

LIGHT YEARS SCHOOL

Aspirational Curriculum



Start Small, Grow Tall

“ The curriculum is ambitious, and it prepares pupils for the next stage of their lives. The curriculum is well led and managed, it is unique to the school, it has a clear rationale and fully reflects the school’s vision”

School Improvement Partner visit April 2024



Curriculum Rationale

Our curriculum supports pupils to thrive in education. We work together as a school community involving parents and carers to best support our children to engage in the school environment and navigate through their unique educational journey. The Light Years curriculum is based on our shared values that all pupils have the right to experience education in a safe and caring environment that sets high expectations for learning. We deliver high-quality, multi-sensory lessons in all subject areas and impart the knowledge pupils need to become educated citizens. Our curriculum is further adapted and extended to meet the individual needs of our pupils whilst fostering an appreciation for human creativity and achievement. Our curriculum is designed in a logical sequence, through an A/B cycle resulting in embedding knowledge into the long-term memory.

Intent

- For all pupils to build on their knowledge acquired in lower key stage 2 by accessing an ambitious, broad, and balanced curriculum.
- For all pupils to be able to build on their phonological awareness to decode words with increasing confidence.
- For all pupils to be able to read a wide range of age-appropriate texts, including fiction and non-fiction with confidence and a high level of accuracy.
- For all pupils to regularly spend time in the library areas.
- For all pupils to see the value and importance of reading and read regularly for enjoyment.
- For all pupils to be able to apply their numeracy knowledge, skills and understanding in a range of mathematical topics and demonstrate a high level of mathematics reasoning skills.
- For all pupils to be able to apply their multiplication knowledge to complete a multiplication check.
- For all pupils to show an accurate understanding of key subject vocabulary, so that key concepts can be embedded into their long-term memory.
- For all pupils to have opportunities to experience enrichment activities that stretch and challenge pupils of all abilities.
- For all pupils to build resilience when learning, confidence to try new activities and to feel safe to experience failure during the learning process.
- For all pupils to develop as confident learners and be able to work independently and with confidence by the end of Year 6.

Implementation

- High quality curriculum maps demonstrating a logical sequence of learning.
- Medium term plans that are ambitious and build on prior learning whilst ensuring established links to embed knowledge into long-term memory.
- Clear expectations and end goals outlined for each unit of work.
- Use of assessment and gap analysis to aid planning and adapt learning outcomes, tracking progress from individual starting points.
- Regular retrieval practice to repeat, build on and embed learning.
- Reading opportunities identified as a focus within every unit of work.
- Curriculum supported through personal development activities such as trips to enhance learning and bring awe and wonder.
- Use of evidence-based schemes such as Read Write Inc, PSHE Association and more.
- Regular internal and External monitoring and audits undertaken to hold leaders to account ensuring continual development of the curriculum.

“The children follow a curriculum that is adapted to suit the child’s learning”

Parent / Carer Survey June 2024

Curriculum Impact

At Light Years, we have a clear focus on our children gaining the skills they need in order to be life-long learners. Our curriculum provides strong foundations and opportunities for the children to collaborate and develop social skills, work independently and collaboratively with their peers as inquisitive learners who are motivated to try their best whilst fostering a thirst for learning.

Our practice across the school provides a strong foundation and opportunities for children to collaborate and develop social skills. Pupils are able to work independently and collaboratively with their peers as inquisitive learners who are motivated to excel. The pupils will understand more and have a strong desire to embrace challenge and to be resilient learners.

We believe that every lesson counts and this curriculum design ensures that the needs of all pupils can be met within the environment of high quality teaching and learning, in this way it can be seen to impact in a very positive way on pupils' outcomes; enjoyment of the curriculum promotes achievement, confidence and good behaviour. Developing pupils' independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning.

We will measure the impact of curriculum through: assessment results, attendance rates, behaviour, pupil voice, parent questionnaires, lesson observations and curriculum reviews.

“We are sent the school curriculum at regular intervals and are invited to workshops to tell us how things are being taught”

Parent / Carer Survey June 2024



The Light Years Curriculum

Fundamental Foundations

Aspirational

We believe passionately that when children are placed in an environment that nurtures confidence, self-esteem and has high expectations of learning, they begin to flourish. We are aspirational in our curriculum objectives, ensuring there is never a glass ceiling placed on any child.

Regular retrieval

Retrieval practice is embedded into our curriculum to strengthen schemata. Recalling facts, concepts and events from memory enhances learning and further supports closing the gaps for those learners who have not accessed education on a full time basis.



Start Small, Grow Tall

National Curriculum

The Light Years Curriculum is based on the National Curriculum. It is planned and delivered in a logical sequence with curriculum connection drivers for each half term to make learning fully immersive and interconnected.

Multi-Sensory

At Light Years School, we have adopted the multi-sensory approach which is a key aspect of specialist teaching. We know that our children learn best when multiple of their sensory systems are engaged. This provides our learners with more ways to make connections and results in better learning outcomes.

Reading opportunities

Reading is embedded and celebrated across the whole curriculum, ensuring there are multiples opportunities for the children to access a wide range of text, whilst also promoting a love of reading with regular opportunities to read for pleasure.

