



Guidance for building on prior learning

At Brompton and Sawdon Primary School, due to the nature of the classes, we have a rolling 3-year, long-term curriculum plan in Class 3, and rolling 2-year, long-term Curriculum plans in Classes 1 and 2. This poses significant challenges with regards to how we ensure that prior learning is built upon.

To ensure that our curriculum is progressive and the children build upon prior learning, we have implemented the following strategies:

- **Milestones for learning.**
These outline the development in skills expected for each class and provide teachers with more aspirational learning goals for the pupils in their classes, underpinning the key knowledge that we want our children to retain.
 - Also in place for Forest school
- **Medium Term Planning**
Each term, teachers document on their Medium Term planning where previous learning will be built upon for that particular topic. This process is important as, given the rolling Curriculum plans, different pupils will have already covered different topics. This informs lesson starters...
- **Activation (recapping) activities at the start of lessons**
Each lesson starts with an **activation** activity, refreshing prior knowledge and learning in that topic and from previous topics, before additional learning that day – utilizing our bespoke Assessment system for Foundation subjects. This ignites the children’s interest and memory, and improves the retention of information in the lesson as the children have something to build upon. Teachers can similarly see who might need more support to recall certain knowledge.
- **Retrieval activities**
Regular **retrieval** activities ensure that prior learning is regularly revisited and kept fresh. This takes place at the start of lessons and at the end of each week – our bespoke Assessment resources and Kahoot are favourite ways for the children to test their memory! Every maths lesson starts with a retrieval activity. Again, teachers can quickly see who needs more support and target this.
- **Clear sequences of lessons are planned in Writing, Maths and Foundation subjects.** Where possible pupils recognise how learning in one particular lesson will help them achieve the ‘final product’
- **Timelines and maps/globes** in each class allow for constant reinforcement of history/geography
- **Exercise books are separated out into individual / group subjects**, allowing pupils to more easily look back to draw upon prior learning or feedback
- **Individual subject curriculum plans** map out progression in vocabulary and knowledge from EYFS to Y6.