



**Guide to Teaching and
Learning
September 2023
Version 1**

Introduction

We have created this guide to teaching and learning at St Helen's and St Mary's over the last year, looking to share the best practice both within both the schools and best practice from other schools, in order to develop and embed consistency high quality teaching and learning.

This is very much an ongoing process, but involved:

- Identifying the best practice in key areas of teaching and learning within the federation and outside
- Sharing it as a staff team, discussing it, and agreeing a consistent approach as a school.

Asking the questions:

- Why are we doing it?
- What will be impact of doing it?
- How are we going to do it?
- Is it manageable for staff?
- How will we monitor it to make sure it is working?

Contents:

1. Planning Maths
2. Planning English – Writing and Reading
3. Planning the Connected Curriculum
 - Framework for Planning
 - Discrete Planning
4. Phonics
5. Spelling
6. Assessment
 - Use of Success Criteria
 - Marking and Feedback
 - Peer and Self Assessment
 - Differentiation
11. Learning Environment
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Maths Vision

At St Helen's, our vision is 'Flying high together, soaring on wings like eagles'. We believe that every child is entitled to a high-quality mathematics education, which will provide a foundation for them understanding the world. As a result, they will have an appreciation of the beauty and power of mathematics, plus a sense of enjoyment and curiosity about the subject.

At St Mary's, our vision is 'Enjoy, Explore, Excel together; be amazing.' Therefore, we aim for our children to enjoy their mathematics learning, have the opportunity to explore mathematical concepts with a natural curiosity and achieve their very best.

Our teaching follows the National Curriculum with these aims:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

We are on an exciting journey of embedding teaching for mastery to ensure that children of all ages are 'flying high' and 'being amazing' by acquiring a deep, long-term, secure and adaptable understanding of the subject. Our approach is framed around the Five Big Ideas (NCETM) which underpin teaching for mastery. The children are taught through whole-class interactive teaching where the focus is on all children working together on the same lesson content at the same time, as happens in Shanghai and several other regions that teach maths successfully. This means that the children are on a journey together, allowing no child to be left behind, by following a small step sequence which is reviewed daily to respond to the needs of the children. Small group interventions are used to build in smaller steps to minimise the risk of any child falling behind to ensure that misconceptions are overcome and gaps are closed. This enables the children to be ready to progress onto the next concept.

Five Big Ideas in Teaching for Mastery:

Coherence

Lessons are broken down into small connected steps that gradually unfold the concept, providing access for all children and leading to a generalisation of the concept and the ability to apply the concept to a range of contexts.

Representation and Structure

Representations used in lessons expose the mathematical structure being taught, the aim being that students can do the maths without recourse to the representation

Mathematical Thinking

If taught ideas are to be understood deeply, they must not merely be passively received but must be worked on by the student: thought about, reasoned with and discussed with others

Fluency

Quick and efficient recall of facts and procedures and the flexibility to move between different contexts and representations of mathematics

Variation

Variation is twofold. It is firstly about how the teacher represents the concept being taught, often in more than one way, to draw attention to critical aspects, and to develop deep and holistic understanding. It is also about the sequencing of the episodes, activities and exercises used within a lesson and follow up practice, paying attention to what is kept the same and what changes, to connect the mathematics and draw attention to mathematical relationships and structure.

The Five Big Ideas were first published by the NCETM in 2017 - <https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/five-big-ideas-in-teaching-for-mastery/>

What does ‘Coherence’ look like within our partnership?

Yearly overview

At the start of an academic year, teachers map out a yearly overview for maths by using White Rose, NCETM Curriculum Prioritisation and the DfE Ready-to-Progress Guidance. The Ready-to-Progress Guidance can be used to ensure that the most important elements that underpin the curriculum are covered at the right time, and to ensure that there is continuity and consistency for pupils as they progress from one year group to the next. Teachers can use the guidance to inform decisions on how much teaching time to set aside for the different parts of the curriculum.

Mathematics Term by Term Yearly Overview Plan

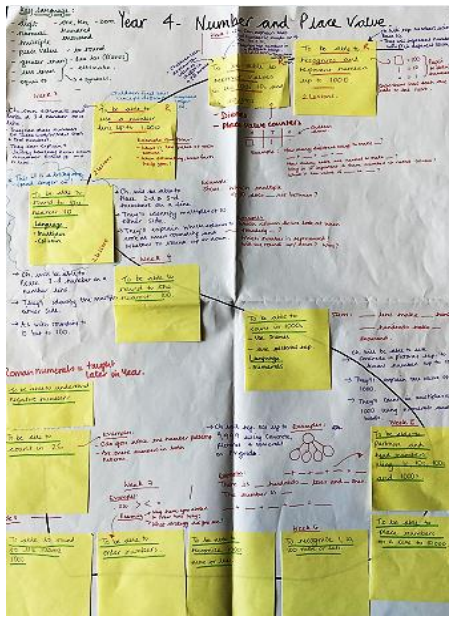
Year 2 Year Overview 2021 – 2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	RTP Number: Place Value						RTP Number: Addition and Subtraction	RTP Number: Addition and Subtraction						
Spring	RTP Number: Addition and Subtraction (Mental strategy – partitioning)	RTP Number: Multiplication and Division <i>Term 3 & 4: Teach Statistics through ICT (Data handling)</i>						Measurement: Money Big Maths: Revisit Number through Calculation strand	Number: Fractions					
Summer	Measurement: Time <i>(EXP: Nearest 15 minutes, GD: Nearest 5 minutes)</i>	RTP Geometry: Properties of shape (2D & 3D)		Measurement: Mass, Capacity and Temperature		Measurement: Length and Height		Revisit Statistics	Geometry: Position and Direction	SPACE				

S planning

Prior to a block of learning, S planning is used to think deeply about the small steps needed to be taken (‘the journey’) to enable all pupils to succeed and meet the year group objectives. It is used as a professional development opportunity by exploring recommended resources to further enhance teachers’ subject knowledge and understanding of ways of teaching concepts. S planning can be approached in the following way:

1. Start by using White Rose, NCETM Professional Development Materials and/or Curriculum Prioritisation Materials to identify each small step on post it notes -
2. Cross reference with DfE Ready-to-Progress criteria to find your priority teaching points - **Code RTP**.
3. Build in any smaller steps and discuss the sequencing until you have an 'S' progression you are happy with.
4. Use different colour pens (if preferred) to map out the following:
 - Revisit prior learning - **Code R for 'revisit', in response to the entry assessment.**
 - Previous or potential misconceptions/ tricky points
 - Core representations
 - Language focus (key vocabulary, stem sentences and generalisations)
 - Connections with other RTP criteria within your year group



Assessment (to aid S planning)

Prior to a block of learning (at St Helen's only), the children engage with an entry assessment from the previous year group to identify what they remember and what they need to revisit.

At the end of a block of learning (a week later), the children engage with an exit assessment to show whether or not they are secure with the year group objectives. This informs teacher assessment for tracking objectives.

Year 2 Addition and Subtraction

Name _____

1. Complete the part-whole models.

 2 marks
2. Use the bar model to complete the number sentences.

 $7 + \square = 25$ $\square - \square = 18$

 2 marks
3. Amir is working out $55 - 8 =$. He uses a number line.

 Complete Amir's method.

 2 marks
4. Here are three digit cards.

 Use the cards to find two different ways to complete the number sentence.

 $\square + \square = 53$

 $\square + \square = 53$

 2 marks
5. Circle two numbers which total 100.

 35 45 55 65 75

 2 marks
7. Dan has 28 grapes. He eats 12 grapes. How many grapes are left?

 2 marks

Circle how confident you feel with addition & subtraction.

 1 2 3 4 5

 Not confident Very confident

Year 3 Addition and Subtraction

Name _____

1. Complete the part-whole models.

 2 marks
2. Alex has 262 stickers. He buys 6 more. How many stickers does he have now?

 2 marks
3. Tommy makes this number.

 He subtracts forty. What is Tommy's new number?

 2 marks
4. Explain the mistake.

 2 marks
5. Rosie wants to work out $102 - 98$ in her head. Explain a method that Rosie could use.

 2 marks
6. Work out $453 + 537$. You may use the counters to help.

 2 marks
7. Complete the bar models.

 2 marks
8. Complete the missing digits.

 2 marks

Circle how confident you feel with addition & subtraction.

 1 2 3 4 5

 Not confident Very confident

Lesson sequence



Steps to success:

5.5.22

L.O. Find two quarters.

Steps to Success:

1. Identify the whole amount.
2. Find two quarters of the whole amount by using a bar model to half the whole and half it again. Two quarters are equivalent to a half if the whole is the same.
3. Explain using the stem sentences.

8.11.21

L.O: simplify fractions

Steps to Success:

- 1) Look at the numerator and the denominator
- 2) What is the highest common factor of the numerator and the denominator? You could draw a T-chart to help you.
- 3) Divide the numerator and the denominator by the highest common factor

Review:

Following assessment from the previous lesson, the review phase is used to overcome an identified misconception. However, if all children have achieved a secure understanding, this phase is used to deepen their knowledge through a reasoning and problem solving context. The review phase supports the children to make connections between small steps and strengthen retention by revisiting prior learning.

Review

Minuend - Subtrahend = Difference

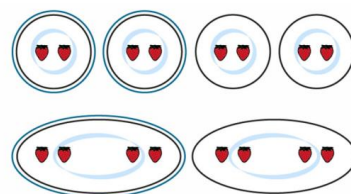
$$23 - 6 = 17$$

We exchange
1 ten for 10 ones.

Review

True or false?

$$\frac{2}{4} \text{ of } 8 = 2$$




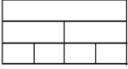
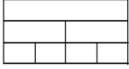

Explain your mathematical thinking.
What do you notice?

Explore/ I do-we do-you do:

During the explore phase, a concept is broken down into small connected steps with variation included to deepen the children's understanding. The role of the adult is to facilitate mathematical discussion, rather than lead it. The aim of this approach is to ensure that the learning is in the children's hands to promote deep thinking with a goal to achieve concepts embedded in their long-term memory. There is a real emphasis on the answer being just the beginning so that the children are constantly given the opportunity to develop their verbal and written reasoning skills. Stem

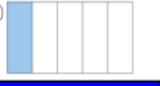
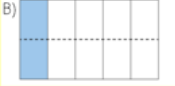
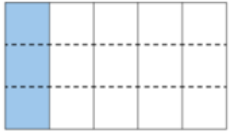

sentences and generalisations are used throughout daily maths lessons with an aim that the language focus is understood deeply, not just passively received. This means the language focus is thought about, reasoned with and discussed with others. We have a culture of encouraging the children to ask questions and to not worry if they get things wrong as we all learn from mistakes. Therefore, we aim for mathematical discussion to always be present in the classroom, including when the children are working independently, showing that they are ‘flying high’ and ‘being amazing’ in maths.

St Helen’s example:

<p><i>Explore</i></p> <p>Ben ate half a pizza.</p> <p>Which fraction shows the amount he ate?</p>  <p>$\frac{1}{4}$ $\frac{1}{3}$ $\frac{2}{4}$ $\frac{3}{4}$</p> <p>How do you know? Can you prove it?</p>	<p><i>Explore</i></p> <p>Find $\frac{2}{4}$ of 28.</p> <p>$\frac{2}{4}$ of 28 = ___</p> 	<p><i>Explore</i></p> <p>Find $\frac{2}{4}$ of 32.</p> <p>$\frac{2}{4}$ of 32 = ___</p> 	<p><i>Explore</i></p> <p>What do you notice?</p> <p>$\frac{2}{4}$ of 28 = 14</p> <table border="1" data-bbox="1102 618 1203 674"> <tr><td>28</td></tr> <tr><td>14</td><td>14</td></tr> <tr><td>7</td><td>7</td><td>7</td><td>7</td></tr> </table> <p>$\frac{2}{4}$ of 32 = 16</p> <table border="1" data-bbox="1102 683 1203 739"> <tr><td>32</td></tr> <tr><td>16</td><td>16</td></tr> <tr><td>8</td><td>8</td><td>8</td><td>8</td></tr> </table> <p>$\frac{2}{4}$ of 36 = ___</p> <table border="1" data-bbox="1102 748 1203 792"> <tr><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </table>	28	14	14	7	7	7	7	32	16	16	8	8	8	8								<p><i>Explore</i></p> <p>Tommy has a jar of 12 cookies. He gives half of them to Alex, and $\frac{1}{4}$ of them to Mo.</p>  <p>Who gets the most cookies? <i>Explain how you know.</i></p>
28																									
14	14																								
7	7	7	7																						
32																									
16	16																								
8	8	8	8																						
<p>$\frac{1}{2}$ and $\frac{2}{4}$ both show the same part of the whole <i>"Half the whole and half it again to find a quarter." "Half the whole and half it again to find a quarter."</i></p>																									

Please note all Maths Flipcharts should have squares on to aid the modelling process.

St Mary’s example:

<p>Can I find equivalent fractions?</p> <p>I do</p> <p>A) </p> <p>B) </p> <p>The whole is divided into ___ equal parts, and ___ of these parts are shaded.</p> <p>What has changed? What has stayed the same?</p>	<p>Can I find equivalent fractions?</p> <p>We do</p>  <p>The whole is divided into ___ equal parts, and ___ of these parts are shaded.</p> <p>$\frac{1}{5} = \frac{3}{15}$</p> <p>What has changed? What has stayed the same?</p>	<p>Can I find equivalent fractions?</p> <p>You do</p> <p>Shade the diagram to find an equivalent fraction.</p>  <p>$\frac{1}{4} = \frac{\square}{12}$</p> <p>Equivalent fractions are two or more fractions that equal even though they have different numerators and denominators.</p>
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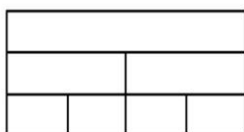
Check point/Hinge question:

After the explore phase, a check point/hinge question is used to assess what the children know and identify any misconceptions - this informs what happens next in terms of starting points and the focus of teacher and TA support. The check point/hinge question should involve multiple choice with some responses including misconceptions and an ‘I’m not sure yet...’ as option D.

Check point

Mia got £40 for her birthday.
She spent $\frac{2}{4}$ on a new skateboard.
How much money does she have left?

$\frac{2}{4}$ of £40 = £ ___



- A. £10
- C. £20
- B. £30
- D. I'm not sure yet...

Can I find equivalent fractions?

Hinge

$\frac{2}{3} = \frac{\quad}{9}$

A = 2
B = 3
C = 6
D = I'm not sure yet


Worksheets:

Step 1/Silver: Fluency – Trying the skill with a scaffold provided e.g. pictorial representation

Step 2/Gold: Fluency – Deepening understanding of the skill, becoming more flexible and fluid through variation and the scaffold removed

Step 3/Platinum: Application in a reasoning and problem solving context

5.5.22
L.O. Find two quarters.
Step 1



1b. Find $\frac{2}{4}$ of £8

1c. Find $\frac{2}{4}$ of £16

1a. What is $\frac{1}{2}$ of 12?
What is $\frac{1}{4}$ of 12?
What is $\frac{2}{4}$ of 12?

What do you notice? Explain.
I notice that...

Step 2

2a. Tom invited 20 friends to his birthday party. Two quarters of them were girls. How many were boys?
 $\frac{2}{4}$ of 20 = ____
Tom invited ____ boys to his birthday party.



2b. A hotel has 24 rooms. $\frac{2}{4}$ of the rooms are downstairs. How many rooms are upstairs?
 $\frac{2}{4}$ of 24 = ____
There are ____ rooms upstairs in the hotel.

2c. What do you notice about $\frac{2}{4}$ of 20 and $\frac{2}{4}$ of 24? Can you predict what $\frac{2}{4}$ of 28 is? Explain how you know.


Step 3

3a. Half of \square is 6
 $\frac{2}{4}$ of \square is 6
Explain how you know.

3b. If it took Beth 15 minutes to walk $\frac{2}{4}$ of the way to school, how long would the whole journey take?
The whole journey would take ____ minutes. I know this because...

3c. 
You cannot find $\frac{2}{4}$ of this shape as you cannot divide it into 4 equal parts.
a) Do you agree with Dexter? ____
I agree/disagree with Dexter because...
Colour $\frac{2}{4}$ of each shape.
3d. 


Silver

1) 
 $\frac{4}{8} = \frac{2}{4} = \frac{1}{2}$

2) Find the missing fractions

d) $\frac{3}{4} = \frac{6}{\square}$
e) $\frac{3}{4} = \frac{12}{\square}$
f) $\frac{3}{4} = \frac{\square}{12}$

Gold

1) Rosie says,

To find equivalent fractions, whatever you do to the numerator, you do to the denominator.
Using her method, here are the equivalent fractions Rosie has found for $\frac{4}{8}$
 $\frac{4}{8} = \frac{8}{16} = \frac{4}{2} = \frac{6}{10}$
 $\frac{4}{8} = \frac{2}{4} = \frac{4}{8} = \frac{1}{5}$
Are all Rosie's fractions equivalent?
Does Rosie's method work?
Explain your reasons.
'Match each fraction to its equivalent.'