“They encourage him to reach for the stars!”

Parent / Carer Survey June 2024

Aspirational

At Light Years School, we deliver an aspirational curriculum that meets the needs of our learners. We passionately believe that all children are entitled to a broad and balanced curriculum that enables them to excel and find their passions in different subjects. As such, our provision focuses on high-quality, multi-sensory teaching and learning that is adapted to each child's individual needs and abilities. We do this to enable each child to reach their full potential and maximise their talents.

By having an aspirational curriculum approach whilst following the National Curriculum, we ensure we do not put a glass ceiling on any child. In all areas of their school day our children are stretched and challenged appropriately.

In order to ensure our lessons are pitched correctly, we plan using adaptive learning objectives which meticulously identify and respond to the priorities against a child's strengths and needs.

All staff are aware of the whole-school curriculum aims, targets and how learning progresses from one year group to the next. Lessons are carefully planned with clear outcomes and encourage children to be intrinsically ambitious. Teachers expect high-quality work and share good examples. They use well-pitched lesson resources and model outcomes to set standards.

Our approach provides a purposeful, ambitious and pupil-driven curriculum which transitions to life beyond Light Years School.

“It is obvious Light Years believes all children can succeed with the right support.”

Parent / Carer Survey June 2024



Multi-sensory

At Light Years School, we have embedded multi-sensory teaching as a specialist teaching approach across the entirety of our curriculum. Multi-sensory teaching is a research-based approach that is particularly effective for learners with SEN as it promotes the retention of more information and strengthens schemata. We recognise that all children are different and that one teaching method is not going to be the best for all. By using multi-sensory teaching to allow our children to ignite multiple sensory systems at once, we can adapt and meet the needs of all learners. This style of teaching is often referred to as 'whole-brain' learning as it activates different parts of the brain to receive, process and make sense of information.

"Repeated opportunities to engage with multi-sensory learning strengthens connections in the brain, supports recall and helps children to put information in context" (ADHD Foundation).



"Excellent use is made of multi-sensory approaches to enable pupils to experience the curriculum in practical ways."

School Improvement Partner Visit April 2024

Regular Retrieval

A key aspect of our aspirational curriculum, is the regular use of retrieval practice in all subjects. We use the language of 'retrieval practice' to teach pupil's meta-cognition skills and feel empowered in their learning. Overlearning through retrieval practice helps to strengthen schemata and develops confidence. At Light Years School, we use retrieval practice to plug gaps, as an assessment tool and as a reminder of previous learning. We have devised our own 'Light Years Retrieval Practice' proforma that ensures retrieval practice is clearly evidenced in books and is a constant reminder to the children of their successes at Light Years.

Retrieval Practice



Date: 07/06.24

Prior Learning Topic: 3.10/ 4.10

Number and Place Value

Retrieval Practice question / task:

Can I use a number line to estimate and position numbers up to 1000?

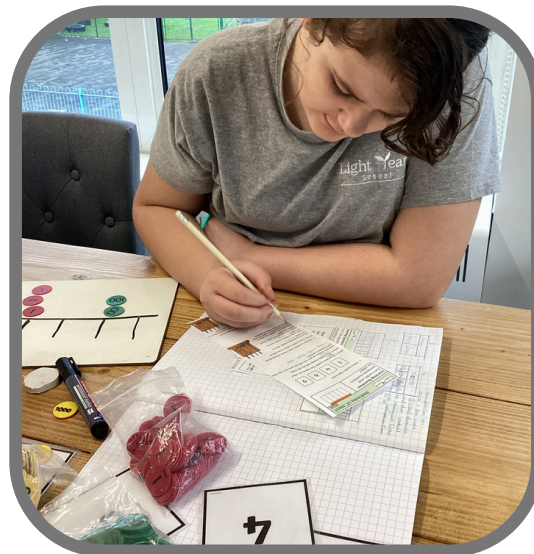
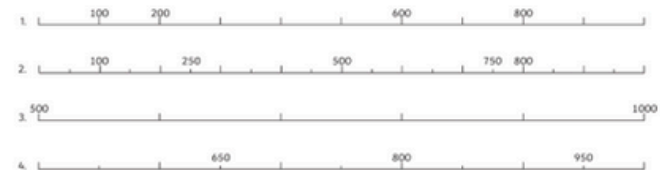
My response:

On the number line below, mark A, B, C, D and E in the estimated position.

A = 250 B = 400 C = 350 D = 850 E = 700



The number lines below are not quite complete. Use your knowledge of the number system and fill in the missing numbers.



| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------|----------------------|------------------------------|-------------------|-------------------------|------------------------|----------------|
| Year 3/4 A | Light and Dark | Colour Collectors | Under the Canopy | Treasure Island | Work Like an Egyptian! | Crash Landing! |
| Year 3/4 B | Travel and Transport | Who Wants to be a Gladiator? | Let's Go Wild! | Ground breaking Greeks! | Come Dine with Me | Water Worlds |
| Year 5/6 A | Space Race | Righteous Royalty | Our Extreme World | Chocolate | Terrific Toys | Wonder |
| Year 5/6 B | Take Flight! | Conflict, Healing and Hope | Dear Greenpeace | Survival Mode | Volatile Vikings | Influence |

At Light Years School, our curriculum is based on the National Curriculum . We ensure our curriculum has full coverage and is immersive by having overarching 'Curriculum Connection Drivers' for each half-term (through a topic approach). Our curriculum is based on an 'interconnected curriculum approach' which relies on strategic mapping that builds a well-sequenced curriculum to develop understanding and strengthen schemata. Our curriculum design is based on the theory that 'without critical alignment all other curriculum areas will lack in purpose, vision and direction' (Turner, 2023). Our aim is to ensure the children at Light Years understand that their learning is purposeful through having exciting overarching drivers (topics) that capture imagination and inspire learning outcomes.

