



Hob Moor Oaks Academy Scheme of Work for Creative Development

Curriculum Intent

Creative Development is used throughout the Primary and Early Years Curriculum. It also plays a key role in developing intensive stimulating learning opportunities for pupils with PMLD, SLD and MLD at HMO. Therefore, the school is able to utilise strategies from multiple learning programmes or schemes of work.

Letters and Sounds promotes speaking and listening skills, phonological awareness and oral blending across EYFs and Key Stage 1 classrooms. The programme describes phonics best practise as 'a free flow environment with choices'. Art and sensory activities play a large role in a creative provision that captures pupils' interests. It can be seen in small world/imaginative play (home areas/construction areas/sand areas/water areas)/mark making/malleable play. Continuous provision is highly valued by teaching staff as an important tool for child development at HMO. This environment provides daily speaking and listening activities matched to children's cognitive stage of development. It nurtures curiosity in the world around them, interaction, communication, language and supports writing progression (see HMO writing progression framework).

Communication Language and Literacy, PSED and Creative Development areas of the Early Years Foundation stage, all promote adult led strategies using language rich provision that serves the best interest of the children. It fully recognises the propensity for play and its importance in development.

The English National Curriculum, Early Years Curriculum and Letters and Sounds programmes emphasise the importance of sharing books at an early age. Great picture books can engage pupils, stimulate discussion and provide a basis for projects. Multi Sensory Stories (MSST) can bring this art to life. MSST plays an important role in the school curriculum and can be linked closely to Expressive Arts and Design. MSST creates a context in which learners with PMLD/SLD/MLD and the storyteller can engage in a familiar, shared focus using a carefully structured narrative and a selection of interesting sensory objects (Goldbart and Caton, 2010). Repeating the story regularly over a long period of time is important as the brain requires this in order to build strong neural pathways (Longhorn, 2011). MSST offers opportunities for close observation of learner's responses and communications, where progress and development can be tracked and recorded. MSST has the potential to motivate learners because the storytelling is enjoyable for both the learner and the storyteller. Children initially observe, explore and then interact with the art and staff. They develop key communication strategies that could progress onto higher level skills such as comprehension and inference. These skills give meaning to the images and can be applied to the world around them. Children can then begin to understand symbols or letters and use them to communicate or read (symbol reading/PECs/sentence strips/colour semantics use art to support them/See and Learn - understanding images and linking them to written word).





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Summary:

Creative Development is used to support children's engagement across the curriculum. It is used throughout HMO to support children's development in Literacy and Numeracy.

Creative Development targets pupils' personal stages of development through appropriate and enjoyable activities that engage a sensory diet that so many of our pupils depend on.

Creative Development supports children's language through music and the exploration of environmental sounds, instrument sounds, body percussion, rhythm and rhyme, alliteration, voice sounds and oral blending.

Creative Development supports a creative and engaging continuous provision that nurtures curiosity in the world around them and nurtures social, communication and language skills.

Creative development supports a language rich provision that serves the best interest of the children by fully recognising propensity for play and its importance in development.

Creative Development supports reading through picture books, sensory stories, lettering and symbols. This intern promotes key thinking skills: understanding the world around them, inference, comprehension. The school uses these areas to develop more direct communication skills through the use of: Body language, facial expressions, audio expression, Makaton, Symbols, PECs, Symbol reading, sentence strips, colour semantics and writing.

Outcomes:

We want to highlight the important role Art plays in the wider curriculum at HMO and how it supports children's progress.

We want to celebrate children's achievements in Art and give them the opportunity to share their achievements with the wider community.

Curriculum Implementation

Creative Development is split into four key areas; Creative Performance, Media and Materials, Design and Technology and Creative Expression

Creative Performance

Pupils will have the opportunities to perform familiar songs and movements as part of a group, gaining improved memory and social skills. Pupils will be able to use props as part of their movements, developing an awareness of movement outside of their body. Pupils will have





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developed a sense of steady rhythm, allowing them to start creating their own musical compositions. Pupils will be able to interact with instruments using a variety of actions, in order to explore the range of sounds instruments can make.