$\frac{1}{5}$ $\frac{3}{12}$
 $\frac{1}{4}$ $\frac{4}{20}$
 $\frac{1}{3}$ $\frac{3}{9}$

Platinum

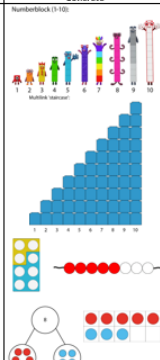
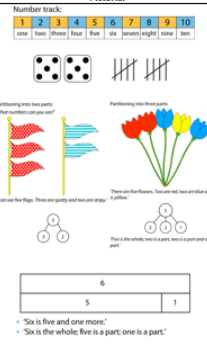
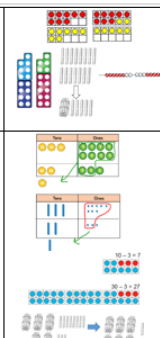
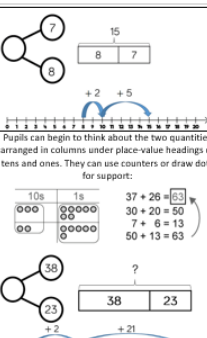
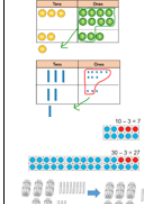
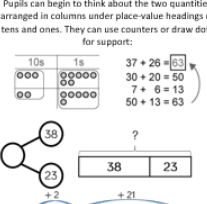
1) Here are three fraction cards.
All the fractions are equivalent.
 $\frac{1}{5} = \frac{3}{15} = \frac{1}{3}$
Find the value of \bullet

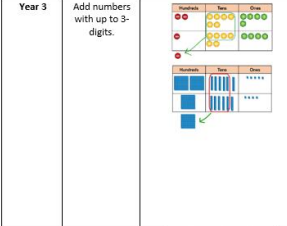
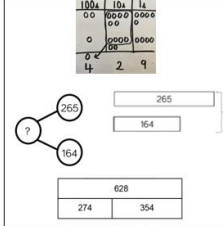
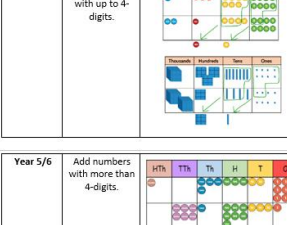
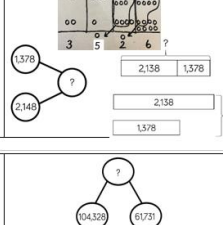
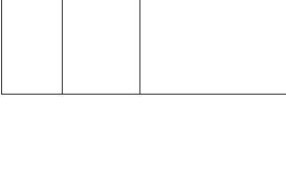
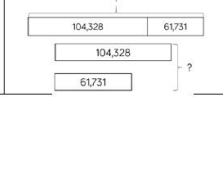
$\frac{3}{A} = \frac{B}{14} = \frac{12}{C}$

A + B = 13
Work out the value of C.

What does 'Representation and Structure' look like within our partnership?

Please see our calculation policy for Addition, Subtraction, Multiplication and Division which shows the progression from concrete – pictorial – abstract (EYFS-Year 6). Here is a snapshot of Addition:

Year group	Objective	Concrete	Pictorial	Abstract
EWS	Have a deep understanding of number to 10, including the composition of each number.			$5 + 1 = 6$ Vary the position of the equals symbol: $6 = 5 + 1$
Year 1	Add two 1-digit numbers to 10. Add 1 and 2 digit numbers to 20.			$8 + 7 = 15$ $\begin{array}{r} 8 \\ + 7 \\ \hline 15 \end{array}$
Year 2	Add two 2-digit numbers to 100.			To avoid overload of working memory, pupils should learn how to record the steps using informal written notation or equation sequences, as shown below. $\begin{array}{r} 37 + 26 = 63 \\ 30 + 20 = 50 \\ 7 + 6 = 13 \\ 50 + 13 = 63 \end{array}$ Figure 18 is the most efficient.

Year 3	Add numbers with up to 3-digits.			$\begin{array}{r} 15 \\ + 27 \\ \hline 418 \\ + 184 \\ \hline 602 \end{array}$ $\begin{array}{r} 186 \\ 57 \\ + 354 \\ \hline 628 \\ 1 \end{array}$
Year 4	Add numbers with up to 4-digits.			$\begin{array}{r} 1378 \\ + 2148 \\ \hline 3526 \\ 11 \end{array}$
Year 5/6	Add numbers with more than 4-digits.			$\begin{array}{r} 104,328 \\ + 61,731 \\ \hline 166,059 \end{array}$

What does 'Mathematical Thinking' look like within our partnership?

NRICH identify these features as being at the heart of mathematical thinking:

- exploring
- questioning
- working systematically
- visualising
- conjecturing
- explaining
- generalising
- justifying
- proving

Please see NRICH to include investigations within a block of learning: <https://nrich.maths.org/9084> and <https://nrich.maths.org/8767>

Mathematical vocabulary, stem sentences and generalisations

We expect children to use correct mathematical terminology and to express their reasoning in complete sentences.

The quality of children's mathematical reasoning and conceptual understanding is significantly enhanced if they are consistently expected to use correct mathematical terminology (e.g. saying 'digit' rather than 'number') and to explain their mathematical thinking in complete sentences.

I say, you say, you say, you say, we all say is a technique which enables the teacher to provide a sentence stem for children to communicate their ideas with mathematical precision and clarity. These sentence structures often express key conceptual ideas or generalities and provide a framework to embed conceptual knowledge and build understanding.

For example: *'If the rectangle is the whole, the shaded part is one third of the whole'*.

Having modelled the sentence, the teacher then asks individual children to repeat this, before asking the whole class to chorus chant the sentence. This provides children with a valuable sentence for talking about fractions. Repeated use helps to embed key conceptual knowledge.

Another example is where children fill in the missing parts of a sentence; varying the parts but keeping the sentence stem the same. For example:

There are 12 stars. $\frac{1}{3}$ of the stars is equal to 4 stars



Children use the same sentence stem to express other relationships. For example:

There are 12 stars. $\frac{1}{4}$ of the stars is equal to 3 stars

When
about

There are 12 stars. $\frac{1}{2}$ of the stars is equal to 6 stars

talking
fractions it

is important to make reference to the whole and the part of the whole in the same sentence. The above examples help children to get into the habit of doing so. Another example is where a mathematical generalisation or 'rule' emerges within a lesson.

For example: 'When adding 10 to a number, the ones digit stays the same.'

This is repeated in chorus using the same sentence which helps to embed the concept.

Source: <https://www.ncetm.org.uk/media/k20boquz/ncetm-calculation-guidance-october-2015.pdf>

Please access the following recommended resources/links to gain an understanding of mathematical vocabulary, stem sentences and generalisations used within each block of learning:

- NCETM Professional Development Materials - <https://www.ncetm.org.uk/teaching-for-mastery/mastery-materials/primary-mastery-professional-development/>
- Enigma Maths Hub Stem Sentence Banks (Number, Addition and Subtraction/ Multiplication and Division/ Fractions) - <https://enigmamathshub.co.uk/primary-tfm-in-practice/>
- Ready-to-Progress Guidance 'Language Focus' - <https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools>
- NCETM Curriculum Glossary - <https://www.ncetm.org.uk/media/hpihrj3s/national-curriculum-glossary.pdf>
- New White Rose Scheme of Learning. For example:

Possible sentence stems

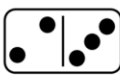
- The value of the _____ in _____ is _____
- The column before/after the _____ column is the _____ column.
- 10 _____ can be exchanged for 1 _____
- 1 _____ can be exchanged for _____

What does 'Fluency' look like within our partnership?


Flashback 4

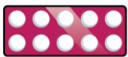
As a morning activity on arrival to school at St Helen's or at the start of a maths lesson at St Mary's, the children engage with Flashback 4 (White Rose) which consists of a series of quick questions, covering something from the previous lesson, last week and topics from earlier in the year – maybe even last year! The reason for this is to ensure essential skills are regularly revisited and retrieved to strengthen retention.


Flashback 4 Year 1 | Week 11 | Day 1

1) $5 - 2 = \square$ 


2) $9 - 7 = \square$

3) How many flowers altogether?


4) What number is shown?




Flashback 4 Year 5 | Week 9 | Day 2


1) $\frac{1}{3} = \frac{\square}{9}$ 

2) $36 \times \square = 360$

3) Is 50 a common multiple of 2 and 4?

4) What is 4,490 rounded to the nearest 1,000?

IX



Big Maths at St Helen's

At the start of every Maths lesson at St Helen's, Big Maths is used to dedicate 10-15 minutes each day to 'flying high' with core skills and improving fluency. The CLIC session involves focusing on the following areas:

- Counting – exploring the number relationship of a fact, counting it out and deriving it for themselves
- Learn Its – spending time simply practising and recalling the fact (quiz every Friday)
- It's Nothing New! – applying that fact to new contexts such as everyday objects, units of measure
- Calculation – finally those elements of number knowledge and skills can be applied to larger procedures as pre-requisite background knowledge

Counting - Partition 2d numbers in different ways



$$62 = \underline{\quad} + \underline{\quad}$$

$$62 = \underline{\quad} + \underline{\quad}$$

$$62 = \underline{\quad} + \underline{\quad}$$

$$62 = \underline{\quad} + \underline{\quad}$$

Continue...

Learn Its - Step 7 adding 4

$$4 + 7 = \underline{\quad}$$

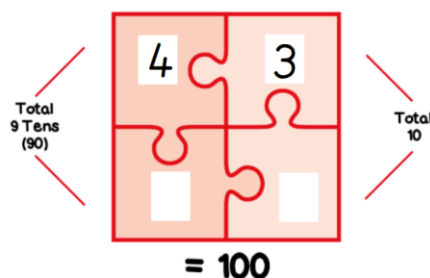
$$4 + 8 = \underline{\quad}$$

$$4 + 9 = \underline{\quad}$$

What do you already know that could help you?

Learn them - chant - jingle - quiz

It's Nothing New - Jigsaw numbers



Calculation - Repeated addition

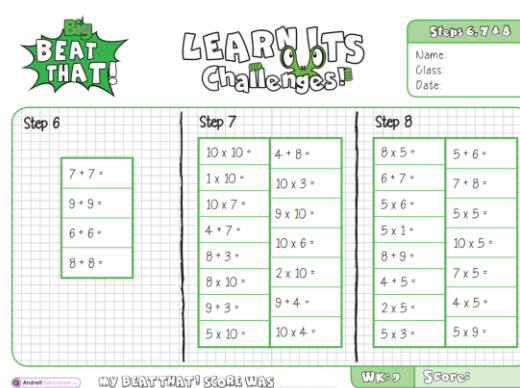
$2 + 2 + 2 + 2$
is the same as
 4×2 .

Can you write 6×5 as repeated addition?

Learn Its explained in more detail:

Learn Its are facts that are vitally important for the children to learn and be able to recall instantly, with no thinking time. The title perfectly describes what we want the children to do, 'Just learn it!' There are 36 addition Learn Its (all the 1 digit add 1 digit facts from 2+2 through to 9+9) and 36 multiplication Learn Its (all of the 1 digit times 1 digit facts).

Every Friday at St Helen's, the children engage with a Learn Its test. The children answer a number of Learn Its questions within a set time which is 1 minute (unless they are on 'Ultimate' which is 1.5 minutes) and there is a Big Maths Jingle for this. The children aim to complete as many questions as they can within the time available. Once the children have finished the test and marked their answers, they highlight three facts which either they didn't complete, found tricky to answer or got incorrect to practise over the upcoming week as home learning. If the children complete all questions correctly within the time provided, they move up a Learn Its level and this is updated on the progress tracking document.



Times Tables: The importance of learning multiplication facts is crucial in the federation. Please see the separate Times table policy for more information.

Please see our times tables policy to read the following guidance:

Contents	
Intent	1
What do we mean by 'fluency in times tables facts'?	2
Teaching rote recall of times table facts.....	3
Step counting.....	5
Teaching children about 0x and 1x.....	6
Teaching the 11x and 12x table.....	6
Times Tables Progression, including reference to Big Maths Learn Its facts.....	7
Suggested activities for teaching times tables.....	8
How often should we teach times tables?.....	11
How do we assess times tables?.....	12

What does 'Variation' look like within our partnership?

Variation involves deepening the way children think through:

- What we keep the SAME.
- What we CHANGE.

Our aim is to support children in becoming mathematically observant.

Conceptual variation

As a teacher you need to be clear about:

- varying the representation to extract the essence of the concept
- supporting the generalisation of a concept, to recognise it in any context
- drawing out the structure of a concept – what it is and what it isn't.

Procedural variation

As a teacher are you providing the opportunity:

- for practice (intelligent rather than mechanical)
- to focus on relationships, not just the procedure
- to make connections between problems
- to use one problem to work out the next
- to create other examples of their own.

The questions that are asked are important, as they develop mathematical thinking.

Please see how variation can be included by looking at the flipchart and worksheet examples within the 'Lesson sequence' section.

Reading Process:

ST. HELEN'S READING STRATEGY (DNA)

INTENT

Our vision for reading is for all our children to develop a love of reading and use reading skills to connect themselves with each other, their community, society and the world. We know that being an expert reader unlocks better life chances and closes the gap for children who experience disadvantage. Reading is a right for all not a privilege for a few.

All our children get the best possible start by securing early reading skills through our phonics programme Read Write Inc. From here, all our children use their decoding skills to develop comprehension skills and broaden their understanding of the world through age-appropriate texts. Our children are inspired to value reading. Through the strategy, we ensure all children have reading confidence so they are ready for the next stage of their education.

We use a systematic approach to teaching reading that is built around the principles of the simple view: word reading (Read Write Inc phonics) and comprehension (Scarborough's reading rope) This reading sequence begins in EYFS with prioritising decoding through explicit teaching of phonics and book talk.

In Year 2, children engage in high quality book talk about age-appropriate texts. This is priorities after children have completed their RWInc. programme, although book talk through develop a more in-depth understanding of quality texts and extracts linked to their curriculum theme through whole class reading that using an 'improving inference' teaching sequence.

Our teachers know that reading a broad range of texts is a key component to using reading to develop a rich knowledge and understanding of the word. We ensure that throughout all our provision, teachers build reading relationships with children, offering recommendation and links to other authors. In doing this we are preparing for the next stage of their education.

WHAT WE DO

1. Daily reading	Read Write Inc Moving to guided reading (Y2) Daily whole class reading (KS2) Book talk and discussions about text throughout the writing sequence
2. Children read to daily	Class reading book – reading spines
3. Reading for Pleasure and love of reading	Libraries Competitions Challenges Reading cafes
4. Reading Records	
5. Independent reading time	
6. Reading at home	
7. Reading in every lesson	

8. Keep up and catch up reading in KS1	Additional support One to one reading Interventions Targeted support Inclusive teaching during reading lessons
9. Keep up and catch up reading in KS2	Additional support One to one reading Interventions Targeted support Inclusive teaching during reading lessons
10. Reading equity	High quality free texts SEND/PP heard daily Reading, story clubs Targeted story telling
11. Oracy	Framework Vocabulary instruction Cultural Capital Communicating knowledge and understanding of the world Connecting to the world and being brave changemakers

IMPLEMENTATION	
Reading in EYFS and KS1	<ul style="list-style-type: none"> • Follow RWINC scheme of phonics teaching Each child in Reception and Yr1 has a daily, 45 minute phonics lesson, following the RWI teaching sequence. • In Yr2, children access a balance of both phonic and spelling punctuation and grammar (SPaG) lessons based on their individual needs and attainment. • Reception and Y1 children are taught in small phase groups, based on regular assessments so that children's learning needs are accurately matched to the correct provision. • Small phonic sessions or interventions ... • At the end of Year 1 children have to take the national Phonics Test which tests children's phonic knowledge. • required to read real and non-sense words, applying the skills they have learnt. • Any child that does not complete the phonics programme will continue learning phonics throughout Year 3/4 during interventions. <p>In year 2 reading is taught by focusing on reading strategies to develop the skills necessary to progress from early reading and RWInc phonics in EYFS and KS1. Children are able to discuss their understanding in book talk sessions, increasing their understanding of texts through the six reading skills of retrieval, inference, prediction, sequencing, explanation and exploring new vocabulary (VIPERS).</p> <p>[Note: in 2022-2023, RWI phonics continues until the end of term 3. From term 4, they follow the school's reading sequence and RWI spelling programme.</p>

Reading in KS2	<p>Children will receive daily whole class reading session where they will be taught specific reading comprehension skills.</p> <p>Children will use VIPERS to help them talk about these key elements of comprehension.</p> <p>Children will also have the opportunity to work independently to practice the skills they have been taught in more formal reading assessments.</p> <p>Within our sequence there is also time given to reading for pleasure. Children will be able to share their favourite texts, make independent choices, share recommendations and enjoy time in the school library.</p> <p>To continue our focus on reading for pleasure in KS2, teachers will read a story from the <i>Reading Spine</i> to the whole class every day.</p> <p>There are opportunities to read in EVERY lesson (including Maths, Geography, History, Science etc)</p>
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READING EXPECTATIONS	
Reading Spine KS1	https://www.booktrust.org.uk/books-and-reading/our-recommendations/100-best-books/
Reading Spine KS2	https://www.booktrust.org.uk/books-and-reading/our-recommendations/100-best-books/

St Mary's and St Helen's Partnership KS2 Whole Class Reading Teaching Sequence	
<p><i>Non-negotiables for teachers:</i></p> <ul style="list-style-type: none"> • VIPERS questions / P.E.E answers • Text marking on copies of extract • Questions about Character, plot, setting • Questions about organisation, grammar, vocabulary 	<p>Range (guiding principles)</p> <p>Week 1: Class Enquiry Narrative Text</p> <p>Week 2: Class Enquiry Narrative Text</p> <p>Week 3: Class Enquiry Narrative Text</p> <p>Week 4: Non- Fiction</p> <p>Week 5: Non-Fiction</p> <p>Week 6: Poetry</p> <p>Week 7: Poetry</p>
<p>EVIDENCE:</p> <ul style="list-style-type: none"> • Learning objectives and reading skills clear e.g. use skimming to retrieve information • Text marking and ideas recorded around the extract • Oracy will be used to develop inference, summarising and explanation <p>ASSESSMENT:</p> <p>Formal comprehension is completed a of twice per term on a Friday on consecutive weeks. This will allow the teacher to administer the task and then review and feedback in a class conferencing session.</p> <p>Resources</p> <ul style="list-style-type: none"> • Reading Journeys • Cracking Comprehension • School-made • Past SATs papers 	

LESSON TYPE	NOTES
<p>DAY 1 – BACKGROUND AND VOCABULARY DAY (prediction)</p> <p>What the teacher will do: Share the extract 1 through reading aloud or slow reveal.</p> <p>What the children will do: Listen, ask questions, respond using text marking, create mind maps, develop lines of enquiry, magpie and discuss vocabulary, labels, captions, word explosion, synonyms, antonyms etc</p> <p>Sequence</p> <p>Engage: Teacher models reading aloud and uses Think Alouds to ‘wonder’ about the background / <i>think...I predict... I wonder</i></p> <p>I Do - model explaining the meaning of words (vocabulary instruction)</p> <p>We Do - Reading activity – sharing, explaining the meaning of 2 more words.</p> <p>Build vocabulary list for the learning environment</p> <p>You Do - Collaborative activity text marking focusing on vocabulary in Reading Journals</p> <p>PRECISION EXIT QUESTION: ask chd what they think will happen next (plot, character, setting, message, theme..)</p> <p>Children respond in journal</p>	<p>Vocabulary Questions</p> <p>What do the words and suggest about the character, setting and mood? Which word tells you that....?</p> <ul style="list-style-type: none"> • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that.....