National Curriculum

Reading Opportunities

Start small, grow tall



Phonics/ Early Reading

Phonics and Early Reading develops pupil's knowledge and understanding of the relationships between written symbols and sounds. At Light Years School, we use the Systematic Synthetic Phonics Scheme 'Read, Write, Inc' with full fidelity to the scheme.

Comprehension

Once the children have completed the RWI phonics scheme, they move into a RWI comprehension group to continue to develop their fluency and comprehension skills. The focus is on reading the text accurately, processing it and understanding its meaning.

Whole Class/ Shared Storytime

At Light Years, we also timetable whole class reading and shared Storytime. This allows the children to encounter new words and enriching vocabulary. It helps them appreciate the beauty and rhythm of language. We use Talk Through Stories by Ruth Miskin and high-quality teacher planning.

D.E.A.R

D.E.A.R - Drop Everything and Read is a chance for the children to pick up a reading for pleasure book and spend time enjoying reading. This could be a newspaper, fiction story or even a comic. Adults at Light Years model picking up a book to read too, to inspire the children to read for pleasure.

Congruous Provision

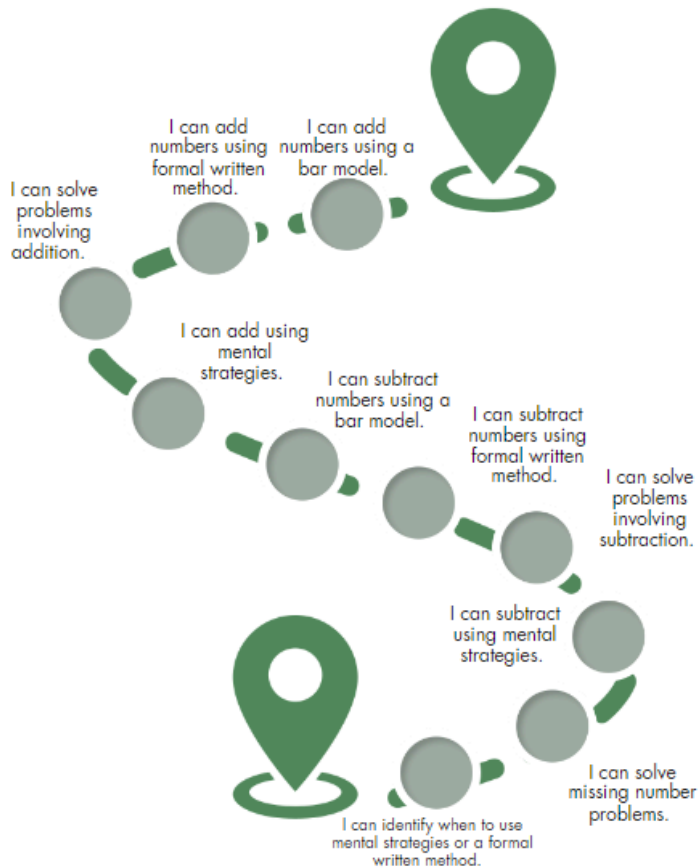
Wider reading opportunities planned throughout curriculum maps

Oxford Reading Buddy and Oxford Owl as a resource

Hampshire Library Services for high-quality texts.

