

Curriculum Principles: RE

Intent	<p>Know more; remember more; do more</p> <p>Ambition for all</p> <p>Begins in EYFS</p> <p>Misconceptions anticipated</p> <p>Connections between subjects, themes and topics</p>
Recall	<p>Flashback oral and written</p> <p>Knowledge Organisers</p> <p>Kagan activities, e.g. quiz, partner work</p> <p>Vocabulary vaults/word mats</p> <p>Mind mapping</p> <p>Choral reading</p>
Memorisation	<p>Rote activities</p> <p>Dual Coding</p> <p>Vocabulary – visual and oral; access to word mats/lists</p> <p>Multi-sensory approaches, e.g. pelmanism;</p> <p>Listen; read; repeat; remember; apply</p> <p>Talk activities, e.g. Ping Pong</p>
Assessment	<p>Assess each lesson based on criteria</p> <p>Feedback (verbal and Written)</p> <p>Target setting</p> <p>Success criteria</p>
Oracy	<p>P4C activities</p> <p>Presentation opportunities</p> <p>Planned paired talk</p> <p>Critical thinking, e.g. odd one out; would you rather...?; agree/disagree...</p> <p>Social interaction, e.g. talk prompts</p> <p>Assemblies</p> <p>Visits and trips - speaking to other audiences</p>
Adaptation	<p>Deepening activities for More Able and High Prior attainers</p> <p>CPA approaches and range of resources, e.g. word mats</p> <p>Scaffolding</p> <p>Staff deployment</p> <p>Access to dyslexia friendly resources, e.g. alphabet lines/number lines/letter formation/phonics charts</p> <p>Overlays</p> <p>Modelling, e.g. through board</p> <p>Coloured backgrounds or text on all resources, including print-outs</p> <p>Sensory resources, e.g. wobble cushions, fidget toys, chew toys, etc.</p> <p>Reasoning</p> <p>Challenging questions</p>
Context and Relevance	<p>Visual timetables in all classrooms</p> <p>Classroom displays with dual coding signs, e.g. using Visual timetable images</p> <p>Connections with local environment and community</p> <p>Cultural Capital; Trips and Visits; Experiential learning</p> <p>Current Affairs, e.g. local and national news events</p>