Media and Materials

Pupils will be able to use a range of simple construction materials to start to make planned structures such as lines and towers. Pupils will have a growing awareness of different colours and types of marks and experiment with changing these to engage in early drawing and painting activity. Pupils will start to notice changes of colour and explore creating new colours in various ways so that they are able to make choices when creating their own work. Pupils will show an awareness of different textures and respond differently to them, so that they are able to show their preferences.

Design and Technology

Pupils will be able to use tools for a purpose with some modelling so that they can increase their independence in creating and making choices. Pupils will be able to use single adjectives and descriptive words to talk about creative activities so they can articulate their choices and communicate their ideas.

Creative Expression

Pupils will be able to engage in imaginative role play, choosing appropriate costumes for characters with support. Pupils will start to make representation drawings to help communicate ideas and thoughts. (These will not necessarily look visually similar to what they represent)

Curriculum Impact

Assessment criteria has been developed by the use of Cherry garden Branch maps in order to assess, monitor and cover the curriculum accurately. This data is analysed and any gaps that are present are quickly addressed during LAMS.

We have many areas of the creative curriculum that occur in our school regularly. These include (but are not limited to): weekly lessons, school trips, celebration events (Easter Egg Hunt/Halloween pumpkin hunt/HMO Bake Off/World Book Day/Christmas Performances/Leavers Videos, Enterprise Day), sign and sing assemblies and various classroom visitors. We are confident our children are developing their creative skills both in and out of lessons at every possible opportunity.





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Pre-formal

How is the curriculum sequenced to embed knowledge and skills?

Curriculum is organised on a three year cycle. Each year has a set of topics for the term. Each term focuses on different skills set from **EYFs/Move/SCERTs Cherry Garden assessment criteria.**

Curriculum is tailored further to individual need within classes

What skills are taught and how are they transferred from one subject area to another?

Communication, Language, Literacy, Numeracy, Thinking Skills, FMS, GMS, Personal Social Development, preparation for working life. All skills are personalised to individual needs and incorporated into learning intentions. Teachers work towards these intentions across the whole curriculum.

Strategies for teaching Expressive Art and Design at HMO:

Assembly

Skills:
Sharing experiences/participating in the wider school community

Whole school performance (Christmas)

Skill: expressing themselves/using gross motor and fine motor skills/participating in wider school life

Semi-formal

How is the curriculum sequenced to embed knowledge and skills?

Curriculum is organised on a three year cycle. Each year has a set of topics for the term. Each term focuses on different skills set from /EYFs/Move/SCERTs, Cherry Garden, Arts Award assessment criteria.

Curriculum is tailored further to individual need within classes

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Building towards goal

Finished work/display/Proud of achievements. (See above)

Formal

How is the curriculum sequenced to embed knowledge and skills?

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Art lessons

Experiencing different techniques in art.
Researching and producing work in the style of different artists. Linked to current topic, sensory stories, celebrations
Skills:
communication/writing skills/mark making/using tools/reducing support over time/choosing preferences (choice of 2)/experience cause and effect/experience different medium/using hands to create new things/expressing themselves/using gross motor and fine motor skills/participating in wider school life

Music lessons

Linked to current topic, sensory stories, celebrations





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Wheelchair dancing

Skills:
communication/expression/participation in wider school life/inclusion

Art lessons

linked to current topic, sensory stories, celebrations
Skills:
communication/writing skills/mark making/using tools/reducing support over time/choosing preferences (choice of 2)/experience cause and effect/experience different medium/using hands to create new things/expressing themselves/using gross motor and fine motor skills/participating in wider school life

Music lessons

Linked to current topic, sensory stories, celebrations
Skills:
Phonics/communication/expressing themselves/using gross motor and fine motor skills/participating in wider school life.

Attention Autism


Building focus/sustain/shift//joint attention skills using art (Discreet))



Catkins: Science/Art - melting, mark making and communication (working as a group). (See above)



Green Shoots: Mark making/focus or attention skills/listening/independent choices/finding equipment/organisation/engaged/fun. (See above)