Light Years Learning Journeys

SUMMER 1 ADDITION AND SUBTRACTION



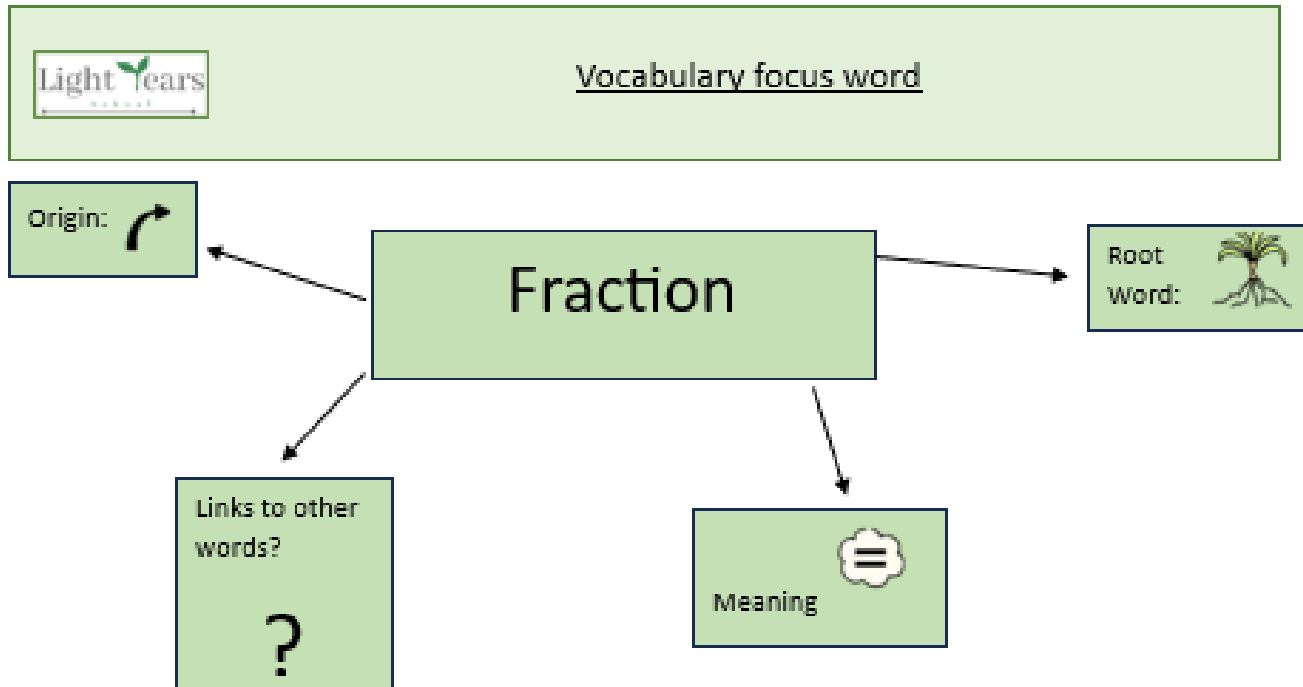
For each of our subjects, we have introduced learning journeys as a visual reminder of the logical sequence of learning in the unit. These learning journeys are showcased in the children's books and are regularly reflected on to support retrieval practice. Each stop on our learning journey is reflective of an adaptive learning objective - our 'Can I?' statement.

“Work in pupil's books clearly reflects the sequences of learning in each pupil's learning journey for each subject.”

School Improvement Partner Visit April 2024



Vocabulary at Light Years



VOCABULARY IN ACTION

Classroom strategies for vocabulary and language



Robust strategies for teaching vocabulary and modelling language use in the classroom (adapted from Beck & McKeown). Use these techniques as part of teacher modelling, explanation, and pupil practice to support your vocabulary teaching.



Bespoke Definitions

Introduce words through explanations in everyday connected language, rather than dictionary definitions.



Purposeful Variation

Provide several contexts in which the word can be used purposefully or for alternative meanings.



Immediate Interaction

Build opportunities for pupils to interact with word meanings right away e.g. pair two target words, to support interaction with words in novel contexts: 'can splendour ever be unpleasant to look at?'



Deep Processing

Develop activities that require students to process the meanings of words in deep and thoughtful ways e.g. getting pupils to think hard about meanings, by identifying and explaining appropriate word usage.



Active Interest

Provide examples, situations and questions that are interesting and create discussion.



Repetition, Repetition, Repetition

Provide many encounters with target words, including through various contexts and retrieval activities.

In line with the 'Vocabulary in Action' guidance produced by the Education Endowment Foundation, we have devised a Light Years specific proforma to scaffold the learning of key vocabulary alongside all lesson plans having identified key vocabulary which are continually referred to in lessons.

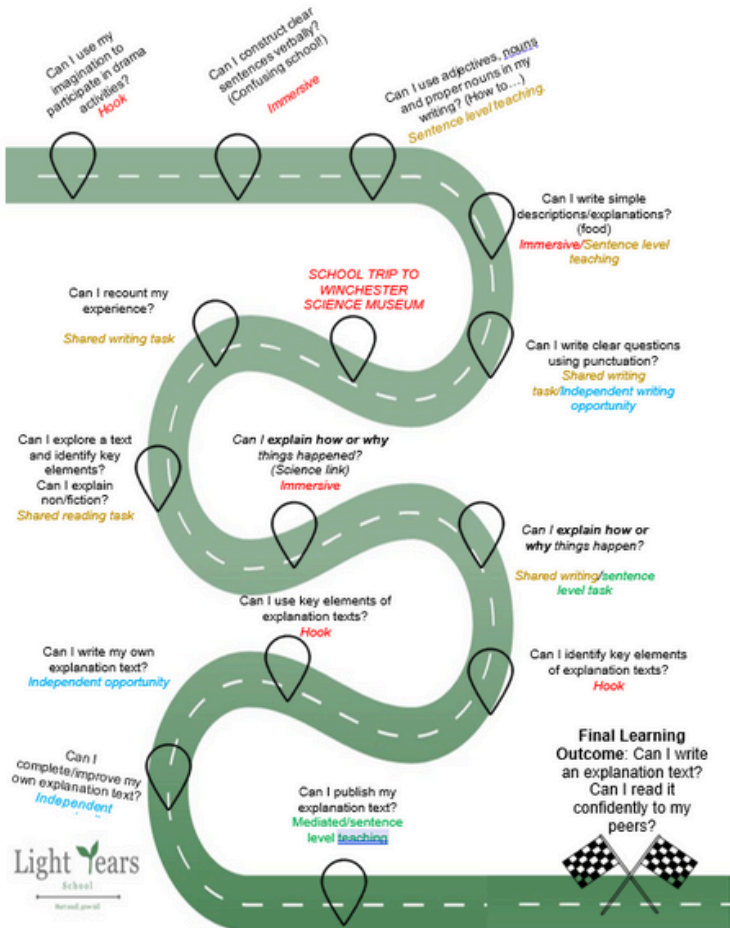
When exploring a vocabulary focus word, we delve into the origin and root of the word to help support understanding. We discuss the word's meaning in context and also generate links to other words to generate memory hooks.

