

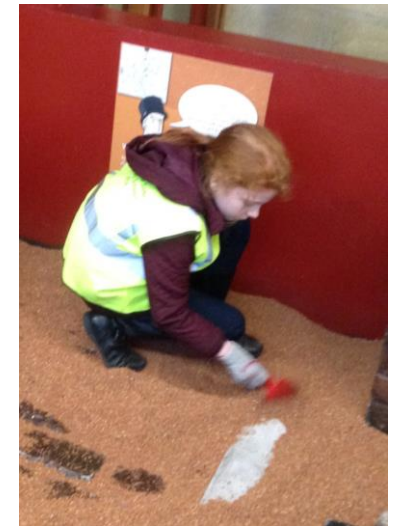
Curriculum Intent & Implementation Policy

November 2021

Our School's Mission Statement:



Wharncliffe Side Primary School: Where children's love and curiosity for lifelong learning blossoms through inspirational teaching in a safe, supportive and nurturing environment.



Nurturing confidence, nurturing potential, nurturing success.

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Nurturing confidence, nurturing potential, nurturing success.

1. Core Values

Our **Core Values** are central to everything we do; they are interwoven through the curriculum; they are our school. These can be summarised as the '7 Rs' of Resilience, Resourcefulness, Reflectiveness, Relationships, Risk-taking, Respect and Responsibility. We encourage children to use these aspects through developing a **Growth Mindset**.

These child friendly examples are promoted throughout our school.

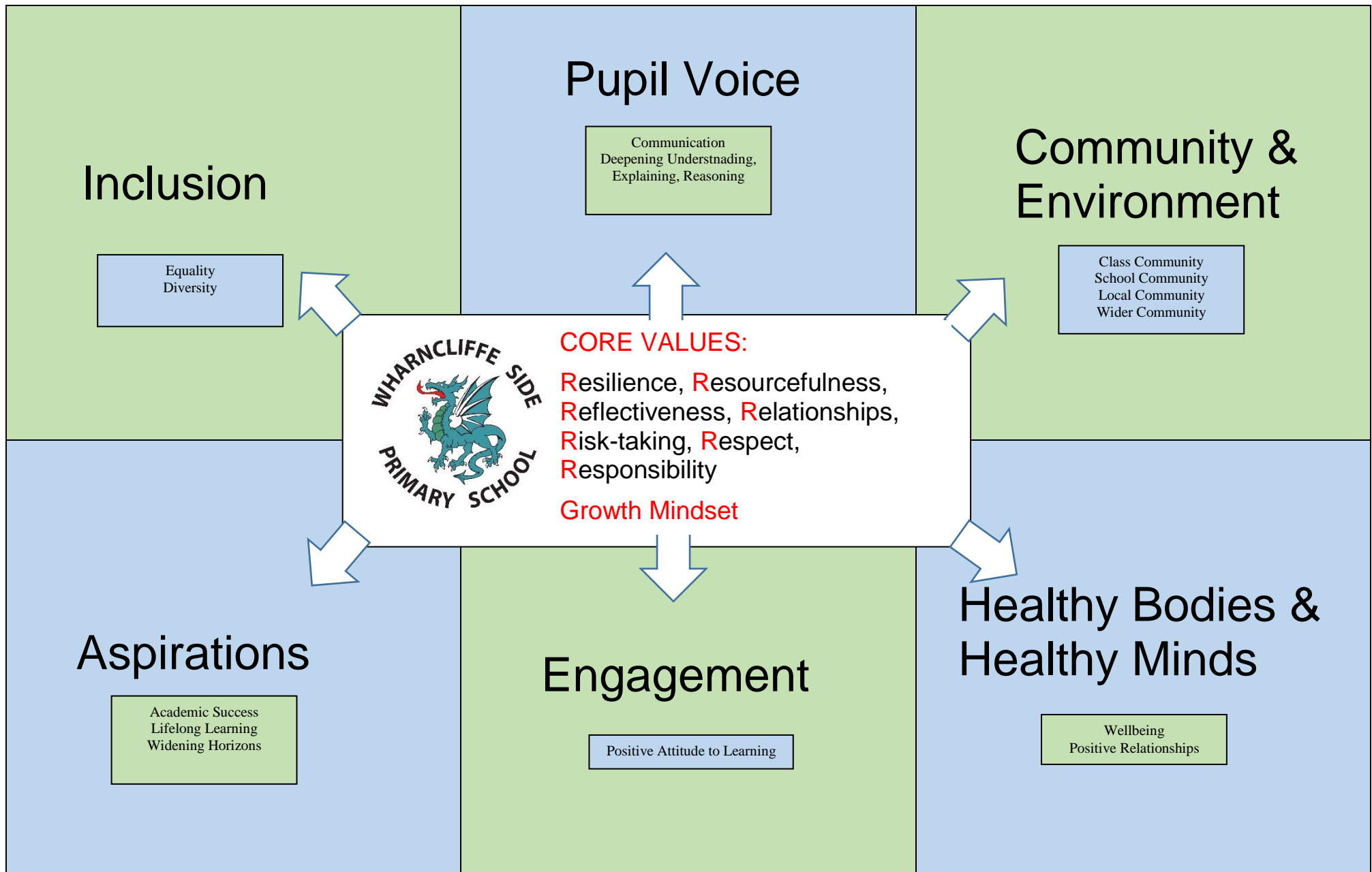
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|------------------------|---|--------------------------------|---|----------------------|------------------------|--|--------------------------------------|
| Resilience | Being determined | Manage emotions | Try our best | Concentrate | Being independent | Not giving up, persevering | We make mistakes and learn from them |
| Resourcefulness | Seek solutions | | Know how we can help ourselves | | | Think creatively | |
| Reflectiveness | Knowing strengths | Thoughtful | Evaluate, self assess | Listen to advice | | Monitor and manage emotions | Open to how to improve |
| Relationships | Friendly, caring and supportive to others | | | Embrace difference | We are kind and polite | | Co-operate and help others |
| Risk-taking | Confident to share ideas | | Try new things | | | | |
| Respect | Embrace difference | | Friendly, caring and supportive to others | Celebrate uniqueness | | We are kind and polite | Co-operate and help others |
| Responsibility | Ready to learn | Positive attitudes to learning | | Participate | Be honest | Look after each other and equipment/school | Make good choices |