<p>Art Tuesday 13.10.14:15</p>	<p>Ben, James, Harry S, Harry A-R, Joshua- Can I explore materials in increasingly complex ways: (E.g. Pupil can make banging and circling movements with a brush.) Can I observe the results of their own actions with interest: (E.g. Pupil can look at marks they have made with paint.) Can I respond to options and choices with actions or gestures: (e.g. Pupil can point to a preferred colour from a choice of two.) Can I request a colour using my chosen method of communication? David, Elliott, Theo- Can I start to use tools, materials and simple actions to produce a piece of work? Can I choose tools and materials, which are appropriate to the activity? Can I work in two or three dimensions and may intentionally represent or symbolise an object or an emotion? Can I purposefully choose colour or techniques?</p>	<p>Starter task/group activity Colour song on board followed by recap of penguin going on holiday to the beach. Individual or personalised tasks and activities Create a group sensory painting: paint sea and sand, sprinkle sand over to stick to paper. Penguin, crab and shell printing (in side room request what colour paint using device or PECS) to stick on. Cotton wool to make clouds. Sand tray out with shells in to explore. Water tray with fish in to explore.</p>  <p>End of session: Share picture in group. Where should we stick our penguins and crabs? Each child to choose where they want their crab and penguin to go. Display to go outside classroom. Key vocab for the session: Colours, paint, sea, soft, rough.</p>	<p>Lucy-main space-group work Gwen-main space-group work Brandon-main space-water tray Nicola-Crab and shell printing in side room</p>
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Planning:

Example of how planning for art incorporates literacy and communication. (See above)

Skills:

phonics/communication lessons/expressing themselves/using gross motor and fine motor skills/participating in wider school life

Enterprise week - projects including elements of art.
Whole school art activities



Attention Autism

Skill: building focus/sustain/shift//joint attention skills using art/building towards goal - finished work/display. (See above)

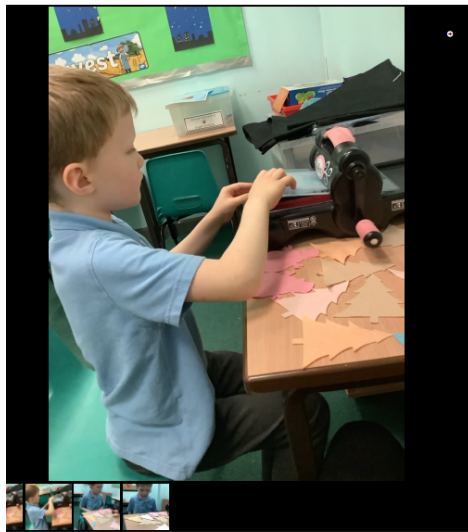




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Building towards goal
Finished work/display/Proud of achievements. (See above)



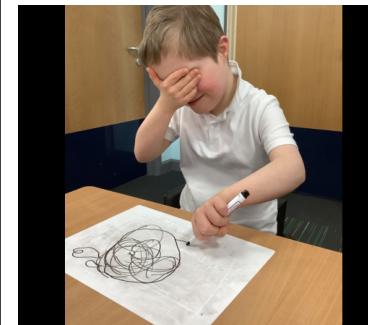
George has worked super hard this afternoon using the printing machine to make Christmas trees for our bunting. George was given a physical prompt of how to use the machine and then independently used the machine himself! George chose his own design of felt. George showed lots of interest and chose his own design of the stars. Superstar George! 🌟

Oak Trees: Matisse - Speaking/Listening/using tools/writing/mark making/independent choices (See above)



Notes

We are working towards the Art Award and have been learning about the artist Jackson Pollock. We looked at examples of his work and talked about the different steps that need to be taken to achieve the finished product. Mac followed all instructions- first select your colour, choose a paint brush then begin your art. Mac then engaged in a turn taking conversation with an adult to decide who was to go first and second.



Notes

We are working towards the Art Award and have been looking at the work of artist Jackson Pollock. We looked at examples of 'splatter' art and talked about the different steps that need to be taken to achieve the finished product. Matt followed all instructions- first select your colour, choose a paint brush then begin your splatter art. Matt then engaged in conversations with peers to request a swap or exchange in colours.





