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| **HERE WE ARE: Where is ‘here’? What is it like ‘here’?** | |
| **Context:** | This has been a year of significant world events, disrupting and changing the ways of life of people across the globe.  CLPE has produced a ‘**Recovery Curriculum’** plan, to help support the children in a school community to re-connect with each other and re-engage with school life.  Led by Oliver Jeffers’ book, **‘HERE WE ARE: Notes for Living on Planet Earth’**, the planning is differentiated for EYFS, KS1, LKS2 and UKS2.  **Here We Are: Notes for Living on Planet Earth: Amazon.co.uk ...**This unit has PSHE at its heart and provides for consideration of our ‘wonderful world’ – including special places, special people, self-care, mindfulness, kindness, belonging, community, and our responsibilities – and it uses Literacy tasks to raise questions, express concerns, build resilience, reconnect with each other as a community, and contemplate the ways in which our outlooks have changed during this period. It is also a celebration of the incredible variety of locations and life – and the diversity of humans. There is a series of ten ‘sessions’ which would seem to equate to two weeks nicely. However, on close inspection, I’m inclined to encourage classes to linger on session ‘themes’ in order to give children the opportunity to explore the ideas - and maximise on learning opportunities – there is so much for them to potentially get their teeth in to - covering it all inside two weeks might seem like a whirlwind tour and skate the surface of learning rather than make it worthwhile and memorable – just a thought.  **The provocation and outcomes are for the whole school** and links will hopefully be made across the classes, despite the difficulties of not being able to have the whole school together at one time. There are areas of the CLPE plans which may not fit well with your long-term-plan, so each teacher is encouraged to use the CLPE plans as a resource and make alterations as necessary. For example, our Year 5/6 will omit the CLPE Session 4 plans, as the theme - Deepening our Appreciation of the Natural World -is covered fully in Y5/6, Autumn Year A.  In **The Copley Curriculum** long term plan, this half term, Year B, had a locality theme two years ago, with the text, Where My Wellies Take Me. This text, ‘Here We Are’, lends itself well to a similar whole-school, **geography-led enquiry journey** which will also promote a sense of belonging and encourage learning from each other, across year groups and from our locality. |
| **About the text:** | Here We Are: Notes for Living on Planet Earth (2020) Cast, Release ...From CLPE: ‘This heartfelt and thought-provoking book was inspired by Oliver’s desire to make sense of the world for his son, but is also a gift to all children at this time... The words and pictures work together to help children to understand their place in the world and to move forward together in a positive and constructive way... The book provides a powerful vehicle for children to reflect on and make sense of the world we are all living in.’ |
| **Provocation:** | Whole school:  Positive, welcoming, ‘HERE WE ARE’, entrance hall display with quotes from Oliver Jeffers’ book – a gentle provocation linked to ‘wellbeing’:   * Connect *'You're never alone on earth'* * Be Active *'...when the sun is out, it is daytime, and we do stuff'* accompanied by an illustration of all kinds of activity * Take Notice *'There is so much to see and do here on Earth...'* * Learn The whole book is about learning new things * Give *'just remember to leave notes for everyone else.'*   I wonder if each child could be given a ‘Here We Are’ gift – perhaps a river-washed pebble to keep, or a Planet Earth bookmark. |
| **Outcome:** | The Notes We Leave Behind — Kurt WoottonThe CLPE sequence builds towards a Whole School task for the children to use the reflections that they have made about our world - and the knowledge they have gained – to write their own notes for living on Planet Earth. This could be in the form of a poem, a letter, a poster, a guide, a leaflet... instead of/as well as the CLPE suggestions of Postcards [EYFS and KS1] and Notes [KS2].  *‘Though we have come a long way, we haven’t quite worked everything out, so there is plenty left for you to do.*  *You will figure lots of things out for yourself. Just remember to leave notes for everyone else.’ Oliver Jeffers.*  All children in the school will be invited to create their own map of our locality as part of the outcome for this Geography-led Enquiry Journey. The planning document for each age group details additional outcomes.  Conclusion/Celebration:  Due to Covid-19 restrictions, opportunities to share learning are restricted. Perhaps a display in the entrance hall could include learning from all classes, or photographs, writing, field sketches and maps could be compiled as a whole school anthology. |

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| The Copley Curriculum Enquiry Journey: a brief guide. | | | | |
| **Activate Curiosity** | **Discuss, Discover, Decide** | **Let’s Do It!** | **Dig Deeper** | **Share, Celebrate**  **and Reflect** |
| Provoke the children into thinking and wondering.  Encourage the children to ‘Be excited’ as they talk, listen [to each other], think, ask questions, wonder, suggest... | Share anecdotes and engage in relevant discussion; make connections [home, locality, news stories, previous learning, previous experiences...], and raise questions.  Agree on the direction of the Enquiry and develop a shared understanding of the enquiry outcome and audience.  Encourage the children to ‘Be curious and creative’. | Understand and be involved in the Enquiry Journey: knowing what they are getting better at and why this is relevant.  Express an understanding of the skills and characteristics of different curriculum subjects.  Relate learning to the ‘real world’.  Experience different ways of working, e.g. observing, discovering, learning, doing, researching, creating, and building, both collaboratively and independently.  Encourage the children to ‘Be engaged’. | Encourage the children to ‘Be conscientious!  Use questioning effectively to stimulate higher order thinking skills.  Teach children to challenge their own thinking, seek evidence, develop arguments, and reflect critically on sources of information.  Challenge the children to suggest where and how things can be found out, to pursue their own ideas [age dependent], and to follow through from an idea to a solution/answer, or further question. | Encourage the children to ‘Be active and proud!’ by selecting and using their materials, and using their own initiative.  Support children to achieve the learning outcome, to share learning and to articulate/communicate depth of understanding.  Give the children more than a moment to celebrate a job well done, then lead them to reflect on their learning and self-evaluate.  Remind the children to value and thank those who have helped. |
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