

Oaklands Junior School Curriculum Intent



INDEPENDENCE AMBITION CHALLENGE FRIENDSHIP ENJOYMENT COMMUNICATION

Thinking

Knowledge and Understanding

Tell, Relate, State, Name, Explain, Interpret, Discuss, Compare, Describe

Yr4

Learning Line – Know the stages of learning and understand the need to climb from the pit

Triune Brain – Know the reptilian, mammalian and neo cortex and understand their role in helping and hindering

MALS – Describe themselves as a learner

Oaklands Mindset – Know the 6 aspects

Yr 6

Multiple Intelligences – Know their own MI and understand how it supports their learning

Hermann's brain model – Know their brain type and understand how to collaborate with other brain types

MALS – Analyse their learning and suggest improvements

Oaklands Mindset – Understand how the 6 aspects build towards lifelong learning

Tools

Use, Complete, Classify, Analyse, Compare, Contrast, Categorise, Propose, Judge, Justify, Debate, Argue

Yr4

Independent use of **Bubble** and **Circle** maps

Awareness of **Double Bubble** and **Tree** maps

Annotate on a **Learning Line**

Supported planning using **Write from the Beginning**

Engage in **P4C** sessions

Yr 6

Independent use of **Bubble, Circle, Double Bubble** and **Tree**

Awareness of **Multi-Flow, Branch,**

Articulate learning journey using **Learning Line**

Independent planning using **Write from the Beginning**

Lead **P4C** discussions

Opportunities

Relate, Outline, Solve, Create, Plan, Imagine, Decide, Recommend

Yr4

Involvement in **Thinking Families** activities across year groups

Explicit teaching and support in use of **Thinking Tools**

Introduction to **metacognition**

Embedded **Thinking Skills** in the curriculum

Yr 6

Lead **Thinking Family** activities

Higher order **Challenges** in curriculum subjects

Independent choice and use of Thinking Tools

Use of **metacognition** to describe individual learning journey

Embedded **Thinking Skills** in the curriculum