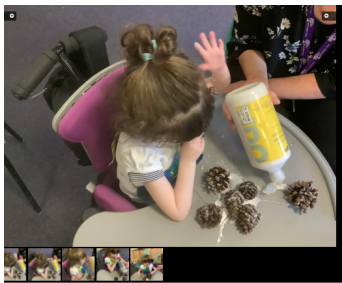
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Twigs: Using tools, literacy (linking to story), Art. Proud of achievements. (See above)



Enterprise - design



05
11:21
in 1 follow verbal instruction?
ring our art session I brought the glue over for Kaito to use. With assistance Kaito tipped the glue upside down, then I asked her to use the glue. She struggled to repeat after my verbal instruction. She stopped tapping, then I asked Kaito to tap again for the glue to come out, she quickly tapped again after I had asked. This happened two more times with the glitter pot too. Kaito also had the pine cones in the glue upon request too. That done Kaito





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Intent What outcomes do we want the pupils to achieve by the end of this curriculum stage?	Implementation What opportunities and provision will we provide in order to achieve this?	
Pre - formal curriculum (consistently working below branch 4 in CLL and MD)	See CLL, PD and MD schemes of work and Routes for Learning guidance	





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Semi - formal curriculum (linked to branches 4-7)

By the end of this curriculum stage, pupils will be able to...

Creative performance:

Pupils will be able to perform familiar songs and movements as part of a group, gaining improved memory and social skills.

Pupils will be able to use props as part of their movements, developing an awareness of movement outside of their body.

Pupils will have developed a sense of steady rhythm, allowing them to start creating their own musical compositions.

Pupils will be able to interact with instruments using a variety of actions, in order to explore the

Key strategies and types of provision/resources:

- Drama games
- Action songs
- Follow the leader games
- Burst pause, with pupils finishing off familiar rhymes and songs
- Turn-taking games
- Call and response songs/drumming
- Resonance boards
- Music exploration area
- Fine motor activities to improve physical manipulation skills
- Body sounds copying games – clapping, stamping, tapping etc
- Movement and music sessions with specialist teaching staff
- Adult modelling
- Hand under hand for practicing new fine motor skills
- Partner mirroring work

Community/Specialist Provision:

- Rhyme time at the library
- In school performances – ballet
- African drumming sessions
- Trips to the theatre





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<p>range of sounds instruments can make.</p>	
<p>Media and Materials:</p> <p>Pupils will be able to use a range of simple</p>	<p>Key strategies and types of provision/resources:</p> <ul style="list-style-type: none">• Construction area – block play and connecting• Transient art stations with loose parts and varied surfaces to create on





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construction materials to start to make planned structures such as lines and towers.

Pupils will have a growing awareness of different colours and types of marks and experiment with changing these to engage in early drawing and painting activity.

Pupils will start to notice changes of colour and explore creating new colours in various ways so that they are able to make choices when creating their own work.

Pupils will show an awareness of different textures and respond differently to them, so that they are able to show their preferences.

- Independent access to a range of mark making tools in the classroom. – clearly labelled and well organised
- Large scale building opportunities in indoor and outdoor environments
- Junk modelling
- Lego therapy
- Write dance
- Interactive whiteboard drawing games
- Ipad drawing games
- Touch wall in sensory room
- Colour changing equipment and switches in sensory room
- Free play art room set up with access to a range of mark-making and painting materials.
- Light box colour mixing with translucent objects and materials
- Paint mixing station
- Outdoor mark-making area (blackboard, whiteboard, water painting)
- Texture trail, texture baskets
- Messy play activities using a range of wet and dry textures and opportunities for choosing and mixing
- Parallel Play
- Open-ended, process led art opportunities

Community/Specialist Provision:

- Visits to art galleries
- Nature reserve – nature mark-making and texture exploration
- Artist in residence yearly project





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Design Technology:

Pupils will be able to use tools for a purpose with some modelling so that they can increase their independence in creating and making choices.

Pupils will be able to use single adjectives and descriptive words to talk about creative activities so they can articulate their choices and communicate their ideas.

Key strategies and types of provision/resources:

- Woodwork area – range of tools, materials and safety equipment
- Messy play
- Independent access to a range of tools in the classroom (cutting, sticking, messy play, cutlery etc) – clearly labelled and well organised
- Fine motor activities to improve physical manipulation skills
- Staff modelling of tool use with the lowest level of prompt necessary
- Constant access to personalised AAC
- Modelling of key language by all staff as well as modelling of AAC use relevant to the child
- Colourful semantics
- Gardening activities

- Role play area with everyday tools
- Identi-play
- Commenting

Community/Specialist Provision:

- Local area visits describing buildings, vehicles and natural objects. Use cameras to record
- Treasure hunts in the local community
- Artist in residence yearly project