Our Specialist Teaching of Literacy

“Literacy is promoted well as pupils are using phonics for reading and writing and a sharp focus on developing pupils skills and understanding of any new words they come across.”

School Improvement Partner Visit April 2024

Our Literacy Learning Journey



1

Hook - within each of our writing units, we start with a hook lesson to immerse our children in the learning journey.

2

Immersive Learning - We then move on to immersive learning, carefully planning multi-sensory activities to support understanding.

3

Sentence-level Teaching - At Light Years we have a clear focus on sentence composition, offering the opportunity to orally practice before writing. This is where grammatical concepts are explored.

4

Shared Reading Opportunities - Within each unit, we carefully planned shared reading opportunities as reading is at the core of our provision.

5

Mediated Writing - We then use mediated writing as a strategy to support the writing process. We guide the children through composition.

6

Independent Writing Opportunity - All of this carefully planned sequence then leads up to an independent writing opportunity, which includes the planning phase.

7

Final Learning Outcome - Throughout the unit, we use our learning journeys to share with the children their final learning outcome, giving them purpose to the build up.

The small steps identified within our literacy learning journey are directly from the Helen Arkell Dyslexia Charity's Specialist Teaching guidance.

Daily Phonics/ Reading Lessons.

We have fully invested in the evidenced-based phonics programme, Read, Write Inc. Children have daily 40 minute phonics/ comprehension lessons and in addition have whole class reading sessions 3x weekly in the afternoon as well as daily storytime.



Specialist Teaching

Our Reading Leader has received specialist training to identify barriers to learning which provides teachers with implications for teaching.

Regular Assessment / Grouping

Our Reading Leader assesses all children 1:1 using the RWI online portal each half term. Children are then grouped accordingly ensuring they are reading phonetically decodable books.

READING
at Light Years School

Beyond Phonics...

Once our children have completed the Read, Write, Inc programme, they move on to reading Oxford Reading Tree books matched to their level using teacher assessment and Oxford Reading Buddy.

Phonics Tutoring

The bottom 20% of readers are provided with 1:1 RWI tutoring at least 2x a week with a teacher.



Access to a Wide Range of Books

As well as reading for pleasure texts from Hampshire Library Services, we have invested in a huge range of Read Write Inc phonics books, book bag books and Oxford Reading Tree books to take home and read in school. This was after a successful audit from Hampshire English Hub.

“He has been given so much support to progress with his learning and especially his phonics/ reading have come on so much.”

Parent / Carer Survey June 2024

“Reading will be front and centre of the curriculum. Pupils at the early stages of reading will learn through a highly ambitious and systematic phonics programme. Leaders are committed to adhering to all reading and writing elements of the programme, and they know how important it is that staff receive high-quality, expert training.”

Numeracy at Light Years School

Prior learning identified and retrieval practice embedded



Adaptive learning objectives



Concrete, Pictorial, Abstract approach



Variational tasks and intelligent practice



Vocabulary as a focus



OUR CORE PROVISION

“Light Years currently uses Hampshire Schemes of Learning to inform planning and the ‘I can’ statements to ensure that learning journeys are carefully sequenced. Books and planning demonstrated that pupils were taught through a multi-sensory approach and the concrete, pictorial, abstract approach was part of the school’s pedagogy.”

Primary Lead Advisor for Mathematics, Hampshire Specialist Teaching Services May 2024



Science at Light Years



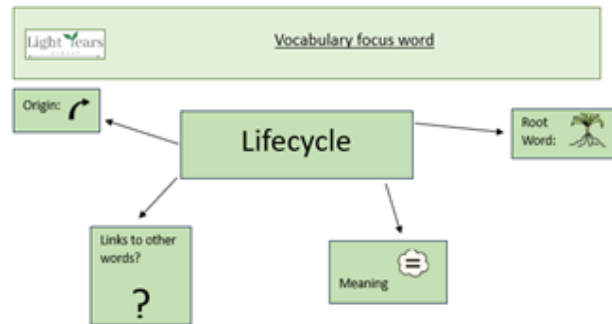
Key Knowledge

Substantive –

- Mammals, amphibians, insects, and birds have different life cycles.
- All animal life cycles begin with growth and development followed by reproduction.