DAY 2 - RETRIEVE DAY (summarising and prediction)

Sequence

Engage:

Teacher will re-read extract and reveal the next part of the extract to class to answer predictions
Then **SUMMARISE** (give me 5, new headline, story map, role-on-the-wall etc.)

I Do - reread extract and model answering a retrieval question

Teacher will model how to understand the question, locate the answer in the text and craft the answer (on lined paper)

We Do – Share a further retrieval question for children to do together

You Do - Answer retrieval questions (approx. 5)

Children work collaboratively using text marking/highlighting and explanation of meaning.

Flexible Group and targeted support: CT or TA will pull together key pupils (bottom 20%) and scaffold the process of answering retrieval questions – adaptations can be made (cloze procedure, sentence stems)

Sequence

Engage: Read aloud the same extract (use reciprocal reading, tune in tune out etc.)

I Do – Model an inference question and answer. **Teacher will model how to understand the question, locate the answer in the text and craft the answer using I think, because and also or PEE (on lined paper)**

We Do - children answer one more Inference question with **P.E.E.**

Point – I think Evidence – because Explain – and ...

Teacher will monitor the learning and then discuss misconceptions and shares the answer.

You Do - children each answer further 3 questions in Reading Journals.

Flexible Group and targeted support: CT or TA will pull together key pupils (bottom 20%) and scaffold the process of answering retrieval questions – adaptations can be made (cloze procedure, sentence stems)

NOTE: Do not share the answers for the 3 inference question until Day 4

Retrieval Questions:

HIGHLIGHT/CHOOSE/ADD

- How would you describe this story/text?
- What genre is it? How do you know?
- How did...? • How often...? • Who had...? Who is...? Who did...?
- What happened to...? • What does.... do? • How is? • What can you learn from from this section?
- Give one example of.....
- The story is told from whose perspective?

Inference Questions:

HIGHLIGHT/CHOOSE/ADD

- Find and copy a group of words which show that...
- How do these words make the reader feel?
- How does this paragraph suggest this?
- How do the descriptions of show that they are
- How can you tell that.....?
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....?
- Who is telling the story?

DAY 4 - INFERENCE DAY

Sequence

Engage: Read aloud the same extract (use reciprocal reading, tune in tune out – encourage bottom 20% to read aloud) - can focus on fluency

I Do – Teacher models the answers to the questions from Day 3. Model how to get to correct answers.

We Do - Children use peer tutoring to editing of answers, where required.

Teacher to monitor and prioritise the bottom 20% and/or children who are fluent readers but need to discuss the complexities of their answer

You Do – Children have a Set of 5 further inference questions to complete

or children can write a response to the text e.g. diary entry, letter between characters

Flexible group: target greater depth readers. Focus on a wider discussion of the extract e.g. how is the author...? What does this remind you of? Share related texts or extracts such as a section from a classic or a related poem

DAY 5 – READING FOR PLEASURE DAY (reading comprehension task maximum of twice per term)

Use this session to target

- Enjoying and talking about text
- One to one reading
- Book change
- Recommendations
- Oracy book reviews
- Library sessions
- Benchmarking checks
- Re-teaching
- Sharing class text
- Gap fill: explore more summarising or further explanation questions, prioritise greater depth readers book club.

Inference Questions:

HIGHLIGHT/CHOOSE/ADD

- Find and copy a group of words which show that...
- How do these words make the reader feel?
- How does this paragraph suggest this?
- How do the descriptions of show that they are
- How can you tell that.....?
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....?
- Who is telling the story?

Summarise Questions: as appropriate to child's text

- Why is the text arranged in this way? What structures has the author used? What is the purpose of this text feature? Is the use of effective?
- Does the mood of the character change throughout the text? How?
- What is the author's point of view?
- How does the author engage the reader here?
- Which section was the most interesting/exciting part?
- What happened after?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- What will happen after? • What does this paragraph suggest will happen next?

Writing Process:

Slow Release Reading into Writing Teaching Sequence that promotes the writing process.

Intent

Our vision for writing is for our children to use their love and knowledge of quality texts to connect them with each other, their community, society and the world. Through developing a rich a well-structured curriculum our children develop clear purposes for writing that help them inform, entertain, instruct, persuade and explain the wider world through a range of writing experiences that have an impact beyond the classroom. Our children will be immersed in the process of writing and this will allow them to develop the confidence and enthusiasm for writing and what it means to be an author.

We use a systematic approach to teaching writing that is built around the principles of the writing process. This sequence loops learning towards an end of unit outcome. The sequence runs over three phases and prioritises understanding the purpose and how authors achieve this, explicit contextualised teaching of grammar and punctuation, and the authorial skills of editing, proofreading and publishing writing with pride.

Implementation

Exploring <i>Purpose and Audience</i> <i>Establish your context</i>	Creating Creating ideas and using techniques	Communicating <i>Writing, Editing and publishing</i>
Introduce quality text or animation or experience Text specific tier 2 and tier 3 vocabulary Key features of text type Link to enquiry discussions Summarising (KS2) Retelling of narrative (EYFS and KS1) Introduce learning wall as a scaffold Analyse parts of text using VIPERS Contextualised teaching SPaG and vocabulary Use drama, practical activity and oracy to develop ideas Responding to text in different ways Editing short burst Proofreading short burst	Generating alternatives, adaptations, changes to original text Exploring authorial techniques e.g. how to build tension, how to develop atmosphere, how to move the reader to act or react Responding to text in different ways Use drama, practical activity and oracy to develop ideas Contextualised teaching of SPaG and vocabulary Editing short burst Proofreading short burst Planning ideas using boxing up (KS2) and story mapping (KS1)	Oral rehearsal Modelled and shared writing to support end of unit outcome Drafting Editing Redrafting Proofreading Publishing Application of taught SPaG Application of topic specific vocabulary Application of ARE skills

Must Haves

Develop these with the staff after term 1 monitoring

- Model text/oral story
- Key features toolkit
- VIPERS discussions
- Writing that explores key themes (character, plot, setting, content, purpose e.g. instructions)
- Deliberate practice of grammar
- Writing to apply grammar
- Modelled and shared writing in learning environment

Must Haves

- Innovations linked to character, setting, point of view, alternative endings, additional chapters
- Evidence of active learning (drama, practical, oracy to develop new ideas)
- Deliberate practice of grammar
- Writing to apply grammar
- Modelled and shared writing in learning environment

Must Haves

- End of unit writing based on the text and purpose
- Success criteria used to support editing and proofreading (from teacher and child)
- Evidence of editing and proofreading
- Modelled and shared writing in learning environment

Exploring **(create after term 1 monitoring)**

Session 1 - 5

- Create a buzz around the theme/text/enquiry
- Share the text, experience or animation. Talk about themes and links to your enquiry
- Introduce vocabulary and instruct the children of meaning
- Develop a toolkit to support the text type
- Introduce the learning wall
- Share, retell, summarise the WAGOLL (or oral story for narrative in KS1)
- Discuss characters, plot, setting or purpose (non-fiction) using the text (original or the WAGOLL)
- Write about character, plot, setting or purpose (non-fiction) linked to discussions
- Contextualised teaching of a grammar or punctuation skill
- Short burst writing to apply the grammar skill

Evidence

Session 1: picture of the text or writing context, ideas around the outside, vocabulary collection, role on the wall, toolkit for text type

Session 2: WAGOLL (oral story) summary or text marking, oral retelling photographs, reorganising the WAGOLL or story summary, add to toolkit

Session 3: extract from text or WAGOLL analysed, role on the wall, word maps, mind mapping, shared writing into short burst linked to character, plot or setting, text marking previously taught grammar features in the WAGOLL or original text

Session 4: Contextualised SPaG tasks

I do - modelled on the board

We do - shared whiteboard or individual whiteboard work

You do – Sentences, paragraphs in books to practice the skill

Session 5: Short Burst Writing

I do: model the text type opening and apply the grammar from session 4
We do: shared writing
You do: independent writing (guided groups for scaffolding)

Creating

Session 6 - 10

- Develop changes, adaptations or alternations to the text to help children with new ideas
- Use drama and oracy to develop ideas around changes
- Short burst writing to develop ideas around the changes and **apply previously taught grammar**
- Contextualised teaching of a grammar or punctuation skill
- Short burst writing to apply the grammar skill
- Plan story/non-fiction with children using story map or boxing up - teacher plans a class version (or part of) and children plan their own

Evidence

Session 6: KS1 – photographs of oral retelling with innovations or adaptations of text. KS2 notes around changes, role on the wall for new character, photographs of drama, vocab mat, mind map for new character, setting, content, research

Session 7: short burst about the change (character, plot, setting, point of view, purpose) that applies some **previously taught grammar** (from previous unit)

Session 8: Contextualised (in the new idea/s) SPaG tasks

I do - modelled on the board

We do - shared whiteboard or individual white board

You do – Sentences, paragraphs in books to practice the skill

Session 9: Short Burst Writing

I do: model the text type opening and apply the grammar from session 4

We do: shared writing

You do: independent writing (guided groups for scaffolding)

Session 10: Story map and/or box up planning

Communicating

Session 11 - 15

- Oral rehearsal of planned writing
- Success criteria discussed and developed
- Model how to write from a plan e.g. box 1 box 2 etc
- Shared, guided and independent writing of each part of the plan where appropriate
- Rereading and editing of writing
- Proofreading to check punctuation, spelling and sense
- Publishing when and where appropriate

Evidence

Session 11: evidence on the flip of oral rehearsal. Editing of plan where required.

Evidence in flip of modelling the planning into writing.

Writing started (depending on year group and ability)

Session 12: Evidence in flip of modelling the planning into writing.

End of unit writing with editing

Session 13: Evidence in flip of modelling the planning into writing.

End of unit writing with editing

Session 14: Evidence in flip of modelling the planning into writing.

End of unit writing with editing. Some children will now be able to edit completed writing and proofread.

Session 15: Evidence in flip of modelling editing and proofreading. Evidence of editing and proofreading in books

Evaluation Discussion: Learning round up on proforma.

What's gone well? What next? What have we developed? What will we take with us to the next unit of work?

Each Year group text types overviews:



WRITING AT **SMSH**: LONG TERM OVERVIEW

Year Group Overview End of unit outcomes	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	1. Story 2. Recount 3. Information 4. Instructions	1. Story 2. Recount 3. NCR 4. Instructions	1. Story 2. Recount 3. NCR 4. Persuasion	1. Story 2. Recount 3. NCR 4. Instructions 5. Persuasion	1. Story 2. News recount 3. NCR 4. Persuasion 5. Discussion	1. Story 2. News recount 3. Biography 4. NCR 5. Instructions 6. Discussion
AUTUMN	Two Story units Two NF units One Poetry unit	Two Story units Two NF units One Poetry unit	Two Story units Two NF units One Poetry unit	Two Story units Two NF units One Poetry unit	Two Story units Two NF units One Poetry unit	Two Story units Two NF units One Poetry unit
SPRING	Two Story units Two NF units One Poetry unit	Two Story units Two NF units One Poetry unit	Two Story units Two NF units One Poetry unit	Two Story units Two NF units One Poetry unit	Two Story units Two NF units One Poetry unit	Two Story units Two NF units One Poetry unit
SUMMER	Two Story units Two NF units One Poetry unit	Two Story units Two NF units One Poetry unit	Two Story units Two NF units One Poetry unit	Two Story units Two NF units One Poetry unit	Two Story units Two NF units One Poetry unit	Two Story units Two NF units One Poetry unit

	PROGRESSION					
Stories Write to entertain	Story Retelling Traditional tales Adventure description, wanted/lost posters, postcards	Story Adventure Traditional tales Historical fiction Descriptions, letters between characters, wanted posters, lost posters, postcards, diaries	Story Adventure Traditional tales – myths, legends and fables Historical fiction Descriptions, letters between characters, postcards, wanted posters, lost posters, diaries, opening, alternative paragraph		Story Mystery Traditional tales – myths, legends and fables Adventure Historical fiction Time slip Science Fiction Portal adventure (Fantasy) Descriptions, letters between characters, postcards, wanted posters, lost posters, diaries, opening, alternative paragraph, memoirs, eulogy	
Recount Write to inform	Recount Real life real life experiences, thank you letters	Recount An event or real-life experience real life experiences, thank you letters, letters, dairies	Recount An event or about one person & Fictional real life experiences, letters, diaries, eye-witness statements	Recount Biography real life or fictional event, letters, dairies, eyewitness, biographies)	Recount News recounts letters, diaries, memoirs, eye-witness, News recounts, biographies	Recount News recounts Biography letters, diaries, memoirs, Auto biographies, memoirs, eye-witness, News recounts)
Non-Chronological Report 	Information Text Posters, around one topic Fact file, labelling, captions	NCR Dealing with one topic or theme Fact file, labelling, captions, posters	NCR Around a theme Fact file dealing with one topic or theme, labelling, captions, posters	NCR Around a theme or linked theme Fact file dealing with one topic or theme, labelling, captions, posters, scientific speech, news article	NCR Variety of genre e.g. explanation inside a report, scientific report Fact file dealing with one topic or theme, labelling, captions, posters, scientific speech, news article, specialist reports	NCR Variety of genre e.g. explanation inside a report, scientific report Fact file dealing with one topic or theme, labelling, captions, posters, scientific speech, news article, specialist reports



Think About
Learning



St Helen's
CE Primary School

St Mary's and St Helen's Connected Curriculum

It is our intent that the children in our schools to **enjoy** learning through our 'connected curriculum'. It is designed to help the children make **connections**...

1. with **one another** within each individual school
2. between **both schools**
3. with **local and global** communities
4. to our **past** as we learn from those that have gone before us
5. with **future generations** by considering the footprint we are leaving behind
6. across **different subjects** in order to fully immerse themselves in their learning, to make subject matter meaningful and to maximise learning time.

At the heart of our curriculum is the notion that our children will become '**brave change-makers**'. We want to help the children in our schools to develop the skills and confidence to speak out and to make a difference.

In the words of Greta Thunberg 'No one is too small to make a difference'.



Rationale

We want to connect our children to the world: their school world; their family world; their community world; their national world and their global world.

We have used the six Oxfam Global Themes as a starting point for our curriculum.

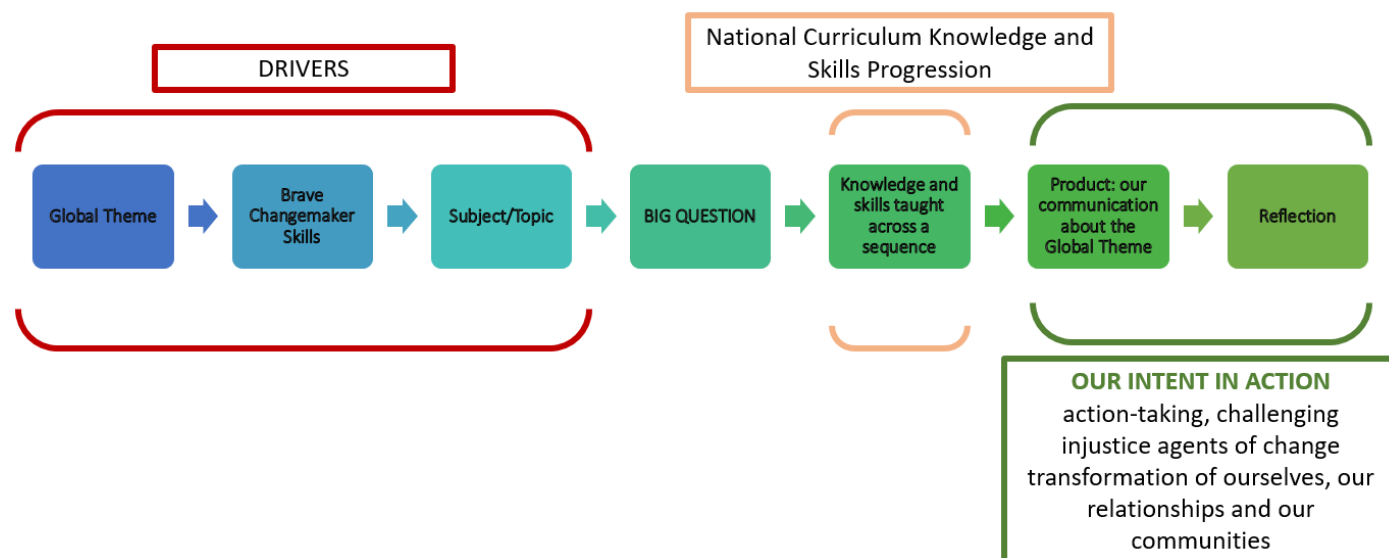
We have built our curriculum around a Christian ethos.

...an ethos of action-taking, challenging injustice and becoming agents of change in the transformation of ourselves, our relationships and our communities from the local level to the global.

Christian aid, global neighbours handbook

Curriculum Journey

The curriculum journey is mirrored across the two schools enabling the teachers to plan elements together whilst ensuring the curriculum content matches the needs of the two communities.



Drivers

The curriculum has three core drivers which have been carefully planned and documented by the two schools. Teachers use the progressions documents for each of these to ensure that learning builds upon previous learning.

Subjects/Topic (Head)

The curriculum subjects have been mapped to ensure coverage and with careful consideration of the opportunities to explore the global theme through the topic. These are recorded on the [Long Term Planning document](#).

Global Themes (Heart)

In years 1-6 we plan our curriculum on a two year rolling programme which enables us to explore deeper in our learning. In reception, all 6 themes are taught to ensure that children get a balanced introduction to the curriculum and the pace of learning is appropriate to children's developmental stage.