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<p>Creative Expression:</p> <p>Pupils will be able to engage in imaginative role play, choosing appropriate costumes for characters with support.</p> <p>Pupils will start to make representation drawings to help communicate ideas and thoughts. (These will not necessarily look visually similar to what they represent)</p>	<p>Key strategies and types of provision/resources:</p> <ul style="list-style-type: none">• Role play area with props and clothing relevant to everyday activities such as shopping, doll play, kitchen• Write dance• Big draw• Drama games• Sensory stories with elements of dressing up and role play• Structured small world story telling sessions• Scrap books of the pupils' activities with photographs and pupil notes/drawings <p>Community/Specialist Provision:</p> <ul style="list-style-type: none">• Community trips to the shop, library, fire station, hairdressers etc• Puppet shows
<p>Formal curriculum (linked to branches 8+) By the end of this curriculum stage, pupils will be able to...</p> <p>Creative performance:</p> <p>Pupils will be able to independently perform a pre rehearsed song or dance individually, building their confidence and memory.</p> <p>Pupils will be able to create their own movement sequence or piece of music within a given structure, developing their choice making and</p>	<p>Key strategies and types of provision/resources:</p> <ul style="list-style-type: none">• Performance groups in movement lessons• Performances in whole school assemblies• Action songs• Music area with a wide range of instruments which can be played in different ways• Sequencing activities using visual supports• Pattern making activities with physical objects and actions• Modelling of simple sequences which can be adapted• Choir (sing and sign)• Singing hands activities• Movement and music sessions with specialist teaching staff





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<p>sequential planning skills.</p>	<ul style="list-style-type: none">• Music layering apps and computer programs for composing their own music (suggestions in resources section on Fdrive)• Conductor activities – child directs the sounds made by the group (Loud, quiet, fast, slow, bang, shake etc)• Follow the leader activities – led by the child <p>Community/Specialist Provision:</p> <ul style="list-style-type: none">• Theatre trips• Puppet show performance• Christmas show
<p>Media and Materials:</p> <p>Pupils will be able to confidently make choices to create a piece of artwork of their choosing, combining materials, colours, shapes and structures to create their desired effects.</p>	<p>Key strategies and types of provision/resources:</p> <ul style="list-style-type: none">• Independent access to a wide range of art and craft materials, tools and equipment across the school day – clearly labelled and well organised• Free-play art room set up.• Transient art stations with loose parts and varied surfaces to create on• Artist focused explorations to model new ideas and techniques• Open-ended play opportunities, supported by flexible staff who follow the lead of the child• Commenting rather than questioning• Creative ipad apps (suggestions in resources section on drive) <p>Community/Specialist Provision:</p> <ul style="list-style-type: none">• Visits to art galleries• Artist in residence yearly project





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Design Technology:

Pupils will be able to plan a project using a simple structure, choose appropriate tools to carry out their project and say what they would do differently in simple terms.

Key strategies and types of provision/resources:

- Modelling of key language and use of child's AAC
- Plan, do, review structure at language level appropriate to the child
- Visual supports for planning and evaluating activities at the key word level appropriate to the child
- Staff modelling of tool use, with no physical prompting
- Woodwork area
- Construction area with higher level resources – mechano, junk modelling, cogs and gears etc • DT packs covering a wide range of projects (sewing, woodwork, printing, textiles, clay modelling etc) focusing on one area for several weeks to build confidence
- Backward chaining of sequences of actions
- Adult modelling

- Commenting
- Visual schedules

Community/Specialist Provision:

- Visits to local set builders (joint project)
- Creating art or sculptures for display in a local gallery or outdoor space
- Working with volunteers from Happy Days to complete projects





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Creative Expression:

Pupils will be able to make simple representational images to communicate their ideas, thoughts and feelings. They will express themselves creatively in their preferred medium.

Pupils will be confident to engage in group role play, sharing ideas with others and responding to their actions. They will have an understanding of relevant costumes for different characters, showing an awareness of familiar roles in their community.

