSHE</p>	<p>Summer 2</p>	<p>Your mission is for each class to choose a different decade to research and present for members of the community.</p>