Disciplinary –

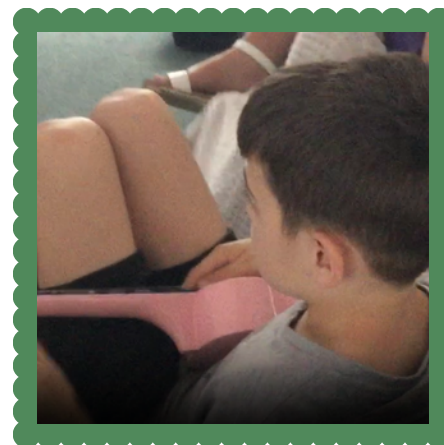
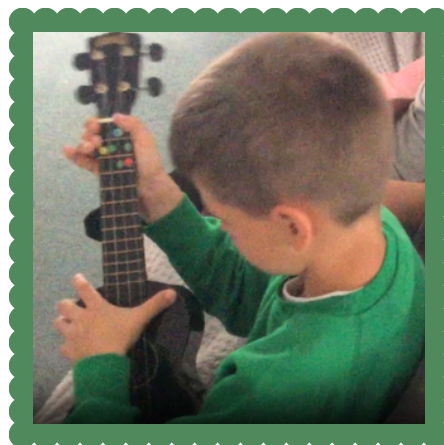
- Identifying objects
- Sorting objects
- Classifying
- Identifying similarities and differences
- Use of secondary sources
- Written explanations



In our science lesson planning proforma we identify key knowledge and split this into substantive knowledge and disciplinary knowledge. We follow the HIAS quality-first planning method by having weekly retrieval practice, then a 'teach, check, apply' approach.

“The science leader has developed aspirational Schemes of Learning to include coverage of the National Curriculum for science for years 3/4 and 5/6. The Schemes of Learning includes a curriculum rationale and end of unit learning goals based on the National Curriculum statutory requirements for each unit. Prior learning and learning steps have been identified. These have been broken down into Substantive and Disciplinary Knowledge that then form the teaching intent for lessons. Essential experiences, opportunities to read widely and often and personal development are also recorded. All together, these areas form the ‘overview’ for each unit. The planning is then broken down for each lesson to specify what knowledge the pupils will be taught and how. The opportunities for pupils to apply the knowledge in the lesson and how the teacher will check the knowledge has been understood.”

Hampshire Specialist Teaching Services Science Monitoring
Visit June 2024



Music at Light Years

At Light Years School we provide an enjoyable, immersive experience that motivates children to gain a secure understanding of music and enables them to develop creatively. The curriculum meets the national curriculum requirements for music by setting out a broad and balanced sequence of learning that ensures progressive skills development. We offer a range of opportunities for the children to gain confidence and express themselves freely through different elements of music. The curriculum enables the children to learn what ‘music’ is through different forms, singing, performing, listening, composing and evaluating across a range of different styles, traditions and music genres.

To ensure we are delivering a high-quality music curriculum, our children receive weekly music lessons from a specialist music teacher from the Hampshire Advisory Service. So far they have enjoyed the ‘Bamboo Tamboo’ programme and are now learning to play the Ukulele.

In addition to this, our music subject lead, who has attended Hampshire specialist training, delivers weekly whole-school music assemblies.

MUSIC
EXPRESS



“My child is proud to show off what he has learned and has come on in self confidence tremendously.”

Parent/ Carer Survey June 2024

Computing at Light Years

Just some of the high-quality tools we use to teach computing...



Knowsley
City Learning Centres



Online safety



At Light Years School, we recognise that it is our duty to promote online safety. Our curriculum plans for an online safety unit in Autumn 1 of each year as well as an online safety lesson at the start of each computing unit. This is alongside the online safety coverage in our PSHE curriculum and any additional online safety days we routinely plan.

At Light Years School we follow the National Curriculum and understand that ICT and computing are an integral part of the National Curriculum and that ICT skills are important beyond the classroom. The curriculum is designed to: recognise children's prior learning, provide rich and rigorous learning experiences, which allows the children to develop interpersonal skills, build resilience and become creative, critical thinkers. We want our pupils to be active in their communities, open to new experiences and live happy and productive lives.

At Light Years School we recognise that this aspect of the curriculum is key for everyday life and is vital for a successful future for our pupils. In an ever evolving and increasingly digital world there now exists a wealth of software, tools and techniques that can be used to communicate, collaborate, express ideas and create digital content



Art and Design at Light Years



Our aim is 'To ensure every child has access to high-quality art, craft and design education, we believe that art must have an important place in every school.' - National Society for Education in Art and Design 2023.

Light Years School believes that pupils should:

- Be able to express themselves in a range of ways.
- Be taught to value individual talents and strengths.
- Have the opportunity to be inspired by famous artists.
- Be taught new skills and learn how to apply them in different ways.

"The Art and Design curriculum is well designed and has clear end goals. Pupils benefit from the school's multi-sensory approach to learning.

Many pupils who have not had the opportunity to attend Art and Design in previous settings are now proud of their learning which is captured in beautifully presented sketch books".

Light Years Proprietor Monitoring Visit June 2024



History at Light Years

History is being curious about the past to better understand the present. At Light Years, we want to give our children the skills to be able to explore, question and analyse the past and recognise the impact it has had on the world today. We want to give our children not only the opportunity to learn about history but to think and act like historians.