Identity and Diversity	Peace and Conflict
Social Justice	Rights and Responsibilities

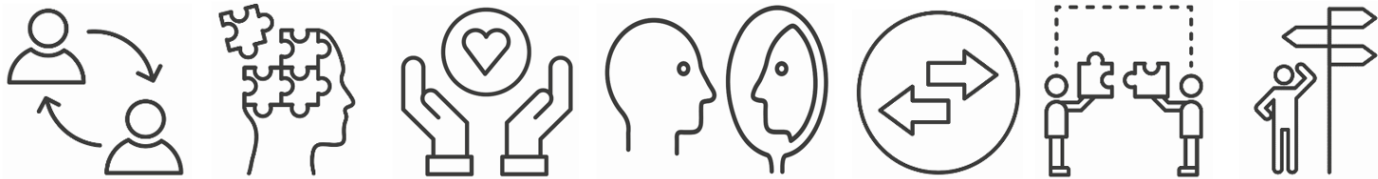
Sustainable Environmental Development	Global Neighbours
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Brave Change-maker skills (Hands)

Central to the curriculum is that it gives our children the skills and knowledge they need, through topics that allow pupils to question, probe, think deeply about and challenge perception, making a mark in their communities. In our schools, this is what is known as a developing as a brave change-maker.

Critical Skills that we will teach to help our children become Brave Changemakers	
Critical Thinking	Cooperation and Conflict Resolution
Empathy	Managing Change
Self-Awareness and Reflection	Making Decisions
Communication	
Skills will be taught in our topic and through our RE and PHSE curriculum. These skills will be visible at the end of each topic, in what the children say, do and write.	

Brave change-maker skills icons:



In the same order as the icons above - Communication, critical thinking, empathy, self-awareness and reflection, managing change, cooperation and conflict resolution and making decisions

Key Documents to support Planning

Long Term Planning

The long term planning pulls together the core curriculum, including those subjects that sit outside the connected curriculum.

O:\Global curriculum\Core Curriculum 2020\Long Term Plan 2020\Current Long Term Plans

YEAR A	AUTUMN	SPRING	SUMMER
GLOBAL CURRICULUM THEME	Identity and Diversity	Social Justice	Sustainable Environmental Development
GLOBAL TOPIC/QUESTION	How can we help someone who doesn't have a home? Homelessness and Soup Kitchen	Is it fair? - comparison between cultures (GB / Africa), life of a child, animal rights and zoo animals - Comic Relief, link to an African school, Trip to Wild Place / Noah's Ark	How can human's negative behaviour impact the environment? T1 - plastic and the ocean T2 - rainforest and deforestation. Andy's friend - linked with plastic.
PRODUCT OUTCOME	A product that develops an understanding of similarities and differences between people in local settings and also in wider contexts, allowing children to understand self-identity and belonging e.g. Support homeless community - harvest collections / Soup Kitchen / singing for a local community	A product that develops an understanding of what fairness means. Children will be able to identify examples of what it can mean to be rich or poor in local and other contexts e.g. Raising money for the Uganda partner school - e.g. sponsored event, selling artwork, Tribal show (costed entry) with African drumming, African songs, showcase between schools. Trip to SM - Wildplace / SH - Noah's Ark (could children write to each other about their visit and the way animals are treated?)	A product that develops an understanding of positive and negative impacts of people's actions (including own personal choices) of others on the environment. The children will demonstrate an understanding of how people can damage or improve the environment e.g. Creating information to share with others e.g. Including a group project e.g. IT (adverts, persuasive presentation, poster, letters to MP's, letters to local centres to encourage recycling), sponsored walks for a charity e.g. deforestation. Visitor - Andy's friend (marine biologist).
WHY/BRAVE CHANGEMAKER	Empathy - Children will be able to talk about identity and diversity using an awareness of and concern for people's feelings. They will be able to demonstrate an interest in and concern for others outside their immediate circle and in a context different to their own. Managing change - Children will be able to describe feelings about changes in own life and locality.	Communication - Children will be able to participate in discussions that affect self, others and the wider world by stating opinions and starting to give reasons for these in addition to listening carefully to others. Making decisions - Children will be able to contribute actively and constructively to the life of own class and school. They will be able to take action when something is unfair.	Self-awareness and reflection - Children will be able to recognise effects of own behaviour on others and use this to help make choices. The children will be able to identify matters that are important to self and others and will learn from mistakes and feedback. Cooperation and conflict resolution - Children will be able to play and work cooperatively by helping to ensure that everyone in own group is included. They will begin to show tact and diplomacy.
RELATED TEXT	Lost and Found, Beegu, Uncle Willie and the Soup Kitchen, Croc and bird, Tyrannosaurus Drip, The Journey Home, There's a bear on my chair, Three little pigs.	The Hunter, Grace and family, Duck for president, Red - a crayons story, Harry and the bucketful of dinosaurs - endangered animal one. Lila and the secret rain, Under the same sky, African Folk Tales, I have the right to be a child - Alain Serres.	The Great Kapok Tree, The last wolf, Little Red Riding Hood, One plastic bag, The adventures of a plastic bag, A planet full of plastic.
HISTORY	Significant events in own life	Significant events in world history - Live Aid, WWF	Significant events in national life, Greta Thunberg
GEOGRAPHY	Name and locate UK, countries and capital cities / mapping	Mapping an area contrasting (European v's non-European)	Study an area of the UK / mapping, locating 7 continents and 5 oceans
SCIENCE	Living things and their habitats (Discrete - Seasons)	Animals and Humans and needs for survival (Discrete - Seasons)	Materials and plants (Discrete - Seasons)
RE	St Mary's: T1 - Y1/2: D: What did Jesus teach? Is it possible to be kind to everyone, all the time? (Christianity). T2 - Y1/Y2: UC: Incarnation - Why does Christmas matter to Christians? D: Christmas Story - Which did God give Jesus to the world? (Christianity). St Helen's: T1 - Y1: What makes some places sacred (Judaism). Y2: What is the good news Jesus brings (Christianity). T2 - Y1: Incarnation. Why does Christmas matter? Y2 - Who is Muslim and what do they believe? (Islam)	St Mary's: T3 - Y1/2: AS: What makes some places special? (Christianity, Judaism). T4 Y1/2: D: Passover - How important is it for Jewish people to do what God asks them to do? (Judaism). St Helens: T3 - Y1: Who is Jewish and what do they believe? (Judaism contrast Christianity) Y2: What can we learn from sacred books? (Islam & Christianity). T4 - Y1: Continue T3. Y2: Salvation - Why does Easter matter?	St Mary's: T5 - Y1/2: UC - Gospel: what is the good news that Jesus brings? (Christianity). T6 Y1/2: UC - God. What do Christians believe God is like? AS - Why do some people believe God exists? (Christianity) St Helens: T5 - Y1: How should we care for others and the world? (Judaism link) Y2: What does it mean to belong to a faith community? (Islam and Christianity). T6 - Y1: Creation - who made the world? Y2: God - what do Christians believe that God is like?
ENGLISH	Retell a traditional tale (three little pigs) Non-fiction about a place where people belong (church). Poem about belonging/homes.	Recount linked to Grace and family. Non-chron about the zoo. Letter/postcard/diary from a zoo animal to wild animal - pen pals (wild to zoo etc). Setting description.	Text based unit - story writing based on The adventures of a plastic bag. Instructions for helping a plant grow.

Progression Documents

Global Themes (Heart)	Identity and Diversity Attitudes: Sense of identity and self-esteem Values: Respect and friendship	EYFS <ul style="list-style-type: none"> Uniqueness and value of every person Similarities and differences between self and others 	KS1 <ul style="list-style-type: none"> Similarities and differences between peoples in local setting and also in wider contexts What contributes to self-identity and belonging 	LKS2 <ul style="list-style-type: none"> Diversity of cultures and societies within and beyond own experiences Contributions of different cultures to our lives 	UKS2 <ul style="list-style-type: none"> Nature of prejudice, racism and sexism and ways to combat these Benefits and challenges of diversity 	O:\Global curriculum\Core Curriculum 2020\Curriculum Progressions 2020\Global Themes\Global Curriculum Progression.docx
	Social Justice Attitudes: Commitment to social justice and equity Values: Truthfulness and thankfulness	<ul style="list-style-type: none"> What is fair and unfair Importance of caring and sharing 	<ul style="list-style-type: none"> What fairness means Examples of what it can mean to be rich or poor in local and other contexts 	<ul style="list-style-type: none"> How fairness may not always mean equal treatment Some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels 	<ul style="list-style-type: none"> Ways of defining poverty and inequality and the wider causes and effects of it Inequality within and between societies and how these change 	
	Sustainable Environmental Development Attitudes: Concern for the environment and commitment to sustainable development Values: Hope/justice and perseverance	<ul style="list-style-type: none"> Living things and their needs and how to take care of it Possibility of change in the future 	<ul style="list-style-type: none"> Positive and negative impacts of people's actions (including own personal choices) on others and the environment How people can damage or improve the environment 	<ul style="list-style-type: none"> People's dependencies on the environment Basics of climate change (causes and effects) 	<ul style="list-style-type: none"> Environmentally responsible living and global inequalities in ecological footprint Wider causes and implications of climate change Importance of biodiversity 	

Brave Change-maker (Hands)

Brave Changemakers SKILLS PROGRESSION				
THEME	EYFS	KS1	LKS2	UKS2
Critical and Creative Thinking	Ask questions Suggest ways to solve problems Wonder about ideas	Ask relevant question Consider merits of different viewpoints Use different approaches to solve problems	Begin to identify opinion Give evidence for an argument Assess different view points Imagine alternative possibilities and suggest new ideas to solve problems	Identify opinion and bias Evaluate media and range of voices Analysis assumptions Assess different viewpoints and present counter arguments Keep an open mind
Empathy	Show sensitivity to people's feelings and needs	Show awareness of, and concern for, people's feelings Show interest in, and concern for, others outside immediate circle and in contexts different to own	Adapt behaviour to take into account feelings of others Empathise with people in local and more distant contexts Understand impacts of prejudice and discrimination	Adapt behaviour to take into account feelings of others Discern how people are felt through their words, body language, gestures and tone Recognise how different backgrounds, beliefs and personalities affect behaviour and world views
Self-Awareness and Reflection	Recognise, name and deal with feelings in a positive way Notice some effects of own actions on others Identify how people are feeling (e.g. happy, sad, worried)	Recognise effects of own behaviour on others and use this to help make choices Identify matters that are important to self and others Learn from mistakes and use feedback	Identify connections between personal decisions and issues affecting people locally and globally Explore reasons for negative feelings towards others and in new or difficult situations	Recognise personal strength and weaknesses Evaluate ways in which own emotions, words and behaviour can affect people both local and globally

[O:\Global curriculum\Core Curriculum 2020\Curriculum Progressions 2020\Brave Changemaker](#)

Curriculum Skills Progressions (Head)

  History Skills Progression 2022						
Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	Sequence some events or 3/4 related objects in order. Use words and phrases: old, new, young, days, months Remember parts of stories and memories about the past	Recount changes and describe memories in own life over time Sequence artefacts closer together in time - check with reference book Sequence photographs etc. from different periods of their life Use words and phrases such as recently, before, after, now, later. Use past and present when telling others about an event.	Use timelines to place events in order. Understand timeline can be divided into BC and AD. Use words and phrases: century, decade. Sequence several events or artefacts	Use words and phrases: century, decade, BC, AD, after, before, during. Divide recent history into present, using 21 st century, and the past using 19 th and 20 th centuries. Place names and places dates of significant events from past on a timeline. Understand more complex terms eg BC/AD, decade, century, Roman	Use timelines to place and sequence local, national and international events. Sequence historical periods. Describe events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period, Empire, civilisation. Identify changes and make comparisons within and across historical periods.	Use timelines to place ever periods and cultural movements from around the world. Use timelines to demonstrate changes and development culture, technology, religion and society. Use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians Victorians and Today. Describe main changes in period in history using words such as: social, religious, political, technological and cultural.

[O:\Global curriculum\Planning Toolkit\Humanities, Art & ICT Skills Progressions](#)

[O:\Global curriculum\Planning Toolkit\St Helen's OLD Curriculum Skills Progression Grids](#)

**Curriculum
Termly
Overviews
(Head)**

Termly Overview of knowledge and skills			
Context	Knowledge	Skills	Vocabulary
<p>Science – Animals including humans</p>	<p>Food enters the body through the mouth. Digestion starts when the teeth start to break the food down. Saliva is added and the tongue rolls the food into a ball. The food is swallowed and passes down the oesophagus to the stomach. Here the food is broken down further by being churned around and other chemicals are added.</p> <p>The food passes into the small intestine. Here nutrients are removed from the food and leave the digestive system to be used elsewhere in the body. The rest of the food then passes into the large intestine. Here the water is removed for use elsewhere in the body. What is left is then stored in the rectum until it leaves the body through the anus when you go to the toilet.</p> <p>Humans have four types of teeth: incisors for cutting; canines for tearing; and molars and premolars for grinding (chewing).</p> <p>Living things can be classified as producers, predators and prey according to their place in the food chain.</p> <p>MISCONCEPTIONS: <ul style="list-style-type: none"> arrows in a food chains mean 'eats' </p>	<p>Suggested enquiry to cover key investigation skills: <i>Do animals have different types of teeth depending on the type of food they eat?</i> After learning about the different types of teeth and their purpose, children are to observe pictures of different animal teeth (skulls with teeth exposed) to identify the type of teeth herbivores, carnivores and omnivores have. Using this knowledge, children can classify some different animals based on the type of teeth they have.</p> <p>Working scientifically skills:</p> <ul style="list-style-type: none"> Plan – N/A Do - Use identification keys (and charts) to identify and classify materials and organisms Record - Branching databases / classification keys Review - Use test results to make predictions for new values 	<p>Digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus, teeth, incisor, canine, molar, premolars, herbivore, carnivore, omnivore, producer, predator, prey, food chain</p>
	<ul style="list-style-type: none"> the death of one of the parts of a food chain or web has no, or limited, consequences on the rest of the chain there is always plenty of food for wild animals your stomach is where your belly button is food is digested only in the stomach when you have a meal, your food goes down one tube and your drink down another the food you eat becomes "poo" and the drink becomes "wee". 		
	<p>Prior Learning</p> <ul style="list-style-type: none"> Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals, including humans) Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). (Y2 - Animals, including humans) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Y2 - Animals, including humans) Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. (Y3 - Animals, including humans) 	<p>Future Learning</p> <ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. (Y6 - Animals, including humans) Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. (Y6 - Animals, including humans) Describe the ways in which nutrients and water are transported within animals, including humans. (Y6 - Animals, including humans) 	<p>Sticky Vocabulary</p>

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Overviews

Assessment



St Mary's and St Helen's Primary School Partnership

Foundation Subject Assessment: Global Connected Curriculum



Curriculum Bigger Picture:

Everything we do in the Connected Curriculum and through the assessments we make is linked back to the bigger picture:

'Giving our children the skills and knowledge they need, through topics that allow pupils to question, probe, think deeply about and challenge perception, making a mark in their communities. Becoming - Brave Change-makers'

Termly Assessment:

Year Group: 2		Term 5 and 6 Global Theme: Sustainable Environmental Development						
<p>Key drivers:</p> <table border="1"> <thead> <tr> <th>Key drivers</th> </tr> </thead> <tbody> <tr> <td>History: The significant event of plastic being invented.</td> </tr> <tr> <td>Geography: Focus on a local area and how it has changed over time from an environmental perspective.</td> </tr> <tr> <td>Science: Materials and plants</td> </tr> </tbody> </table>		Key drivers	History: The significant event of plastic being invented.	Geography: Focus on a local area and how it has changed over time from an environmental perspective.	Science: Materials and plants			
Key drivers								
History: The significant event of plastic being invented.								
Geography: Focus on a local area and how it has changed over time from an environmental perspective.								
Science: Materials and plants								
<p>Global Curriculum</p> <p>Big question: How can human's negative behaviour impact the environment?</p> <p>Brave Change-maker Skills:</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Cooperation and Conflict Resolution</p> </div> <div style="text-align: center;"> <p>Self-Awareness and Reflection</p> </div> </div> <p>Global Theme Progression: Positive and negative impacts of people's actions (including own personal choices) on others and the environment. How people can damage or improve the environment.</p> <p>Maxi Product Outcome: Sponsored walk to raise money for Bristol Zoological Society – create a poster and video to raise awareness and encourage donations.</p>	<p>Working Below:</p>	<p>Working At:</p>	<p>Working Above:</p>					
<p>History:</p> <p>Term 5: Historical enquiry – Find an answer to a question by looking at a simple picture/ describe main features of an artefact and make deductions from spotting clues etc./ Ask and answer questions.</p> <p>Chronological understanding – Comparisons between past and present using the suggested words and phrases. Use simple timelines to sequence processes/events.</p> <p>Range and depth of knowledge – Use information to describe differences between then and now, drawing on main events on history. Recognise why people did things, why events happened and what happened as a result.</p>	<p>Working Below:</p>	<p>Working At:</p>	<p>Working Above:</p>					

The assessment document pulls together the assessments of all wider curriculum subjects and is completed by the end of each global theme or unit where the subject is taught discretely.

Developing the Big Question and Product Outcome

Teachers should refer to the Global Curriculum Progression document in devising the Big Question and Product Outcome. This should be agreed across the two schools.

	EYFS	KS1	LKS2	UKS2
<p>Sustainable Environmental Development</p> <p>Attitudes: Concern for the environment and commitment to sustainable development</p> <p>Values: Hope/justice and perseverance</p>	<ul style="list-style-type: none"> Living things and their needs and how to take care of it Possibility of change in the future 	<ul style="list-style-type: none"> Positive and negative impacts of people's actions (including own personal choices) on others and the environment How people can damage or improve the environment 	<ul style="list-style-type: none"> People's dependencies on the environment Basics of climate change (causes and effects) 	<ul style="list-style-type: none"> Environmentally responsible living and global inequalities in ecological footprints Wider causes and implications of climate change Importance of biodiversity

EYFS: How can we make a difference to our world?