Key strategies and types of provision/resources:

- Big draw
- Pupil scrap books
- Small world and puppet storytelling sessions
- Simple animation using photographs with movie maker
- Role play area with a wider range of themes and including multiple roles, some of which may be further from the child's everyday experiences – holidays, seaside, cinema etc
- PSED emotions sessions – mirror work, storytelling, circle times
- Independent access to a wide range of storytelling, role play, and arts and crafts materials and tools across the school day
- Adult modelling

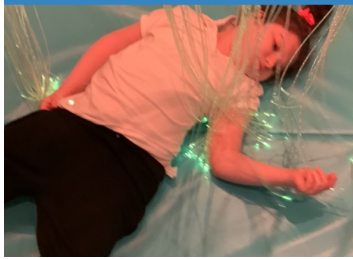
Community/Specialist Provision:

- Community visits to a wider range of places
- Visits from people of different professions – firemen, police, doctor etc
- Visits to art galleries to experience a wide range of different art
- Theatre trips
- Visits to local artists studios

Evidence of Learning



Pre-formal



Sensory Theatre - music and lights coordinate for the pupils to enjoy a full sensory experience.



Sensory Garden music walk. The pupils have listened to the sounds of nature and explored the outside instrument.

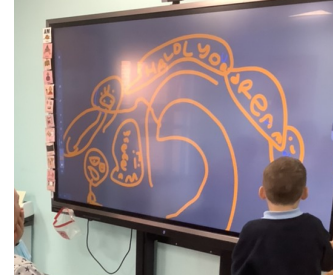
Enterprise

Semi-formal



The creative curriculum is taught as a subject and embedded throughout others. The children have been using music in many other lessons including communication. The pupils took part in an art day, using different equipment suitable to meet their abilities.

Formal



The use of ICT to encourage a pupil to draw when writing a story - cross curriculum work, ICT, creative curriculum and English.



Using gross motor skills to

Enterprise



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Performance

Jackson Pollock



Enterprise



Performance

Jackson Pollock



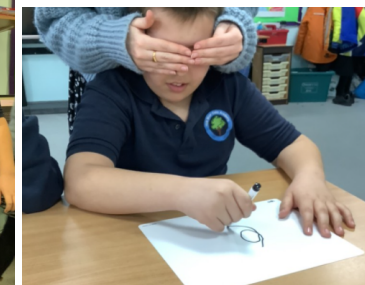
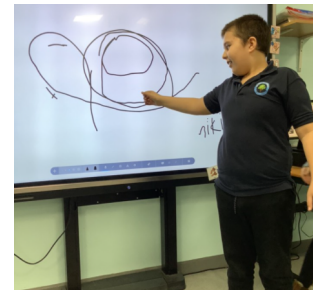
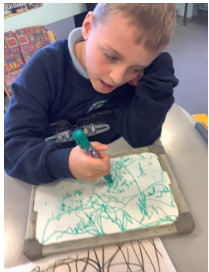
Performance

Jackson Pollock





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Improvement

KEY PRIORITY 1 Creative Curriculum Branch Maps	KEY PRIORITY 2 Creative Curriculum Teaching and learning	KEY PRIORITY 3 Creative curriculum	KEY PRIORITY 4 Art long term planning	KEY PRIORITY 5 Community learning
1 To monitor art branch maps and Tapestry evidence over the next 3 cycles.	2 To raise standards of teaching and learning in art across each phase of learning.	3 To ensure pupils on a person appropriate basis are accessing art	4 To evaluate and improve art across the school	5 To introduce community learning back into the curriculum post COVID19

Key Priority 1	Creative Curriculum Branch Maps
	1 To monitor creative curriculum branch maps over the next 3 cycles.





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What will be the outcomes for the children?	<ul style="list-style-type: none"> Children's creative curriculum progression will be monitored. Targeted interventions will be put in place for pupils identified in each phase of learning.
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Tasks (what we will do to achieve these outcomes)	Who	When / How	Check
Ensure all pupils are monitored throughout the school referring to the Cherry Garden Branch Maps.	All teaching staff	Summer 22 - all pupils are monitored over 3 cycles to ensure we can show progression in creative curriculum	CC/JB - Tapestry look Enterprise day.
Ensure that pupils are monitored in creative curriculum progression.	Phase leaders teaching staff	Tapestry Journal Displays Performances Teacher meetings and the sharing of information.	CC/JB - Hob Moor Oaks at the Movies 26th and 27th of January 2022. Dances, drama, costumes, art - props. CC/JB - 09/02/22 - Tapestry look at Jackson Pollock.