‘History immerses pupils in unfamiliar worlds, and in the diversity and commonality of human experience across time and place... Every pupil is entitled to encounters with the richness of the past and the complexity of historical enquiry.’ – Ofsted Research Review series: History 2021



“It is obvious Light Years believes all children can succeed with the right support.”
Parent/ Carer Survey June 2024

Here are just some of the units we cover...



ANGLO-SAXONS AND SCOTS



ROMAN EMPIRE



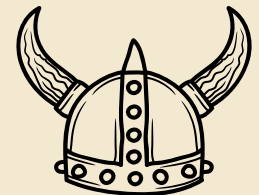
THE MONARCHY



WW2



ANCIENT GREECE



THE VIKINGS

Religious Education at Light Years

Our RE curriculum is designed to engage and enthuse learners. We believe that it is an essential area of study which ensures that children are well prepared for life in a world where there are a multitude of viewpoints. We enable the children to make their own informed decisions and equip them to have the confidence to voice their views. It is a subject for all pupils, whatever their own family background and personal beliefs and practices.

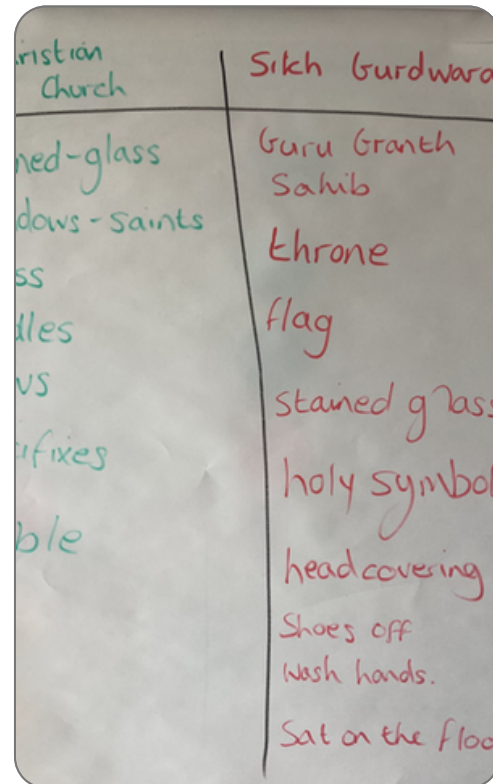
We aim to develop pupils' understanding of world faiths and other beliefs by exploring their commonality and diversity. There is both depth and breadth of study. The RE curriculum is about 'belonging'. It aims to nurture pupils' awareness of diversity as well as sensitivity to the questions and challenges that different views and cultures can present.

We want our children to enjoy RE and develop resilient responses to misunderstandings, stereotyping and division. We will offer the children a place where difficult or 'risky' questions can be tackled within a safe but challenging context.

RE nurtures SMSC development and pupils' understanding of diversity. The children discuss challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. A holistic approach to Spiritual, Moral, Social and Cultural development (SMSC), British Values, and Community Cohesion focuses on preparing pupils for life in the 21st century.



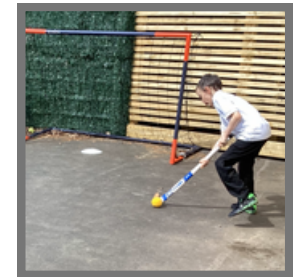
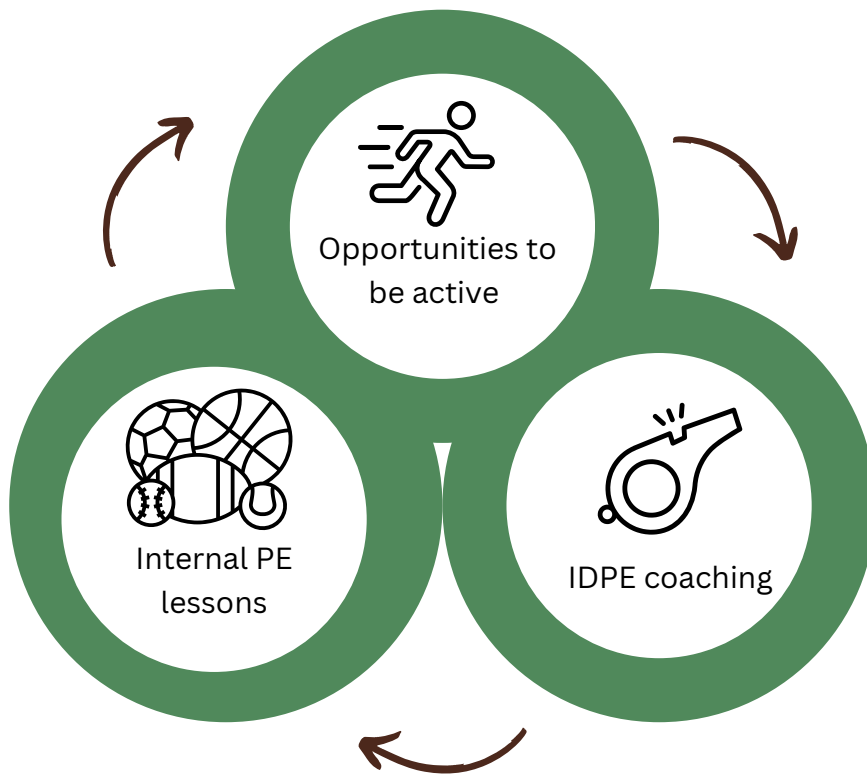
Light Years School has invested in Hampshire Living Difference as a scheme of learning for our Religious Education Curriculum. Living Difference is the agreed RE syllabus for our local area.



