



WELCOME TO



MY SCHOOL

Diverse Doncaster – Where do we belong?

An Expedition by Y1 & 2 pupils at Plover

HERE WE ARE...

Here we are at Plover Primary school which is part of the XP Trust.

Our school is in Intake on Coniston Road, which has lots of exciting places in our Intake community and our city of Doncaster. We belong to our families which come from all different cultures and countries, but here at Plover we are all welcome.



find me on every page

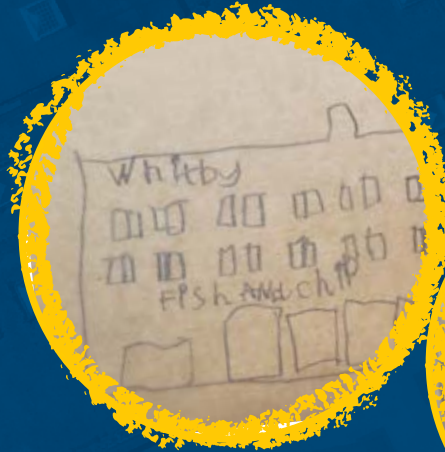
Plover school is in Intake

THINGS LOCAL TO US



In our city centre we have a huge minister called the Doncaster Minister. Some of the year 2 children visited this cool place in last year's expedition and all of us visited two different places of worship in this expedition - where do we belong?

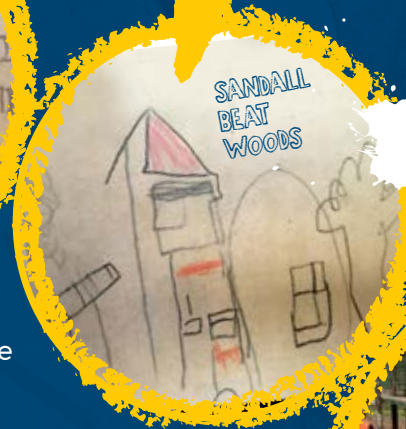
Mia



At the bottom of Intake we have the best fish and chip restaurant in Doncaster called Whitbys! The food is delicious and it is next to the awesome fire station.

Poppy

In Intake near the famous Doncaster Racecourse we have the wonderful Sandall Beat Woods. The community of Intake raised funds for a new fun park to be built. We visited Sandall Beat Woods for our amazing transition week at the start of Year 1 and 2! Ryley



One of the biggest changes to our school was... crew.

Crew is where we get to know each other better and we will sometimes play fun games. →

THIS IS US...

We looked at how our school logo has changed



Then



Now



The Plover bird represents the name of the school. The children from five years ago created the style of the new logo. Plover want all children to be the best version of themselves!

How our logo changed




Plover Primary used to be a junior school but is not a primary school with a nursery and private nursery. The tram trail, outdoor classrooms and quad provide outdoor learning experiences!



GRANDPARENTS

Some of our grandparents who went to Plover came in and spoke about their time at school. We then wrote about it in class as part of our expedition.



Mary aged 67 a former pupil of Plover Primary said "the school used to be a lot smaller and was only a junior school."



The logo now is colourful and cool. At Plover now we learn through amazing expeditions and follow our Plover Pledge - work hard, get smart, be kind!

WHAT WE NOTICE AND WONDER...

Countries, cultures, experiences and needs

Our school is made up of wonderful children, fantastic families and collaborative crews. These include people from a variety of countries, cultures, experiences and needs. But here at Plover compassion and kindness is at the forefront of our work, as every voice matters towards actively making a beautiful world!





CULTURE CREW

We have lots of cultures in our crew and we celebrate these together!

We have lots of cultures in our crew and we celebrate these together!
Jenson



EQUITY WITHIN OUR COMMUNITY..



On our doorstep we have the Doncaster Racecourse, famous for the oldest horse racing classic in the world – the St Leger!



We have field trips to interesting local places



In Intake we also have the wonderful Sandall Beat Woods. Sadly recently the park was burnt down by vandals. But our local community raised money to build a new one!



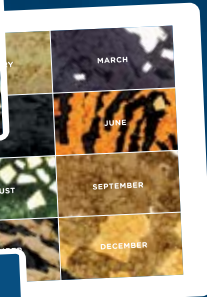
We spent time
at the park



I really like crew. My favourite thing about crew is the games we play.
Nelly



Our World - what are you going to do about it?



JANUARY

Ring Tailed Lemur

Fact
The lemur lives in a forest and is a member of the primate family. It has a long tail with black and white rings. It is found in Madagascar. It is a very social animal and lives in groups.

Habitat
The lemur lives in a forest and is a member of the primate family. It has a long tail with black and white rings. It is found in Madagascar. It is a very social animal and lives in groups.



ploverschool.co.uk/humans/

JANUARY

Fact
The lemur lives in a forest and is a member of the primate family. It has a long tail with black and white rings. It is found in Madagascar. It is a very social animal and lives in groups.

