

Aspiration Group Plan.



Three core principles which underpin AMA provision in school: Aspiration, Inspiration, Celebration.

The Aspiration Group is designed to inspire, challenge and celebrate children's thinking, questioning and analysis skills. The concepts covered can be abstract, complex and highly sophisticated. However, all subjects covered are firmly rooted with the cultural capital of all children, drawing on lived experience.

Term	Focus for Implementation	Intent	Implementation	Cultural Capital	Impact
Autumn 1	<ul style="list-style-type: none"> Dinosaurs & Evolution Solar System 	<p>The intent behind this provision is to stimulate children's thinking and questioning, through the exploration of real life events /experiences, in highly creative ways. The intention is to enable children to learn and think in different ways; embracing and balancing the challenges of simultaneously meeting collective and individual needs.</p>	<p>The provision manifests through the use of creative teaching strategies including, music and drama, augmented reality, multisensory stimulation and cross pedagogical approaches. Children receive a differentiated approach, within a framework of high aspirations and flexibility, which invites fluidity and change. Children learn to balance their educational experience between the didactic teacher led learning, in which information is imparted and processed, along with personalised, open ended learning which is self-managed.</p>	<ul style="list-style-type: none"> We all belong to the world in which we live and children are naturally curious. All subject matter, whether it's photosynthesis, evolution, extinction, human anatomy, children's rights . . . will have its foundations in the everyday life of the child. Children look at themselves, their own lives and the lives of people who are close to them, before we expand to looking at children, adults and animals and environments in other parts of the world. 	<p>Learning will impact on all aspects of a child's progress and attainment, evidenced through cross curricular data analysis. It is understood that the impact of this provision may not always be evidenced through the school's formal data system, however, and may not even manifest itself visibly during a child's time in our school. The impact of this provision may create something less tangible – a way of being, seeing and believing that will continue to grow over the course of a child's life.</p> <ul style="list-style-type: none"> Children are being encouraged to think for themselves, respect others views and follow their own paths. Children are being immersed in the culture of celebration and respect for difference and individuality. Children are being given key skills in thinking, reflecting, questioning and application. <p>All of these skills and experiences will enable them to learn now and in their future lives, equipping them for the challenges ahead and providing our society with remarkable and creative thinkers.</p>
Autumn 2	<ul style="list-style-type: none"> Photosynthesis Deforestation 				
Spring 1	<ul style="list-style-type: none"> Pollution Global Warming 				
Spring 2	<ul style="list-style-type: none"> Solids, Liquids & Gases Ecosystems 				
Summer 1	<ul style="list-style-type: none"> Children's rights Cultural diversity 				
Summer 2	<ul style="list-style-type: none"> Human anatomy & Neuroscience Foetal development 				
<p>26 Thinking Moves are used as appropriate at all times. Metacognition is fully embedded.</p>					
P4C		Children are encouraged to integrate Caring, Collaborative, Critical and Creative thinking into their Aspiration Group sessions			