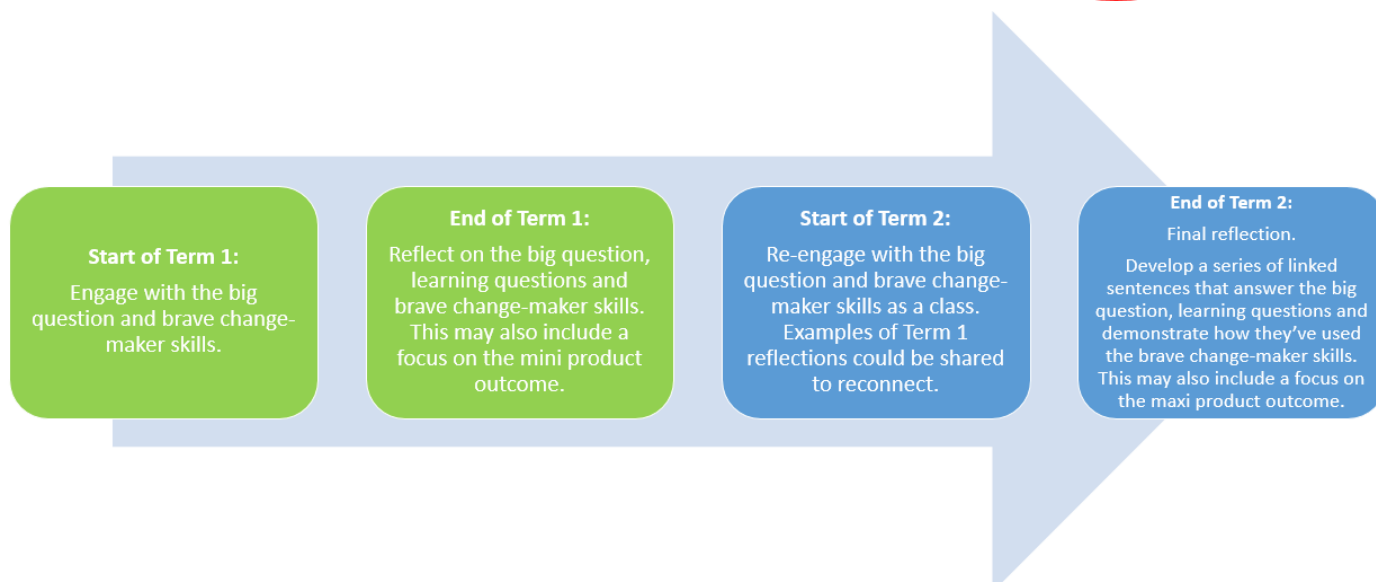
KS1: How can our actions change the environment?

LKS2: What can we do to prevent climate change?

UKS2: How can we respond to the wider causes of climate change?

Reflecting on the Big Question and Learning Questions

HOOK	UNDERSTANDING	PRODUCT	REFLECTION
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Example of a start of Term 1 initial response label:



Big Question:
Is it fair?

Learning questions:
 What does fairness mean?
Fairness at home means...
Fairness at school means...
Fairness in the world means...
 What does it mean to be treated unfairly?

Example of an end of Term 2 response label:



Big Question:
Is it fair?

Learning questions:
 Are children treated fairly in other places in the world?
 What are the similarities and differences between school life in the UK and Africa?
 Who is Mary Carpenter? Why is she a significant person?
 How did Mary Carpenter make a difference to the society that we live in today?

Brave change-maker skills:
 How have you developed your communication skills this term?
 How have you contributed to making decisions this term?

Enquiry Road Map

The road map provides a framework for collaborative planning. Teachers start this process by reflecting on Big Question, drivers and the identified texts. This can be informed by the Long Term Planning Summary.

LKS2 Rights and Responsibilities

What makes a good leader?

HOOK 1 – 2 weeks	UNDERSTANDING Up to 7 weeks	PRODUCT 1 week (or developed across and delivered in 1 week)	REFLECTION 1 week
<p>Outdoor Problem Solving</p> <ul style="list-style-type: none"> - Transporting water from one location to another - Crossing the water (any bridge building problem) <p>OR indoor – Letter from HT</p> <p>There's a problem in school... don't know how to sort it out. LKS2 Can you help?</p> <p>Debate/Discussion: What do we need to solve this problem? <i>Lots of answers – provoke the need for leadership.</i></p> <p>Share the question: What makes a good leader?</p> <p>What do we already know?</p> <p>PROVOCATION: what leaders do we know?</p> <p>What do we need to find out?</p>	<p>What can we learn about leadership from Ancient Rome?</p> <p>Who were the Romans?</p> <p>What was their connection to Britain?</p> <p>What's their British timeline?</p> <p>Way of life</p> <p>Who led?</p> <ul style="list-style-type: none"> - Caesar - Claudius - Nero - Prasutagus (king of the Iceni – Boudicca's husband) - Boudicca <p>How did they lead?</p> <p>ROMAN LEADERS</p> <ul style="list-style-type: none"> - Senate/Senators - Governors in provinces 	<p>What makes a good leader?</p> <p>Answer question by creating something new:</p> <p>We need to –</p> <p>Tell our community to</p> <p>We will do this safely and fairly by</p> <p>Debating</p> <p>Asking parliament (or local leaders)</p> <p>Gathering people's opinions</p> <p>Raisin awareness</p> <p>Voting</p>	<p>What makes a good leader?</p> <p>BCM</p> <p>Our answers are –</p> <p>We can...</p> <p>We know this because</p> <p>We have learnt from the past that...</p> <p>Society needs to...</p> <p>I think</p> <p>Because</p> <p>And also</p> <p>We were successful because...</p> <p>Next time we will...</p> <p>The knowledge I have learnt is...</p>

KS1 RIGHTS AND RESPONSIBILITIES PROVISION ROAD MAP EXAMPLE

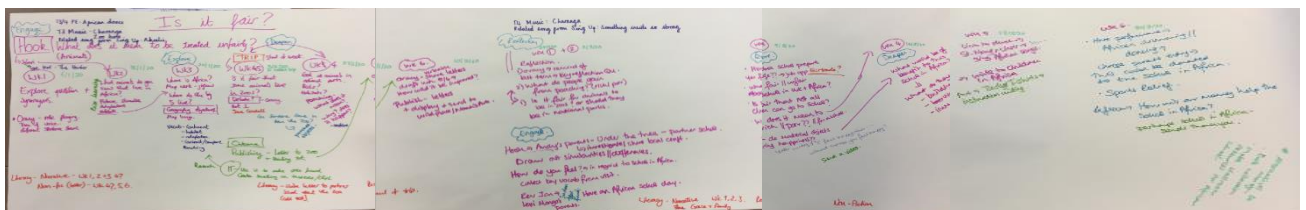
How can we protect others?

TEXTS TO INSPIRE THE PROVISION & TEACHING SEQUENCE	Input <i>Teacher initiated</i>	Enhanced <i>Challenges linked to the input</i>	Continuous <i>Provocations Adult, activity, resource</i>	Outcomes for Product	
	<p>Head (NC Knowledge) Animals inc. humans/Habitats Significant People from the past</p> <p>Heart Protection/voice for the helpless</p> <p>Hand <i>Being a Changemaker</i></p>	<p>English Narrative: Meerkat mail - focus on habitats NF: NCR Meerkats (or other) Narrative: Hedgehog/Storm Whale NF: Leaflet protecting hedgehogs/whales Science Animals and Habitats (see science) History All about Grace Darling "What I have found out?" reviews</p> <p>NF: Recount of Grace Darling Soap Box speeches: Today I am talking about ... hedgehog/Meerkats etc ZOOM SPEAKER... hedgehog society/RSPCA/VET/RNLI/</p> <p>Poster: Help the ... (hedgehogs like the hedgehog preservation society) Warning poster: watch out for swamps/termites (linked to Meerkat)</p>	<p>Science challenges: Designing a meal for... Labelling Matching animals to habitats Bird feed balls History Challenges: Sequencing Grace's story Role on the wall for Grace Soap Box talk: We know about Grace Darling English challenges: Sequencing, retelling, short bursts guided writing sessions linked to sequence</p> <p>Safety posters Rule for... working around the classroom/keeping each other safe/COVID etc</p>	<p>Sunny's home – resources to make the best home for sunny Hedgehog road safety posters Animal hunts/matching animals to habitats Designing food for certain animals Bug homes/designing bird feeders</p> <p>Role play – RNLI station, resources for building animal homes, Vets/hospital/</p> <p>Help Grace rescue the sailors... floating and sinking provocations</p>	<p>NF: Leaflet protecting hedgehogs</p> <p>Soap Box speeches: Today I am talking about ... hedgehog We can protect hedgehogs by...</p> <p>MAXI PRODUCT: HEDGEHOG HOME and LEAFLET FOR PARENTS What do you do if you find a Hedgehog?</p>

Continuum
(Superseded

by Road Map)

Once teachers have familiarised themselves with the above documents, have collectively honed the big question and have identified the product outcome, they work together to develop the teaching sequences. This is initially recorded as a continuum and links teaching in English with the core curriculum.



Medium Term Planning

Having completed the road map, the medium term planning document is completed. This document outlines the teaching sequence for English and the global curriculum thus creating a connected curriculum.

Term 6		
	English Teaching Sequence	Topic Sessions
	<p>Narrative Phase 1 Outcome: Immersion in the text and retelling Phase 2 Outcome: Grammar and short bursts Phase 3 Outcome: Innovate, plan, write and redraft a finding tale</p>	
<p>Week 1 <i>Narrative</i></p>	<p>Tues: L.O. Predict in detail using inference skills.</p> <p>HOOK – Virtual safari and <i>chn</i> dress up. Safari video on as <i>chn</i> come in and word search to complete. JH share personal safari experience. Experience to hook the children into the core text (The Hunter). <i>Chn</i> to explore the outdoor area on their own 'safari' to find pictures of African animals and new vocabulary to create a class WORD BANK.</p> <p>TASK: Children write a prediction about the core text using the sentence stems 'I'm thinking, I'm wondering, It seems to me...' based on what they have found. Share the front cover with the children and a page from inside the book.</p> <ul style="list-style-type: none"> - Has your prediction changed? - What do you think the book will be about? - What might happen? <p>Share the story with the children Collect further interesting new vocabulary and share on a word bank in the classroom)</p> <p>Thurs: L.O. Text mark the key features of a finding tale.</p> <p>GROUP TASK: Jigsaw – Cut up Model of Excellence and <i>chn</i> put sequence it back together</p>	<p>Tues:</p> <p>STARTER: Introduce 'The Big Five' – Ask for predictions. Watch David Attenborough clips on 'The Big Five' What does poaching mean? Why are these animals poached? What for? <i>Chn</i> to match the animal to its characteristic that it is poached for.</p> <p>PPT: The Big Five (Addressing Sustainable Development: Negatives of peoples actions)</p> <p>TASK: 5 groups – Each group to create an informative poster on why their animal is poached.</p> <p>PLENARY: Share posters to the class. Share what is in place to protect these animals – Find video if possible.</p>

	<ul style="list-style-type: none"> - What are the key features? - What is the text type? - What is the purpose and audience? <p>Share that it is a narrative and it is a finding tale.</p> <p>TASK: Create the 'Thinking boxes' together as a class and text mark the key features using coloured pencils linked to the key.</p> <p>Fri: L.O. Retell a finding tale.</p> <p>Introduce oral story. Focus on a section at a time.</p> <p>Pre-draw story map in strips (Opening, Build up, Problem, Resolution and Ending/ Beginning, Middle and Ending) and enlarge this for the working wall. Focus is to learn it. Whole – Group – Pair retelling.</p>	
<p>Week 2</p> <p><i>Narrative</i></p>	<p>Mon: L.O. Write a diary entry in role.</p> <p>Talk about characters' feelings using evidence from the text: Share pg. where Jamina finds the baby elephant</p> <p>E – Explain what's happening on this page. Tell me more about the baby elephant and Jamina.</p> <p>R- What does Jamina have to do? (Try lead him home with her and perhaps they find his family on the way)</p> <p>How may Jamina be feeling?</p> <p>I – What sort of person do you think Jamina is? How may she be feeling about this?</p> <p>C- What words has the writer chosen to use to describe how the baby elephant is feeling?</p> <p>TASK: Children imagine they are Jamina and write a diary entry about rescuing one of the big five animals in the same situation.</p>	<p>Mon: Art - L.O. Use a range of media and control the marks made.</p> <p>Piece 1: Introduce the different shading techniques and practise these in their books. Choose one of 'The Big Five' animals to sketch (This animal will be in the innovation of their story).</p> <p>Piece 2: Use pastels to draw their chosen animal again, choosing the appropriate colours to match their appearance.</p> <p>Tues: Become an expert on their chosen animal!</p> <p>TASK: In groups of chosen animal, go to each station to record facts. Each station to relate to a different key feature e.g. habitat, appearance, diet etc.</p>

Discrete Subject Planning

Some subjects are taught discretely. For these we use the discrete subject planning document.

St Mary's School Planning Sheet Year: 1 and 2 Apple, Cherry and Pear Term: 1

SUBJECT	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
COMPUTING	<p>LO: Can I log on?</p> <p>ACTIVITY: E-Safety question – Why must we use a password to log on? Log on to laptops then access textease and draw a picture.</p>	<p>LO: Can I log on?</p> <p>ACTIVITY: E-Safety question – Why must we use a password to log on? Log on to laptops then access textease and draw a picture.</p>	<p>LO: Can I access a website?</p> <p>ACTIVITY: E-safety questions – What rules do we use to stay safe online? Children log on and then access cbeebies and play a game.</p>	<p>LO: Can I make a poster?</p> <p>ACTIVITY: E-safety question – How do we keep our information safe online? Children log in then access textease and make a poster about theme. Save posters to access next time.</p>	<p>LO: Can I make a poster?</p> <p>ACTIVITY: E-safety question – How do we keep our information safe online? Children log in then access textease and make a poster about theme.</p>	<p>LO: Can I create top tips for e-safety?</p> <p>ACTIVITY: E-safety question – How would you support a friend if something bad happened to them online? Discuss the question and create top tips.</p>	<p>LO: Can I create a top tips poster?</p> <p>ACTIVITY: E-safety question = How can you be a good friend online? Revisit top tips, log in and create posters to be displayed in class.</p>
	<p>LO: To discuss what it means to be kind. To begin to understand times when it is difficult to be kind.</p> <p>ACTIVITY: Reflect and draw an occasion when you were kind to someone even though it was difficult.</p>	<p>LO: To learn about what the Christian bible teaches about kindness.</p> <p>ACTIVITY: Discuss and reflect - Is it easy to be kind to someone you don't know?</p>	<p>LO: To understand how the parable of The Good Samaritan expresses kindness.</p> <p>ACTIVITY: Discuss why Jesus told the story of the Good Samaritan. Sequence pictures of Good Samaritan and explain why this story is about kindness.</p>	<p>LO: To learn about what the Christian bible teaches about kindness.</p> <p>To learn about the parable of the Paralysed man.</p> <p>ACTIVITY: Tell the story of Jesus healing the Paralysed man. Who showed kindness in this story? What is the kindness that is shown? Children to sequence the events of this story.</p>	<p>LO: To learn about what the Christian bible teaches about kindness and how this makes Christians behave towards other people.</p> <p>To show an understanding of what kindness looks like.</p> <p>ACTIVITY: Teach the children that one of Jesus' most important teachings was 'Love your neighbour as yourself' (Mark 12:28-31) Discuss this means and what it might look like in everyday life. Jesus meant everyone is your neighbour.</p>	<p>LO: To understand what it means to be kind.</p> <p>To show an understanding of how/why Christians show kindness.</p> <p>ACTIVITY: Revisit key question: Is it possible to be kind to everyone all the time? Jesus tells Christians to be kind to everyone. How do they achieve this? Look at work of Salvation Army/Christian Aid to help with this question.</p>	<p>LO: To understand what it means to be kind.</p> <p>ACTIVITY: Listening to Jesus' teachings, do you think you are kind to everyone all of the time or is this something you need to work on? How can you be a better friend?</p>

Connecting with the families: Home Learning Menu & Curriculum Maps

The home learning menu provides children with the opportunity to continue to engage with our connected curriculum and to support the children in becoming independent learners. The home learning also provides families with the opportunity to connect with the school curriculum. The whole school and year group curriculum maps provide families with an insight into school-based learning.

St Helena CoFE School Menu
Spring Term
Global Theme: Social Justice
Big Question: Is it fair?
Topic: Comparison between cultures (Great Britain and Africa)

Main Course

Big Maths Learn It!.....

A few juicy mathematical facts for you to learn off by heart: rapid, very rapid recall! These progress systematically and need quick reactions and no fingers! Not forgetting to make the most of **Times Tables Rock Stars** and **Numberbats** to try and beat your personal best time!

Spellings for the week.....

An average of 10 delicious spellings per portion. We will start and end in class so enjoy mixed methods of learning at home. Take care, some are slippery and need full concentration! Tested each week and recorded in home learning jotters for sharing.

Reading.....

A true sharing treat! Children and families can read and discuss books together after school, before school, in the car, in fact this treat can be enjoyed anytime and almost anywhere. Devour pages 4-5 at a time for full flavour.

Side Orders

These optional extras will add a bit of variety to the main menu!

The Wildlife Expert.....

Find out information on the Big Five animals and present your information in an interesting way.

The Author.....

Imagine you are in the middle of an African plain or safari. Write a setting description describing what you can hear, see, smell, touch and even taste.

The Poet.....

Write an acrostic poem using the word 'AFRICA' as the title.

The Campaigner.....

Create a poster campaign to convey a message that you feel particularly passionate about.

The Researcher.....

Using non-fiction books or the internet, find out some interesting facts about African animals. Create a true or false quiz using these facts.

Research one African animal. Annotate a photo or drawing to describe and explain how its adaptations help it survive in its habitat.

EYFS

Big question: Who lives in a house like this?

Topic: Inspired by weekly core text

Global theme progression: Immediate and local environment, links with other places.

Maxi Product: sewing wildflowers and making tin can bug houses.

Brave change-maker skills:



Vocabulary: To be added to Class Dojo every week, inspired by the core text

Trip/visit: The Wild Place



KS1


Big question: How can human's negative behaviour impact the environment?

Topic: History will focus on the significant event of plastic being invented. Geography will focus on a local area and how it has changed over time from an environmental perspective.

Global theme progression: Positive and negative impacts of people's actions (including own personal choices) on others and the environment. How people can damage or improve the environment.

