

Dear Parents and Carers,

I am writing to update you on our exciting Nova Curriculum and our new ‘States of Being’ characters. Our Nova Curriculum is designed to be engaging and relevant for children. We have organised different subjects of the national curriculum in a thematic way into Line of Enquiry learning journeys. This is to enable children and teachers to make connections across the curriculum and to support language use across subjects to explore big ideas. We infuse our school curriculum with engaging experiences and activities that make learning meaningful and stimulate children’s interests and curiosity. In this way, we are able to develop both academic learning as well as character traits such as collaboration, communication, planning skills, courage and entrepreneurship.

Below you find an overview of our overarching Line of Enquiry questions. In terms 1 and 2, children across the school will focus on ‘Being Historians’ as they develop their historical knowledge and skills.

	Term 1 & 2 Lessons from the past	Term 3 & 4 Investigating & making a difference	Term 5 & 6 What a wonderful world!
EY	Topics to be decided based upon children’s interests		
Year 1	Who are the real heroes? <i>Significant figures in history</i> Big idea: Making a difference	How can we make traditional tales come to life? <i>Stories - Materials</i> Big idea: Morals	Why is water precious? <i>Plants & animals - Journeys - Oceans</i> Big idea: Uses and preserving
Year 2	What was it like to live in Victorian times? <i>Comparison Queen Victoria and Elizabeth I - The Great Exhibition of 1851 - Sources of information - Changes over time</i> Big idea: Researching history	What makes Bristol brilliant? <i>Significant events and people in local History - Brunel - DT - Shreampton/ Weston Super Mare - Fishwork</i> Big idea: Legacy & Community	What makes Africa amazing? <i>Comparing UK to a non-European country- animals</i> Big ideas: Diversity and Comparison
Year 3	Would you prefer to live in Ancient Egypt or the Stone age Britain? <i>Stone age - Iron age - Ancient Egyptians</i> Big idea: Changes over time	How can science educate and entertain us? <i>Research & discoveries- Electricity - Forces and magnets</i> Big idea: Cause and effect	Why should we care about the environment? <i>Environment - Rainforests - South America</i> Big idea: Preserve and protect
Year 4	Who were the Romans and what was their legacy on Britain? <i>Romans - Europe</i> Big idea: Changes over time	How has STEM changed the world? <i>Designs changing over time - Light & sound - Supporting disabilities</i> Big idea: Legacy & Design	What’s the most important thing about chocolate? <i>Fairtrade - Cooking - Mayans</i> Big idea: Fairness and moderation
Year 5	Why were the European invaders (Vikings) such successful conquerors? <i>Vikings - Anglo Saxons - Europe</i> Big idea: Compare & Contrast	How have the Ancient Greeks influenced us? <i>Greek influence on Western life</i> Big idea: Legacy and belief	What makes planet Earth unique? <i>Science - Space - Mountains, rivers & water cycle</i> <i>Geography - Natural disasters</i> Big ideas: Exploration and mystery Big idea: Survival and Prevention
Year 6	Britain in the 20th Century - What changes have been seen? <i>WW2 - Windrush - Local history - legacy</i> Big idea: Comparison & Empathy	How did the Earth evolve? <i>Evolution - Volcanoes and Earthquakes - Natural disasters</i> Big idea: Changes & Diversity	How can life be celebrated through animation? <i>Animations - Technology - Legacy</i> Big idea: Celebration & Creation

You can find out more about individual year group plans on our school website ([Curriculum – Nova Primary School](#)) or by speaking to your child’s class teacher.

What are States of Being?



You may hear your child talking about being an Author or a Scientist or an Engineer as different 'States of Being'.




What we know about how children learn is that when we teach children skills and knowledge in isolation, they rarely make links to other subjects. Even when they are writing about Florence Nightingale in History or about how planets orbit the planet in Science, they tend to forget how to apply the same English skills. This is in part because the information stored in the brain is locked up in the 'English box', and why would they open that box if they are 'doing' History or Science'?