Habitat
The lemur lives in a forest and is a member of the primate family. It has a long tail with black and white rings. It is found in Madagascar. It is a very social animal and lives in groups.



ploverschool.co.uk/humans/

JUNE

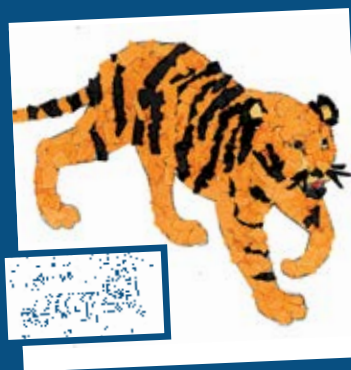
Tiger

Fact
Tigers inhabit a wide variety of locations across the world including China, Russia and North Korea. They live in forests from lowland to tropical rainforest to grasslands and mountains. They range through these various habitats which are big cats. But to find near water, especially in the big cats. They also look for a variety of habitats (generally) in the mountains. All species of tiger are endangered - or worse - because of habitat loss and over-hunting.

Habitat
Tigers may seem cute but they use their claws to climb and move through trees to catch and devour their invertebrate victims. As carnivores, these big cats feed on a variety of insects and prey (including deer and horses). They have even been known to eat ancient and prehistoric called.



ploverschool.co.uk/humans/



OCTOBER

New Forest Cicada

Fact
The New Forest Cicada (which is highly endangered) lives in the New Forest. It is a very social animal and lives in groups. It is found in the New Forest. It is a very social animal and lives in groups.

Habitat
The New Forest Cicada (which is highly endangered) lives in the New Forest. It is a very social animal and lives in groups. It is found in the New Forest. It is a very social animal and lives in groups.



ploverschool.co.uk/humans/

In expeditions we are scientists and in the past we've learnt about the sea and its creatures.







We look forward
to you joining
our crew!

#LOVEPLOVER



Diverse Doncaster

Where do we belong?

Narrative

In the Summer of 2022, Year 1 and 2 pupils from primary schools across the XP Trust studied a cross-curricular expedition looking to answer the guiding question, 'Where do we belong?'

Learning Targets:

Case Study 1 – Geography

- I can** ask and answer geographical questions-
- I can** identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.
- I can** use aerial images and plans to recognise landmarks.

Case Study 2 – History

- I can** ask questions and find out answers about the past.
- I can** recount changes that have occurred in my own lifetime.
- I can** use words and phrases to describe the passing of time.
- I can** use artefacts, pictures and online sources to find out about the past.

Case Study 3 – RE / Art

- I can name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.
- I can identify and suggest meanings for religious symbols and begin to use a range of religious words.
- I can draw lines of different thickness and size.
- I can show pattern and texture by adding dots and lines.



Immersion

As part of hook week, (children of Plover visited the Danum Gallery, Library, Museum as part of their fieldwork. The children were able to complete a scavenger hunt, learning the historical facts about Doncaster. Then then had the opportunity to visit the Sikh Temple and Christ Church two different places of worship in the City Centre!

Children across the trust completed fieldwork at Beamish. The children were able to experience the excitement and community spirit of the 1950s in the 1950s welfare hall, the first building to open as part of our 1950s Town, as well as enjoying activities in the main hall, finding out about the story of the NHS and life in school rooms from the past.*

Our Learning

To provide context and to develop background knowledge, the first case study centred around the geography of Doncaster and the local areas of each school. The children learnt how to compare and contrast the different features of areas in the UK They then developed their knowledge of maps from the previous expedition, to produce their own maps of the schools and local areas.

The second case study focused on history and how the lives of the children and their schools have changed over time. The children started by engaging with historical sources, such as photographs and old artefacts. They then explored the timescales of changes within the lifetimes of themselves and their school.

The crews also interviewed a range of grandparents and teachers from the past to gain a first hand, real-life understanding of the lived past.

The final case study allowed us to continue developing a growing range of art skills, including line drawing, sketching techniques and collage. The children created a sketch of their school, a collage representing the diversity of Doncaster and a modern art version of their school logo. This complemented the skills the children have already developed in the previous expeditions. As artists the children were also encouraged to develop their critique skills to develop and improve their artwork as well as that of others.

Final Product and Celebration of Learning

The final product drew together learning from all three case studies. The product saw the children creating a bespoke prospectus about their school and the local area, which also contributed to a trust-wide prospectus encompassing all of the Trust primaries. Each prospectus displayed elements of the local geography as well as memories from the past about the school and local area. To illustrate the prospectus, children used their newly developed sketching skills to include sketches of the schools and grandparents who had previously been pupils.



#LOVEPLOVER



Scan this QR code to find out more and see all of our Expedition learning and journey.

Find out all you need to know...



XP.
TRUST

Plover School

Coniston Rd, Intake, Doncaster, DN2 6JL

T 01302 361450

E admin@ploverschool.co.uk

ploverschool.co.uk

Plover School is part of the XP Trust: xptrust.org