Maxi Product: Sponsored walk to raise money for a charity e.g. Green Spaces/Deforestation. Develop a video to raise awareness and encourage donations.

Brave change-maker skills:



Vocabulary dozen: Sustainable, reusable, environment, impact, invented, observation, compare, fieldwork, urban, recycling, manufactured, facilities

Trip/visit: Visit from a marine biologist visit TBC

**Whole School Connected Curriculum Theme:
Sustainable environmental development**

LKS2


Big question: How can we make our environment more sustainable?

Topic: Begin by learning about Volcanoes and mountains, leading into Ancient Egypt.

Global theme progression: How people can use and live in the environment sustainably and how they adapt to live in difficult environments.

Maxi Product: A pyramid of sustainability – joint structure to be displayed in shopping centre along with explanation writing about it.

Brave change-maker skill:



Vocabulary: sustainable, renewable/non-renewable, resources, irrigation, reliant

Trip/visit: Greatwood TBC

UKS2


Big question: Should development cost the Earth?

Topic: Impact of development on natural habitats.

Global theme progression: What changes can we make to impact positively on the environment.

Maxi Product: 'Life on our planet' style speech

Brave change-maker skills:



Vocabulary dozen: continent, navigate, equator, southern hemisphere, expedition, latitude, longitude, tropic of cancer, tropic of Capricorn

Trip/visit: Lammas online workshop TBC

Whole school curriculum map:

Year group curriculum map:

Spring Term 2020 Year 2 (KS1)



Connected Curriculum Theme: Social Justice
Attitudes: Commitment to social justice and equity

Topic: Comparison between cultures (Great Britain and Africa)
Context: The life of an animal (Term 3) and human rights (Term 4)

Brave Changemakers Outcome: African showcase as a fundraising event for our partner school in Uganda, Our Child.
Trip: Noah's Ark Zoo Farm (3rd February)

Our Big Question: Is it fair?
Learning Questions:
What does fairness mean?
What does it mean to be treated unfairly?
What does it mean to be rich or poor in local and other contexts?



Some Facts (Knowledge & Understanding)	Skills	Vocabulary Dozen		
<p>There are seven continents on Earth and together they cover one third of the world, with the oceans covering the other two thirds. Ordered from largest in area to smallest, they are: Asia, Africa, North America, South America, Antarctica, Europe, and Australia.</p> <p>Africa is the continent that has the most countries. There are 54 countries on the African continent.</p> <p>In Africa, the Big Five game animals are the lion, leopard, rhinoceros, elephant and Cape buffalo. The term was coined by big-game hunters and refers to the five most difficult animals in Africa to hunt on foot but it is now also widely used by safari tour operators.</p>	<p>Communication - Children will be able to participate in discussions that affect self, others and the wider world by stating opinions and starting to give reasons for these in addition to listening carefully to others.</p>  <p>Making decisions - Children will be able to contribute actively and constructively to the life of own class and school. They will be able to take action when something is unfair.</p> 	<p>Poachers</p> <p>Welfare</p> <p>Continent</p> <p>Endangered</p> <p>Extinction</p> <p>Illegal</p>	<p>A person who hunts or catches animals illegally.</p> <p>The health/happiness of a person or animal.</p> <p>One of several large landmasses.</p> <p>A species at serious risk of extinction.</p> <p>A group of species that have no living members.</p> <p>Not allowed by the laws or rules.</p> <p>Habitat</p> <p>Employment</p> <p>Motive</p> <p>Captivity</p> <p>National Park</p> <p>Savannah</p>	<p>The home of an animal or plant.</p> <p>Having paid work.</p> <p>A reason for doing something.</p> <p>Being imprisoned.</p> <p>An area of countryside that is protected for the public or the preservation of wildlife.</p> <p>A grassy plain with few trees in tropical and subtropical regions.</p>

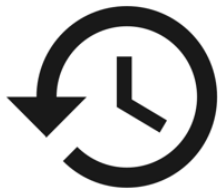


Subject	Term 3 Learning
Core Text & Writing	Core text: The Hunter by Paul Geraghty Narrative: Write a finding tale. Non-fiction: Write a balanced argument on whether it is fair that animals are kept in zoos. Other cross-curricular writing: Write to inform about poaching and write a recount on a real event (trip to Noah's Ark Zoo Farm)
Reading Skills	Make predictions: I think that... because... This could mean that... This is similar to... Read fluently with greater expression and responding to punctuation Extract meaning and draw inferences Find and retrieve information Discuss vocabulary
Mathematics	Multiplication, Division and Money (All linked to 2s, 5s and 10s)
Science	Animals including Humans
Religious Education	What can we learn from sacred books? (Islam & Christianity)
Computing	The impact of IT (linked to media skills)
Physical Education	Dance and tag rugby
Geography	Mapping an area contrasting (European v's non-European)
History	Significant events in world history
Art	Printing – African batiks
Jigsaw	Dreams and Goals
Music	Zootime by Joanna Mangona (Reggae song) and Beat Bus Music

Introduction to a lesson

To support the children's understanding of what subject a wider curriculum lesson is focused on, subject specific icons are used on flipcharts, worksheets and visual timetables. In addition, when the children write the learning objective which links to the skills progression, they write the subject in brackets afterwards e.g. (History). Learning objective labels can also be used. Front cover pages are used on flipcharts to support the children with recognising and articulating the skills of what a Historian or Geographer do etc.

Subject specific icons:



History



Geography



Science



Music



Computing



RE



Reading



English



Art and design



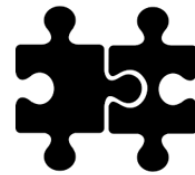
PE



DT



Languages





PSHME




Maths

Examples of learning objective labels:

<p>Wednesday 11th May 2022</p> <p>L.O. Ask and answer questions about the past by observing pictures.</p>		<p><i>History</i></p> 
<p>Skills progression:</p> <ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information (e.g. pictures, stories) Ask and answer questions such as: 'what was it like for a ...?', 'what happened in the past?', 'how long ago did ... happen?' Look carefully at pictures or objects to find information about the past. 	<p>Vocabulary:</p> <p>Before Then When Plastic Invented Material Parkesine Ivory Tortoiseshell Fibres</p>	

<p>Wednesday 16th March 2022</p> <p>L.O. Compare similarities and differences between the life of a child in Africa and the UK.</p>		<p><i>Geography</i></p> 
<p>Skills progression:</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a non-European country.</p>	<p>Vocabulary for physical features: season, weather, trees, field, river, vegetation, mountains, lakes</p> <p>Vocabulary for human features: house, office, school, road, building, village, shops, city, farm</p>	

Example of a front cover page used on a flipchart:

<p>I study places and the relationships between people and their environments in order to make sense of the world and my place in it.</p> <p>I examine how human culture interacts with the natural environment and the way that location and places can have an impact on people.</p>	<h2><u>I am a geographer...</u></h2> 	<p>I explore both the physical properties of the Earth's surface and the human societies spread across it.</p> <p>I seek to understand where things are found, why they are there, and how they develop and change over time.</p>
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Front cover pages in books

Every long term, front cover pages with the following key features are stuck into curriculum books.

Autumn Term

Global Theme: Identity and Diversity



Big Question:

How can we help a person or animal who doesn't have a home?

Learning questions:

Term 1:

Who am I? What does home mean to me? What do I need to survive? What is the human life cycle? How do we change as we grow? What significant events have happened in my life? Can I order these events on a timeline? What does it mean to be part of a community? What are homes like in our community? How have homes changed over time?

Term 2:

What is a 'need' or a 'want' when it comes to housing? How are homes different for different people's needs? What does it mean to be homeless? How are homeless people protected? Is homelessness the same or different across different cities in the UK? What is a city? How can we make a difference to help people without homes?

Brave Change-maker Skills:



Empathy



Managing change

Key drivers

History: Significant events in own life

Geography: Locational knowledge and map work

Science: Living things and habitats, including humans

PSHE: Being healthy

[Celebration assembly certificate](#)

At St Helen's, at the end of every short term, a brave change-maker award is given to celebrate the impact of the brave change-maker skills. In addition to this certificate, another child achieves the termly values shield.



Brave Change-maker Award

Name: _____

Reason: _____

Given by: _____



Assessment for Learning

'What is assessment for learning?'

To me 'formative assessment' describes all those processes by which teachers and learners use information about student achievement to make adjustments to the students learning that improve their achievement. It's about using information to adapt to your teaching and adapt the work of the students to put the learning back on track - if you like, to make sure that the learning is proceeding in the right direction and to support that learning. It's what happens when you don't just lecture students and rattle through the material until you get to the end and ask them if they've understood it okay - it's constantly making those adjustments.

Many people have come up with different kinds of formulations, but I would argue that there are five key strategies that encompass the terrain of assessment for learning or formative assessment. And I would say that if you're not doing one of these five strategies you're not doing assessment for learning, and if you are doing assessment for learning, you're doing one of these five things. The five key strategies are:

Dylan Williams



Our Federation approach:

In order to enable ALL children to make good progress from their starting points, all teachers in the federation ensure that some of the core principles of Assessment for Learning (AFL) are identifiable in all lessons. This also builds on some of the key work, when looking at Rosenshine's Principles of Instruction. .

In our federation we expect pupils to 'own their learning' and be fully involved in evaluating their successes as well as identifying areas for development, through Assessment for Learning:

Some of the approaches to AFL that we would see across the federation can be found below:



The clarifying and understanding of learning objectives and developing a criteria for success, for example 'signs of success' is crucial for children to understand the context and purpose of their learning.

Definition: The learning objectives are brief, clear, specific statements of what learners will be able to do at the end of the lesson as a result of the activities, teaching and learning that has taken place. The learning objectives are like the target; they define, for the children, what learning is intended.

Learning objectives are statements of what teachers want the learners to do and should:

- be stated clearly
- define or describe an action
- be such that assessment is supported and focused
- be differentiated where possible
- include challenge

Examples:

LO: To develop questions for a character that faces a dilemma.

LO: To interpret line conversion graphs.

LO: To explain the life cycle of amphibians.

Example of active verbs:

Example of active verbs		
Knowledge	Skills	Attitudes
Analyse	Adjust	Accept
Classify	Draw	Challenge
Describe	Interact	Evaluate
Interpret	Establish	Persuade
Name	Practice	Empathise
Select	Assemble	Justify
Arrange	Illustrate	
Compare	Locate	
Define	Organise	
Outline	Manipulate	
Solve	Adjust	
Recognise		

Signs of success:

Definition: The steps to success summarise the main ingredients needed to achieve the LO. The emphasis needs to be on summarising the key points that link exclusively to the LO.

The steps to success are the arrows that help the learner achieve the target and demonstrate mastery.

4.1.22

L.O. Partition two-digit numbers.

Steps to Success:

1. Identify the whole number.
2. Partition the two-digit number to show the value of the tens and ones.
3. Partition the two-digit number in more than one way by following a pattern.
4. Share your mathematical thinking.



LO - To write a descriptive blog entry

Today, you will write a blog about this part of Henry's life ...



You will start by describing the setting, then writing about Henry's actions and finally include some dialogue.

Steps to Success: This is what you need to ensure you have done ..



	I think	My teacher thinks
I have written in the first person		
I have used noun phrases to describe a setting		
I have used the past tense		
I have used the past perfect tense		
I have used fronted adverbials		
I have described action using powerful verbs		
I have described feelings using precise vocabulary		

Asking children to reflect back on the signs of success during and at the end of the lesson gives the children ownership and accelerates learning. Signs of success promote links to learning walls, displays, questioning, peer and self-assessment, marking and feedback other areas of AFL.

They need to be appropriately challenging for all children, and support and extend children's expectations of their own achievement. During pupil conferencing, the children mentioned that liked the idea of three signs of success - easy, core and challenge or core, stretch and challenge. However, even if they like challenges, they want to make sure they have consolidated their knowledge enough before moving to the next challenge.

Signs of success are most effective if the children have been involved in their generation or part generation.

To summarise:

Clear signs of success allow CHILDREN to:

- know how success can be achieved
- self-evaluate against the criteria and ask for help where needed
- have the vocabulary necessary to discuss their own learning
- debate the 'learning' rather than the 'work'
- co-construct

Clear signs of success allow TEACHERS to:

- plan in a much more focus way
- ensure activities planned allow the LO to be met
- focus feedback both during and at the end of the learning
- reduce the need for individual targets

LO and signs of success must be visible on a flip chart to enable children and staff to reflect on whether they have been successful at the end of a lesson and also to enable children to look up and check during the lesson.



The number of questions that are asked through the day by members of staff cannot be quantified, however the impact of these questions that can deepen and embed children's learning cannot be underestimated. Good questioning in the classroom and developing opportunities for high quality dialogue is fundamentally important to enable teachers to be adapted and responsive, to adjust their teaching and to explain inputs in more detail to name but a few things. High quality questioning is also one of the strongest implications from Rosenshine's 'Principles of Instruction' where it highlights the importance of questioning as being a highly interactive, dynamic responsive process.

A strong message from Rosenshine is that the most effective teachers 'ask more questions, involve more students probing in more depth and take more time to explain, clarify and check for understanding. Below are a number of questioning strategies that could be used in the classroom as part of AFL.

Cold Calling / No Hands Up:

Cold calling allows you to choose who answers, keeping the whole class involved and giving you better information from which you plan your next responsive steps.

Say It Again Better:

After the first response or exchange, other children can be invited to respond to the exact same questions or give a slight extension to the original responses. Repeating the process enables you to get more feedback from people and from those who may have opted out.

Think Pair Share:

Structured discussions between partners can be beneficial to involve all students in rehearsing and sharing ideas. In pairs this enables children to think about their initial thoughts, share any misconceptions with a partner and to extend their learning.

Use of Mini White Boards/ Show Me Boards:

White boards are a great way to sample the children responses from a whole class. Questions can be set and a time frame given for children to share their thoughts and responses. Follow up questions and dialogue, misconceptions can all be addressed through opportunities for white boards work.

Questioning that Check for Understanding:

A fundamental point of Rosenshine's Principles of Instruction was around developing a systematic check of children's understanding. From questions such as '**check point**' in Maths the information we receive should inform the next steps in a learning sequence either by adapting the lesson itself by flexible groupings, developing a guided group or by adapting and reviewing the next lesson in the sequence.

Probing and Process Questions:

In order to develop a child's schema in any depth, staff need to ask several questions. Probing each child's responses with further follow up questions is a powerful mode of questioning: In his book Rosenshine's Principles in Action- Tom Sherrington shares several example of probing questions, these include:

P 30 – Quote the questions

Process Questions:

Research from the EFF on Metacognition suggests that teachers, should encourage metacognitive talk focussing on questions such as 'how do we know?' or 'how do we work it out.' Modelling the responses will enable the children to support their thinking. These type of process questions can be used when thinking about Maths task, to deepen understanding.



Assessment for Learning: Feedback and Response Guidance

Rationale:

'The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be 'dollops of feedback.' – John Hattie, *Influences on student learning.*

Education research provides conclusive evidence that the quality of feedback in learning plays a key role in ensuring pupils make good progress and learn well. However feedback in itself will make little impact on learning unless it is actionable, specific and given in a helpful way. A school wide culture of giving receiving and acting upon feedback promotes resilience, builds confidence and enables pupils to develop a 'growth mindset.'

The examples in the guide below are designed to offer practical advice for staff at our school in creating a culture where feedback is at the heart of teaching and learning.

The Shape of Feedback:

In all curriculum lessons feedback may be developed in different ways:

English Feedback:

Lesson structure to support timely feedback and help teachers and children respond to writing development.

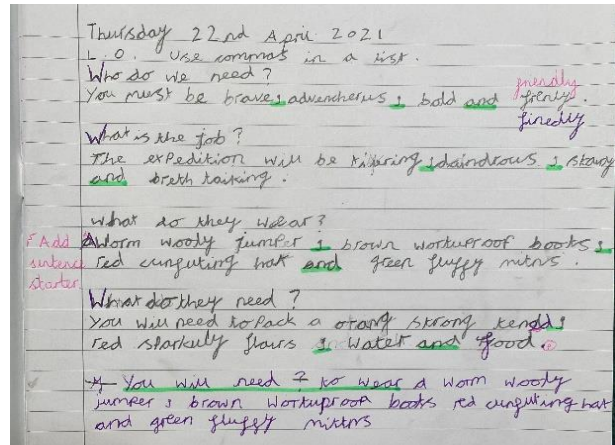
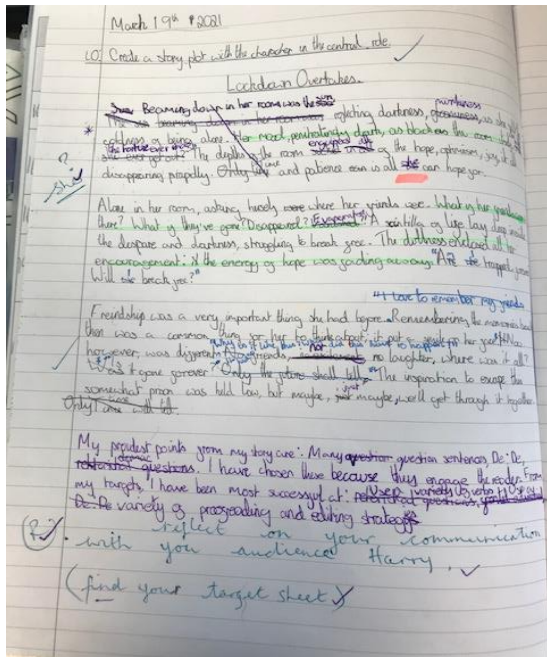
Lesson/Planning/Feedback Loop: Review -> Teaching and Learning -> Plenary [End]

End -> Reflect -> Plan Next -> [relevant, individual response feedback] -> Review [whole class]

Review session: Please use the first part of the beginning of a lesson to ensure it supports a whole class area of misconception, development or mastery. Orientates the class around the prior learning and ready to practise, refine or develop i.e, move on.

Peer and/or self-reflection: Prompted by key questioning and supported by peer talk and possibly whole class/group explanation to wider peers.

Purple pens: for actioning feedback, editing, revisions as well as self/peer feedback comments.