Physical Education at Light Years

At Light Years School we believe Physical Education is vital in its contribution to the pupils' physical, social and emotional development and overall health. We provide a safe and supportive environment where all children are encouraged to use their body, equipment and apparatus safely in order to achieve their personal goals. We believe that all children have the right to relax and play, as well as lead healthy lifestyles.

Physical education develops the pupil's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus, we enable them to make informed choices about physical activity throughout their lives.




Opportunities to be active




Internal PE lessons




IDPE Sports Coaching

We provide our children with many opportunities to be active including fortnightly OT sessions and regular outdoor learning opportunities.

Pupils at Light Years have a weekly PE lesson delivered by our PE lead, based on highly regarded GetSet4PE plans.

Our children also receive a weekly PE lesson by a specialist coach from IDPE Sports in the Community..

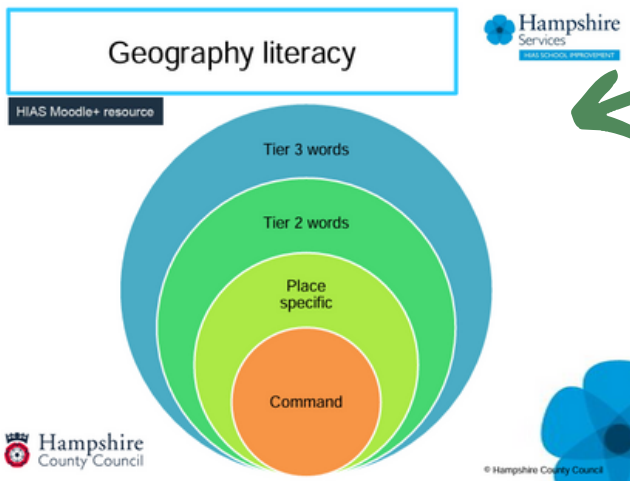
Geography at Light Years

“A high-quality geography education should inspire children’s curiosity and fascination about the world that will remain with them for the rest of their lives.” DfE.

The Geography curriculum at primary level enables children to gain knowledge and understanding of the world, environments, places near and far, as well as the processes that create and affect them. It supports the development of understanding between people around the world and allows children to regard themselves as global citizens, with an awareness of current world events.

Light Years School believes that pupils should:

- develop a natural curiosity about our world.
- be encouraged to develop a desire to find out more and understand our planet.
- explore their world geographically by learning to ask questions.
- be taught how to find geographical information, understanding and reading maps.
- explore possibilities and consequences, understanding differences and similarities.
- be given opportunities to think critically about global and local issues, use field skills to help support their learning and have a sound knowledge of both physical and human geography.



As a school, we use specialist resources from Hampshire School Improvement Services to support the planning of high-quality geography lessons.



PSHE at Light Years – our 3 key strands and lines of enquiry



RELATIONSHIPS



- How can I be a good friend?
- What are families like?
- How do we treat each other with respect?
- How can friends communicate safely?
- What will change as we become more independent?
- How do friendships change as we grow?

HEALTH AND WELLBEING



- What keeps us safe?
- Why should we eat well and look after our teeth?
- Why should we keep active and sleep well?
- What key strengths, skills and interests do we have?
- How can we manage our feelings?
- How will we grow and change?
- How can we manage risk in different places?
- What makes up our identity?
- How can we help in an emergency?
- How can we keep healthy as we grow?
- How can common drugs affect health?

LIVING IN THE WIDER WORLD



- What makes us a community?
- How can our choices make a difference to others and the environment?
- What decisions can people make with money?
- How can the media influence people?
- What jobs would we like?

“The school deliver the curriculum in a very proactive and flexible way so that children get a lot of opportunities to be active and are not required to sit for long periods of time”



Regular Class Dojo posts

Class Assemblies



Parent/ Carer showcases!

Parental engagement at Light Years

Regular surveys & approachable staff members



Parent/ Carer Workshops

Light Years School

MATHS WORKSHOP

Wednesday 22nd May - 4pm

We are pleased to invite parents/ carers to join us at a virtual maths workshop to share with you the rationale behind our ambitious, multi-sensory maths curriculum.

Our maths leader, Emily, will be sharing our curriculum maps which are based on the evidence-based Hampshire Maths Model and further adapted to meet the needs of our children.

Emily will be sharing practical ways and example questioning scripts to help you support your child at home with maths, and there will be an opportunity to ask any questions you may have.

SEE YOU THERE




“We are invited to see class work and share assemblies for the children.”

Parent and Carer Survey June 2024



Light Years School Curriculum Gallery