States of Being move away from content in subject boxes and use clusters of knowledge that can easily be applied between subjects. By learning how to punctuate as an Author, they can use this knowledge when they are being Scientists as they start to understand that Scientists also need to write to convey what they have discovered.

There are other reasons for using a States of Being approach, such as making links to the outside world where Environmental Scientists for instance, use a blend of science, mathematics, geography and engineering. They will inevitably start discussions about what children want to be when they grow up. It opens up the notion that most jobs and careers do not just use one subject, they are a blend.

It also helps us to explore role models and to invite people from the local community in to school to talk about how they are Artists or Historians, for instance, and the blend of skills they use in their work.

We are always looking for people in all fields of work to help us inspire the children across the curriculum. If you have a particular skill or talent that you would be willing to share with the children, then please do get in touch.

Nova's States of Being 'Being not doing'	
<p>Author</p> 	<p>Authors read a lot and use what they have read to help them write what is inside their heads. This means other people can read what they have written to help them understand something, entertain them or make life better.</p>
<p>Mathematician</p> 	<p>Mathematicians use numbers to find solutions. Being a Mathematician can help with everyday things like shopping, cooking and travelling. The world is full of numbers so we often need to count, sort and measure things.</p>
<p>Scientist</p> 	<p>Scientists ask questions about the world by looking closely at both big and small things, as well as things that cannot be seen easily. They constantly search for answers to understand the world better for everyone.</p>

<p>Historian</p> 	<p>Historians use things that have been left behind to understand what the past might have looked like. They use different sources to help understand people, places and stories throughout time.</p>
<p>Geographer</p> 	<p>Geographers understand the world above, around and below by exploring, mapping and documenting. They make connections between causes and effect and how actions affect the natural and made world.</p>
<p>Engineer</p> 	<p>Engineers try to find solutions to different problems. Engineers design things to be easier to use or work better like buildings and transport. They often try to improve things that already exist or create new versions.</p>
<p>Musician</p> 	<p>Musicians express ideas and emotions using voices tuned instruments or found objects. They communicate complex things in amazing ways through sound. Music can help communicate things that might be hard to say in just words.</p>
<p>Artist</p> 	<p>Artists use different ways to communicate ideas and emotions. They can use a variety of things to help them represent the world around us like painting and drawing, sculpture or performance. Artists help us to understand the world from different perspectives.</p>
<p>Athlete</p> 	<p>Athletes are focused on being fit and healthy. They work hard at being the best they can be through listening to other people, problem solving and keeping going no matter how tough it gets. They constantly set new goals and are ambitious.</p>
<p>Linguist</p> 	<p>Linguists understand the world through different languages. They love learning about faith, community and culture through understanding how people communicate in different places around the world. If we understand someone else's language, we not only can communicate with them, but understand how things might be different.</p>

Philosopher



Philosophers try to make sense of the world by asking lots of questions. They particularly like 'why' questions and seek answers to difficult ideas like emotions, thoughts and ideas.

What have you been today?

Have you been an Author today? How were you an Author? What did you learn?

If you ask your child, "What did you do today?", some children will say "Nothing!" or some will tell you about what they ate for lunch or who they played with. This is because the questions encourage children to think about isolated events that they 'did'. The core concept of 'States of Being', is about shifting questioning from what they **did** to what they **have experienced**. States of Being place ownership of learning onto children. If children are encouraged to be Scientists for example, it encourages them to apply learning and experiences, not that they were present whilst a teacher taught them science.

As a family, you will hopefully see and hear the States of Being being used across the school. We encourage you to ask your child 'What have you been today?' on the walk home, when having a bath or over dinner. You may even screenshot the States of Being in this letter to start the conversation as the children begin to get used to the characters being used across our school.

If you have any questions about our curriculum, please take a look at our school website or get in touch with us.

Kind regards,

Helen Thorpe

Deputy Headteacher