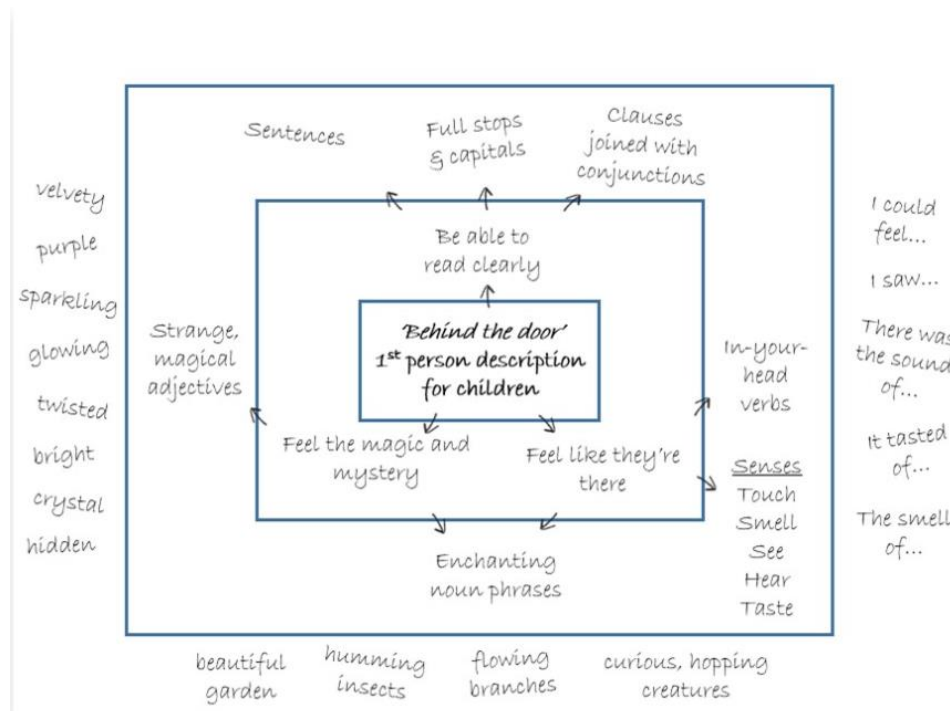


Learning objective: Directly summarises the knowledge, understanding or skills. Is transferable to other topics or units. Drawn from the year group National Curriculum expectations in English.

Examples of learning (objectives) then applied to specify curricular purposes.

Write a first person recount. Create and write a short story. Make predictions from implied details. Use the text to ask questions and develop understanding. Develop a narrative consistent with author intent. Draft an action opening written in third person objective. Use semi colon to connect clauses. Write a poem that conveys atmosphere and the passing of time. Write in past, present and future tense. Identify and discuss themes.

Successful outcomes: Using windows of success to link the purpose, audience and explicit composition as well as pertinent grammatical knowledge and skills. Purpose as a writer drives the reason for writing: persuade, inform, entertain, discuss. Purpose drives the grammatical content – both new and previously learned. Audience gives meaning to the writing and offers the opportunity to share writing including orally.



Feedback and timely responses constructed using the above points.

Explicit teaching and correction is most impactful as certain points of the teaching sequence: the try-it and use-it phases in particular.

Grammar skills taught and modelled are refined. Using the core text or other models of excellence. Grammar forms the basis of the writer's toolkit and need to be used efficiently and effectively to promote the purpose and connect with the audience. Grammar is always within the context of the taught content and is constructed in phrases, clauses or sentences: a disjointed grammar skill alone will not progress the child's approach to purpose, composition and regard for their audience.

Green highlighting a small number of successful elements that link directly to the learning outcome and agreed success points. GREEN MEAN SUCCESS

The lesson objective will also be ticked in Green if it has been thought to have been achieved. If it has not been achieved a pink dot should be added.

Thursday 22nd April 2021
 L.O use commas in a list.
 Who do we need?
 You must be brave, adventurous, bold and friendly.
 What is the job?
 The expedition will be helping, hairdrows, stomp and breath holding.
 What do they wear?
 Warm woolly jumper, brown workproof boots, red camping hat and green fluffy mitts.
 What do they need?
 You will need to pack a strong strong, kendo, red starcudy flairs, water and food.
 * You will need to wear a warm woolly jumper, brown workproof boots, red camping hat and green fluffy mitts.

Friday 19th March 2021
 L.O Create a story plot with the character in the central role.
 The loss of hope
 It was a gloomy day in spring. On a gloomy day, a girl lay on her back on the ground. She was not feeling happy. She felt lonely and sad. She had lost her best friend. There was a hole in her heart. She was crying. She was so sad. She was so lonely. She was so alone. She was so...
 The girl felt into the world of the past adventures with her friends. She looked at how they laughed and how happy they were. They probably weren't like that. (In the past, not being sad). She had lost her best friend. She was so sad. She was so lonely. She was so alone. She was so...
 Why? To stop all of this bad stuff happening.

Pink highlighting a small number of connected errors or areas of improvement that link directly to the learning outcome and agree success points. PINK MEAN THINK AND RESPOND.

L.O If, y, y, then
 If Tony and Barry hadn't got a baladava, I hadink stolen the baladava. If this group didn't exist, then I wouldn't of gotten myself in this pickle.
 2 more eggs

Pink highlighting or multiple highlighting that would require a longer explanation by the teacher: write a code (1), (2), (3) in the child's book. Display the response detail on the board, this could then be used as part of the review session of the next day.

Example:

[1] Revise your draft by using a wider range of subordinating conjunctions. The conjunctions and/but have been used well. Now revise your draft to include or/or/so.

[2] Revise your draft by replacing the highlighted verbs with a more precise form e.g., mumbled, chocked, gurgled, grunted.

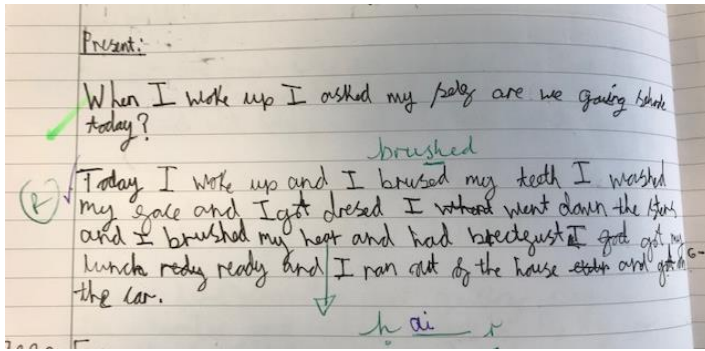
Areas to feedback that gain a response (R) from children include:

- Adherence to the purpose
- Composition for the audience and enable the writing to be effective
- Grammar

Presented as pink highlighting and an individual comment to children.

Spelling (sp) symbol

Spelling improved by focussed feedback and response e.g., key/high frequency words; spelling pattern; theme/unit specific vocabulary



Punctuation O symbol – placed in the position requiring the correction or in the margin.

Useful standard symbols such as ^ // ... for **editing**

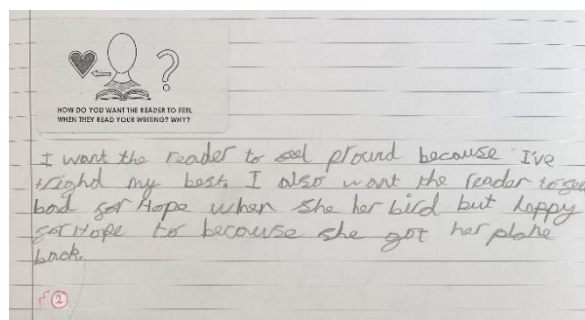
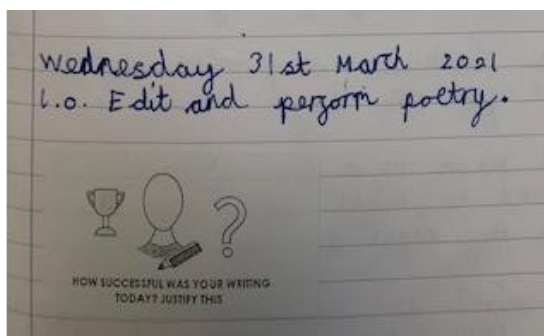
Codes such as (V), (G), (S), (I) are useful for some teachers, teaching assistants and for assessment purposes – use is optional.

Once a week: Teacher needs to provide detailed written feedback using these guidelines and provide the child with times to complete the expected response and progress their learning.

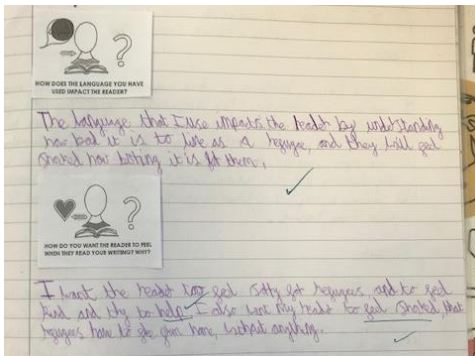
End of sequence writing: All reflections now are on the successful composition for purpose and sharing with the intended audience. Now is the time to reflect as a teaching on future development. It can also be useful to identify timely support and intervention. Less useful is heavy highlighting and written feedback.

End of sequence reflection on themselves as a writer: Select and model the use of a reflection that helps develop the children as reflective writers.

Reflection prompt and sentence stems to elicit response help the focus on continued improvement as part of the final writing outcome. Also be used (judiciously) at one or two other points, for example after use-it shorter burst writing practice.



Teacher acknowledges the child as a writer in a simple way – tick, smiley, ‘thank you’



Maths feedback:

Feedback marking in Maths should include:

Lesson structure to support timely feedback and help teachers and children respond to writing development.

- Review
 - Beginning of a lesson supports a whole class area of misconception, development or mastery
 - Orientates the class around the prior learning and ready to practise, refine or develop (move on)

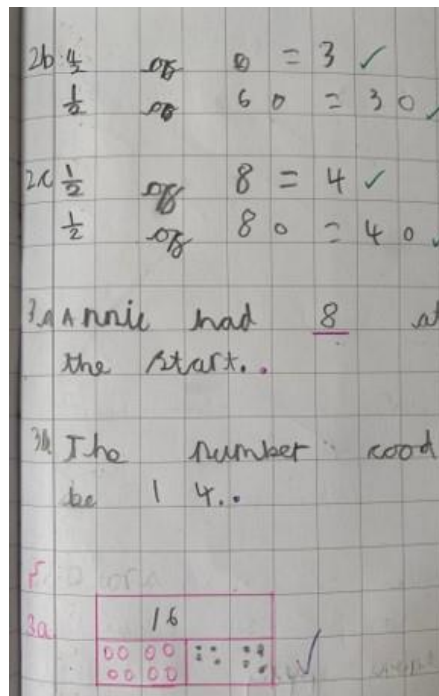
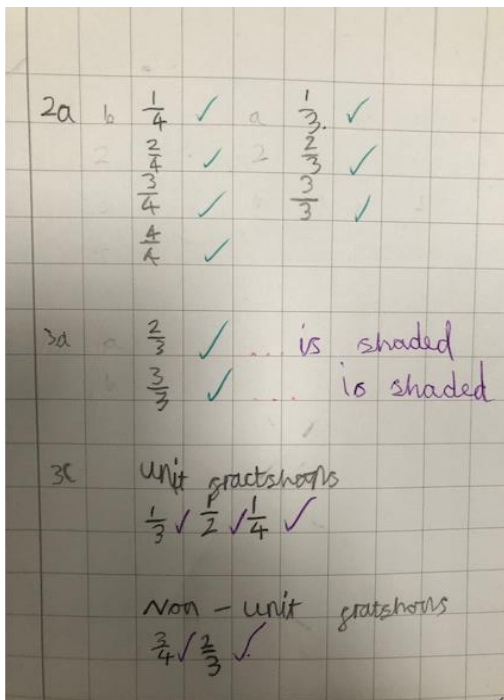
Big Maths CLIC 5 mins	Review 5 mins	Explore 10 mins	Independent work 20 mins
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- Peer and/or self-reflection prompted by key questioning and supported by peer talk and possibly whole class/group explanation to wider peers

Purple pens are options to make changes to their work.

- GREEN MEAN SUCCESS. If it is felt that the learning objective has been achieved then this should be ticked.
- Pink dots are used when there is a mistake not crosses. Pink dots are also used on a lesson objective if it felt that the lesson objective has not been achieved. PINK MEAN THINK AND RESPOND.

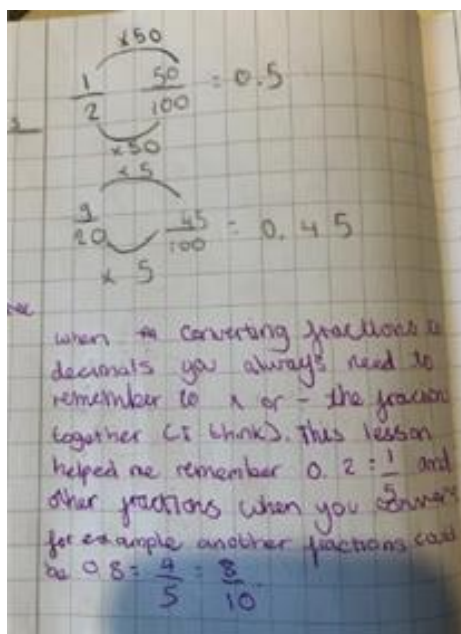
Children will respond in Maths either as part of the above review session or as part of their own individual follow up and feedback, when deemed necessary. This will be signified as next steps as pink.



If children are self-marking teachers will still need to tick the learning objective to show that it has been achieved or pink dot if it has not been achieved and there is a misconception.

Next step questions may be posed when required to do so to advance children's learning on.

Children may compose learning comments as part of their self or peer assessment work.

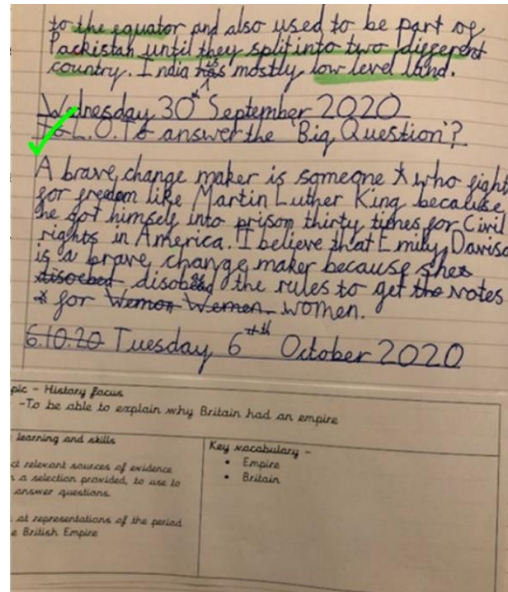
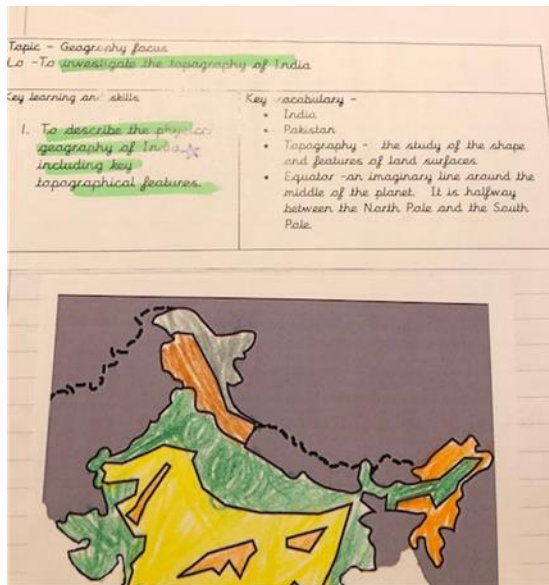


Feedback in Foundation subjects.

- Green highlighting to a small number of successful elements that link directly to the learning outcome and agreed success points. GREEN MEAN SUCCESS. The lesson objective will be ticked if it has been achieved.

On some occasions children may be asked to reflect on a piece of work that has been developed through question prompts similar to that which are used in Writing.

- If required pink highlighting a small number of connected errors or areas of improvement that link directly to the learning outcome and agreed success points, again a pink dot on the lesson objective will mean it has not been achieved. PINK MEAN THINK AND RESPOND.



Research shows that primary age children can assess themselves with great skill if they are taught how to do so, particularly if they see it as part of their learning. With practice, pupils quickly learn to be honest and effective in assessing both themselves and others.

There are 4 reasons why peer and self-assessment matters:

- To learn effectively, pupils require good quality, continuous feedback, tailored to the pupil's individual needs. If the only source of feedback is the teacher, there will inevitably be bottlenecks in this provision. Providing learners with the framework and skills increases the quantity and variety of high quality feedback
- Peer and self- assessment has been shown to promote meta-cognition in learners. It helps them to develop a deeper awareness of how they learn and this promotes better learning

- Research shows that pupil assessment can be more effective than traditional teacher-based marking. Pupils often listen more actively to the observations of learning partners
- If learners can reflect accurately and honestly on their own work, the evidence generated can provide teachers with information to back up their judgements and give them valuable insights into their learners' thinking. This in turn can lead to more effective teaching.