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Key Priority 2	Art Teaching and learning			
	To raise standards of teaching and learning in creative curriculum across each phase of learning.			
What will be the outcomes for the children?	<ul style="list-style-type: none"> • EHCP targets used in the teaching of creative curriculum. • Creative Curriculum lessons are purposeful. • Children are engaged in personal learning. 			
Tasks (what we will do to achieve these outcomes)	Who	When / How	Check	
Termly lesson observations and art sketch pad/ tapestry looks.	JB/CC	Termly Recorded on teacher tracker and book look proforma	CC/JB - 09/02/22 - Arts Award CC/JB - Tapestry Looks Autumn and Spring Term 1	
Branch targets and curriculum map shared and embedded into planning	Creative Curriculum team –	Summer 2022	MTP - at the beginning of each term and phase meetings Timetables	
Exploring new techniques as a school, including the different instruments, types of art and materials	Creative Curriculum leaders	Autumn 2022	Enterprise Day - Cricut machines Performance January 2022	
Celebration of creative curriculum through the EHCPs, special days and targets	JB / CC Teaching staff	Parents to attend - special days EHCPs	JB and CC observed Performance, Enterprise Day Christmas fair Number Day - creative tuff trays Pumpkin hunt Valentines Day	





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Key Priority 3	Arts Award			
	To embed Creative curriculum into the curriculum throughout school.			
What will be the outcomes for the children?	<ul style="list-style-type: none"> • Children will receive quality lessons delivered to enrich the curriculum package. • Children will achieve an Arts Award qualification in an entry level appropriate to their learning. 			
Tasks (what we will do to achieve these outcomes)	Who	When / How	Check	
Ensure creative curriculum outcomes are evidenced throughout planning across the school.	CC/JB	Summer 2022 - Planning scrutiny - Learning looks - Tapestry looks -	CC/JB 9th February 2022 - medium term plans Evidenced in Tapestry look with CG outcomes recorded.	
Ensure staff are using the Cherry Garden to enhance Arts Award outcomes	JB/CC	Staff CPD	CC/JB 9th February 2022 MTP Arts Award project directly linked to CG intent and measured using branch maps as well as award criteria. Tapestry Learning Look - JB will be	





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			supporting semi-formal classes with project next half term.
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Key Priority 4	PSED long term planning		
	To evaluate and improve the long term progression plan creative curriculum.		
What will be the outcomes for the children?	<ul style="list-style-type: none"> • Quality and engaging opportunities for creative curriculum (purposeful opportunities) • Targets which are personalised and purposeful. Linking to EHCP targets. 		
Tasks (what we will do to achieve these outcomes)	Who	When / How	Check
Write an improved long term plan for creative curriculum	JB/CC	Summer 2022	





Hob Moor Oaks Academy Curriculum

Evidence quality teaching and learning within creative curriculum	JB/CC	Summer 2022	CC - Jackson Pollock - powerpoint shared January 2022 CC/JB - Feb 2022 Tapestry Look Mess Makers February/March 2022 - powerpoint shared JB Arts Award Moderation - TBC March 2022
Promote and use creative curriculum targets in class planning for each pupil.	Class teachers JB/CC to support	Summer 2022	CC/JB - MTP - January 2022 CC/JB - Arts Award projects shared amongst staff - Dec 2021/March 2022

Key Priority 5	Community Engagement		
5	To include school trips, home learning, home sensory activities and joint home/school projects		
What will be the outcomes for the children?	<ul style="list-style-type: none"> Children's learning continues to be celebrated at home, school and with in the community 		
Tasks (what we will do to achieve these outcomes)	Who	When / How	Check





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Home and school celebrations of the creative curriculum	JB/CC	-Tapestry - parent evenings - Art Awards event at the end of year - Assemblies - Christmas or celebration school - plays - Enterprise Day - Parents invited into school	Parents evening in December 2021 Enterprise Day - December 2021 School Performance - Jan 2022 School celebration exhibition summer 2022?
Arts Award website site and qualifications to be shared with parents	JB/CC	-Parents open evening - End of year celebration -Letter and booklet to all parents	Discussion in teacher meeting February 2022
Joint projects with local organisations e.g Morrisons - Easter pictures	JB/CC	- Celebrations throughout the year.	Betty's recycle centre - loan of Cricut machines to use across school in several classes - December 2021 Morrisons - pumpkin hunt - November 2021