EFF Link

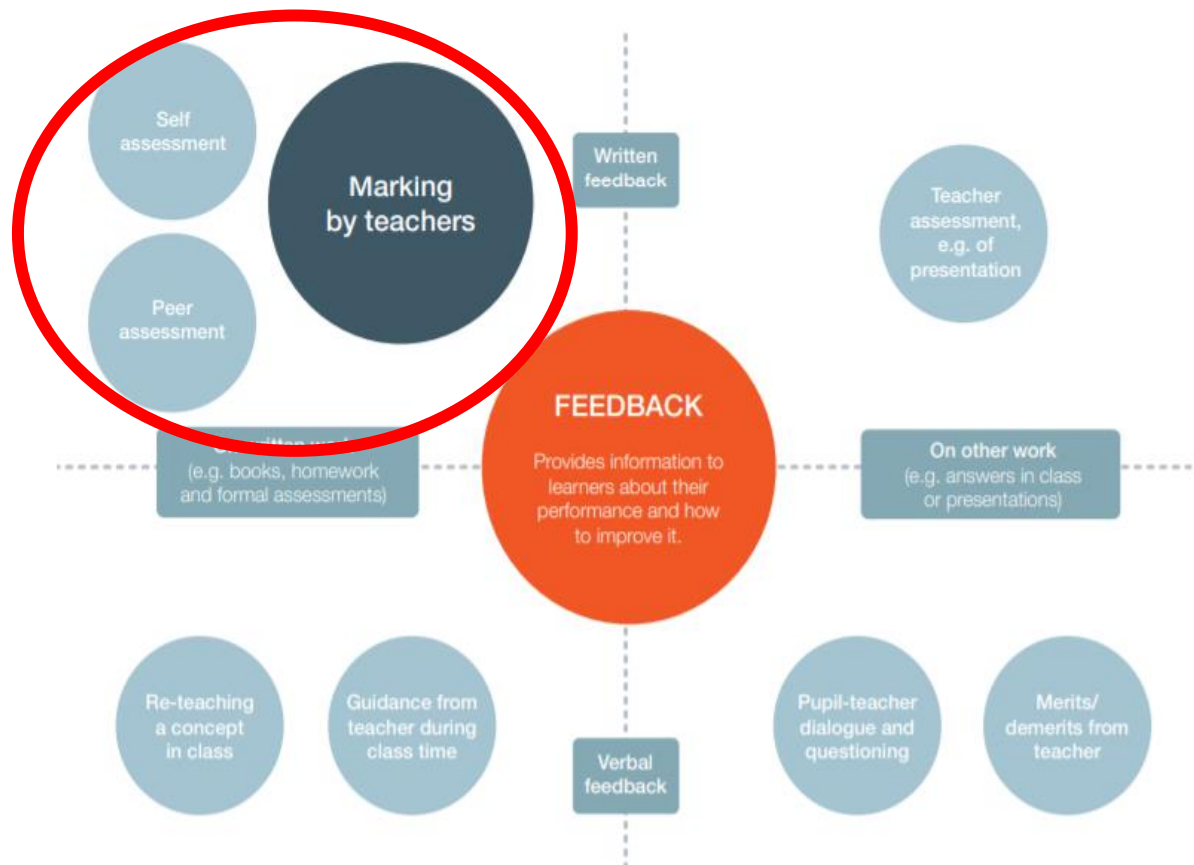


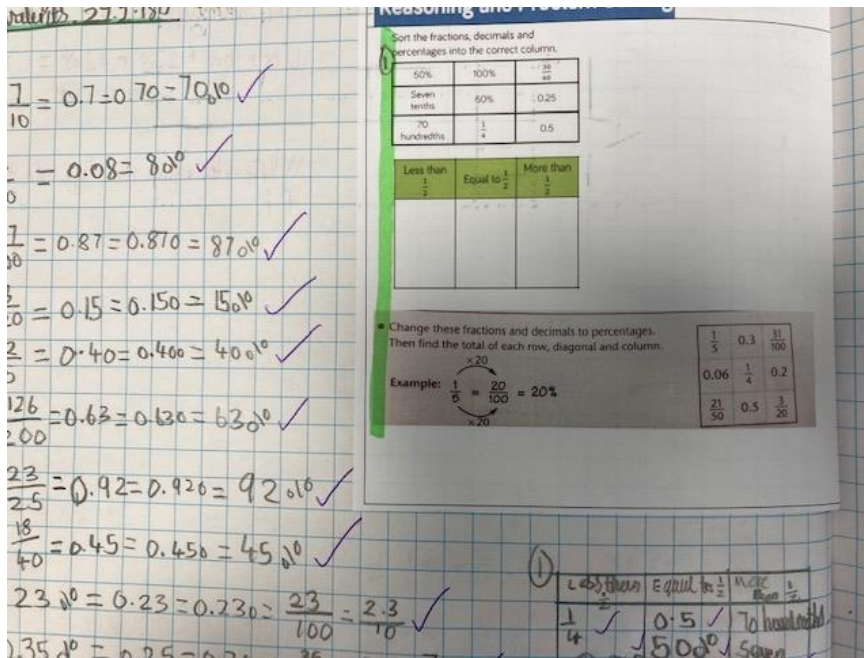
Figure 1. Examples of different forms of feedback.

Our approach:

At our schools, we expect pupils to 'own their learning' and be fully involved in evaluating their successes as well as identifying areas for development. This includes encouraging pupils to see themselves as the first markers and audience for their learning and use their peers to assess work with them. The children know when to answer an assessment for learning question linked to their work before they ask for it to be marked and using examples such as 'marking stations' in Maths lessons enables children to move on quickly in their learning having embedded key concepts.

Use of marking stations: Examples of children marking their own work to enable them to move on confidently.

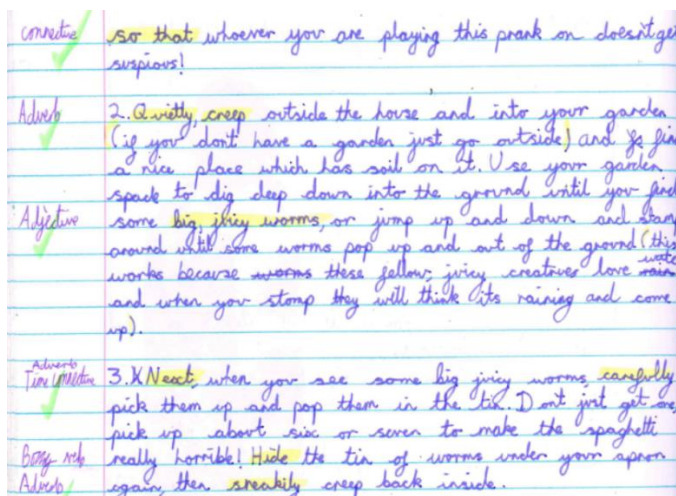
In Maths lessons children are also encouraged to 'self assess' and if they believe a task or a step is being negotiated easily by them, to move on to the next step without having to 'ask' to move on.



Marking stations used to move children on quickly to next step and reasoning questions.

In Writing, children will often find examples of success, sometimes by highlighting or by margin marking. Self assessment can also take the form of reviewing and editing and this can be particularly powerful when done with a partner (peer assessment)

(Example of margin marking, children showing where they have met the success criteria)

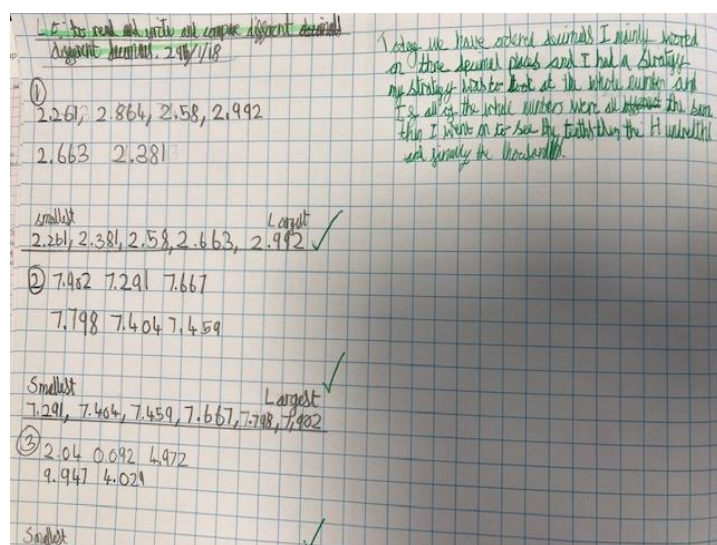
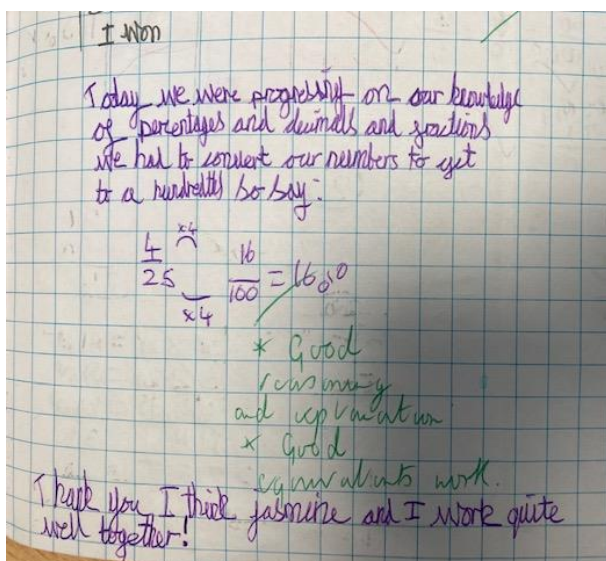


The child has edited part of their writing. Responding to a purple polishing pen activity, they have made changes within the text and noted how they worked with a response partner to find a specific change for improvement that linked to the signs of success. This is the children self assessing their work.

Self assessment of success criteria:

To aid staff's feedback, sometimes children may develop a self assessment 'learning comment'. This might enable children to explain or clarify how well they have done for example in Maths but also encourages the children to explain their processes.

Maths Learning Comment:



Examples of Learning comments in Maths in which children share their thoughts and the processes that enabled them to solve the problems.

In curriculum areas such as Maths- books may be placed by the children at the end of a lesson to signify how they feel they have done, how successful they have been in achieving the success criteria.

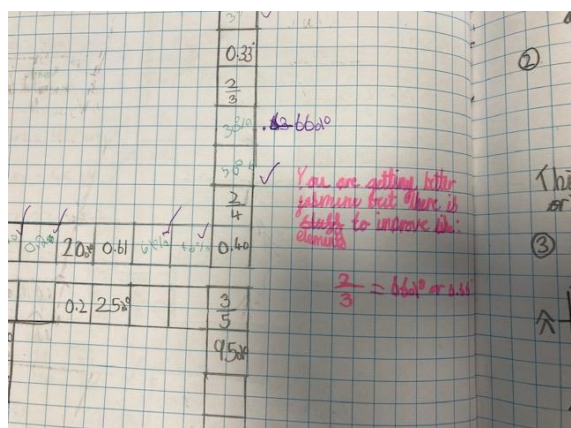
Self assessment stickers: Examples of self-assessment stickers can be developed at the end of a piece of work for example in writing. Children should be taught to reflect on their writing and to think about how they have been successful and what writing features they have used to be successful.

Self-assessment is also a form of editing- ensure that time is planned for children to draft and edit their own work in purple polish.

Peer assessment:

Peer assessment marking:

In subjects such as Maths and writing, children will often find examples of success, in each others work, sometimes by highlighting or by margin marking. Peer assessment can also take the form of reviewing and editing and this can be particularly powerful when done with a partner.



Share as a pair: As highlighted earlier in questioning – sharing examples of work is a systematic approach to peer assessment. Children can share how they arrived at a given answer and talk through methods or help eradicate any misconceptions. Working as a peer to assess each others opening paragraphs to offer suggestions of vocabulary to use, or to use particular clauses would help each other.

Oral Peer assessment feedback:

There are opportunities for **peer and self-assessment** throughout a lesson. Plenaries or mini-plenaries will often provide the best opportunities for self and peer assessment and give useful feedback to the teacher on where to go next.

Learning Environments

Why the learning environment matters:

The learning environment illustrates what we value as a school. Displays of high quality learning are crucial in our efforts to raise standards.

The learning environment is the 'silent teacher'. It supports us all in giving messages about our ethos and values and celebrates learning of high quality. The learning environment is crucial. It should inspire children to learn and demonstrate high expectations.

In the federation we want every member of staff to take responsibility for maintaining an environment of a very high standard.

'The standard you walk past is the standard you accept'

Our shared responsibility:

- To ensure that all classroom environments are stimulating and welcoming to children and to visitors
- To celebrate children's achievements in all areas of the curriculum
- To develop classroom environments so that they provide an interactive resource to support teaching, learning and assessment effectively
- To support children's learning by providing prompts, models, good examples and information which children can use to support their learning on a daily basis
- To regularly reference those prompts and examples, so they don't become 'wallpaper'
- To develop pupils' ownership of their classroom by involving them in the use and development of their learning environment
- To support pupils' understanding of where they are in their learning and where they need to go next
- To create and maintain a positive classroom climate

We want our classroom environment to:

- Empower children to be active learners with a sense of responsibility, ownership and independence
- Convey high expectations about standards, progress and achievements
- Enable teachers, TAs and children to quickly access resources
- Display 'Lesson Objectives', 'Success Criteria' and any 'Key questions' relevant to lessons
- Contain 'topic' displays which showcase the learning of the children
- Display collections of words or phrases that support learning

Core types of displays:

1. Learning Walls

Each classroom will include at least one Maths and one English learning wall, which will make a positive contribution to the children's learning in these subjects. These need to be displayed where they are visible and accessible to learners.

The purpose of a learning wall is to:

- Support children's understanding of the process of learning –
- Provide a visual resource and a reference to scaffold learning –
- Support current learning and include useful prior learning –
- Represent the work in progress - Model specific examples of the learning journey, including flipcharts from lessons etc –
- Help independent learning - Include key concepts or steps in learning (vocabulary, calculation examples etc)

Learning walls could include a number of static elements, but also display 'real time' learning – post-it's, 'work in progress', flipcharts from lessons.

How does a learning wall lead to quality outcomes for learning?

- They are supportive and interactive
- Part of the planned learning experience
- Referred to by children
- Provide stepping stones for children (word banks, sentence starters etc)
- Could contain higher order questions, reasoning questions for children to think about.

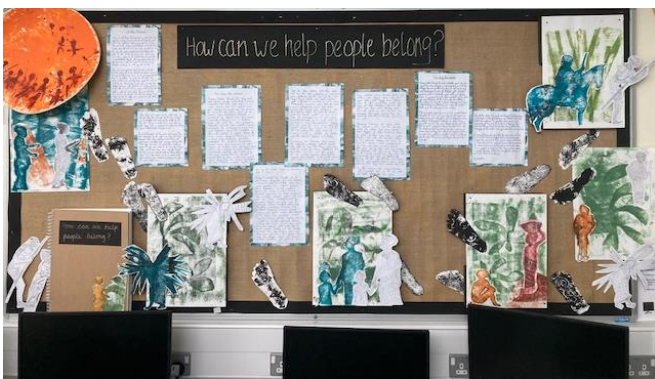
Pictures of current maths and English learning walls.

2. Displays of learning - To include corridors, shared spaces, topic displays and other published work.

Aim: To celebrate and share high quality examples of learning in the classroom and around the school.

Corridor Displays:

These displays are often long term and so are very well mounted, organised etc
These enable children to demonstrate our two schools vision statements. 'Be Amazing' and 'Excellence, Enjoyment and Achievement together' showcasing the excellent work of the children.



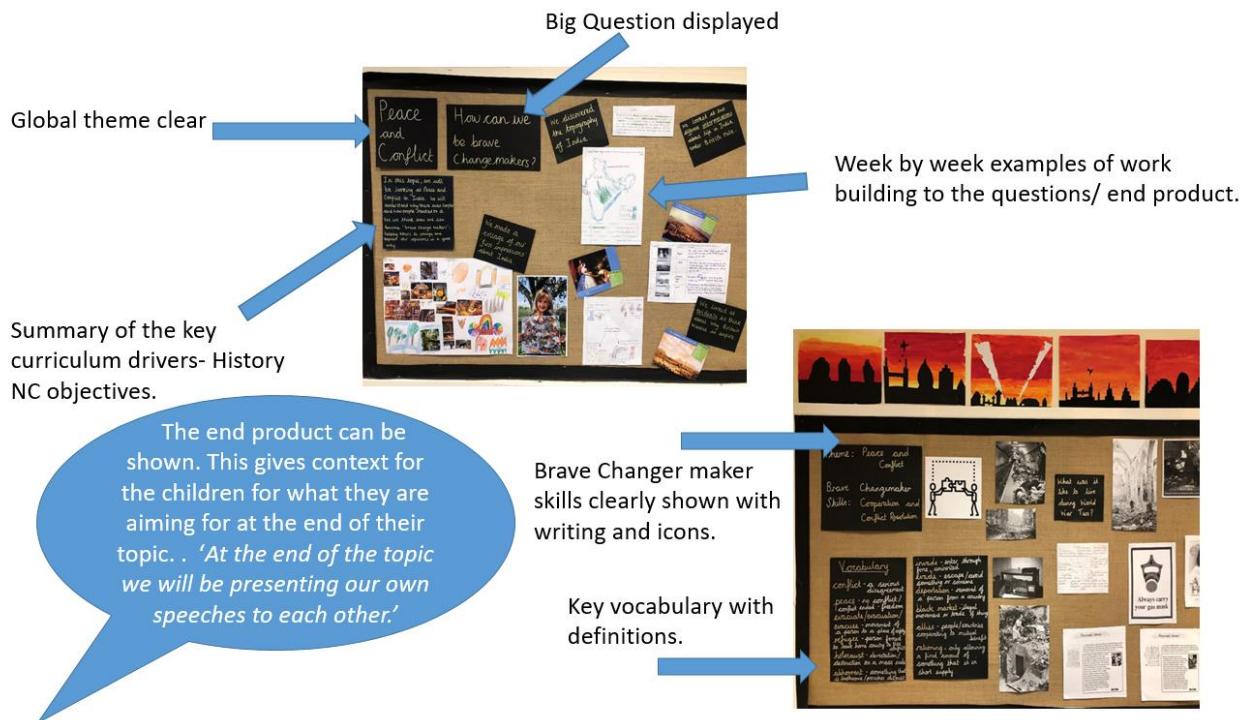
A high quality learning wall with examples of children’s writing, art work and pupil voice.

Global Connected Curriculum Displays:

One display that needs to be seen in the classroom is a Connected Curriculum display to showcase the drivers behind our federation curriculum.



Example of displays.



3. Agreed school displays to promote key areas of focus

Other classroom displays:

Classroom displays: Foundation subjects work for example Science, RE, Art etc. This may be something that the class teacher rotates across the year. This may include photocopied examples of work, that children are particular proud about, show current learning in progression or show the final piece of work that has been drafted, edited and presented in neatly.

These will change due to school priorities, but for each classroom we will display:

1. School behaviour code
2. Values
3. Big Maths Displays