Growth Mindset...You can do it!

2. The Drivers for Our Curriculum

We believe that our children deserve and need us to provide more than just the National Curriculum. These 'drivers' represent the philosophy that underpins everything we do at Wharnccliffe Side.

- ▶ **Inclusion:** We provide an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. We promote respect for the way that all children are unique. We embrace all people irrespective of race, gender, age or need. We aim to enable each person to be successful and we provide equal opportunities for all the children in our school. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. We value independent learning as a life skill and our curriculum reflects and provides opportunities for this.
- ▶ **Pupil Voice:** We value pupil voice. Communication is key. It is a key aim of our curriculum, that our children develop the skills necessary to communicate their thoughts, ideas and feelings successfully in a wide range of different forms. Children need to know how to speak and listen, read and write in a variety of different situations. Our curriculum provides opportunity to develop these key skills, including children being able to extend their thinking and deepen their learning.
- ▶ **Community:** We work closely with parents, families and the local and wider community. We value the rights enjoyed by each person in our society. We encourage children to have high aspirations and make positive contributions throughout their lives. We enable our children to become responsible and caring citizens, prepared for life beyond our school.
- ▶ **Environment:** We value our environment and we aim, through our curriculum, to teach respect for our local environment and our world and how we should care for it for future generations, as well as our own.
- ▶ **Engagement:** Our stimulating curriculum encourages engagement in life long learning. We provide a wide range of experiences for our children. We enrich the curriculum with visitors and visits wherever possible.
- ▶ **Healthy Bodies and Healthy Minds:** It is important to us that all members of our school community are healthy both physically and mentally. We will exploit every opportunity through our curriculum to help the children to develop the physical and mental strength to be successful and happy.
- ▶ **Aspirations:** We ensure that our children have high aspirations for themselves; in achieving academic success, promoting life-long learning and widening horizons.



3. The curriculum at Wharncliffe Side Primary aims to...

Fulfil and exceed all the requirements of the National Curriculum and the Sheffield Syllabus for Religious Education

Engender a positive attitude towards learning and acquire the foundations for lifelong learning.

Enable children to be creative and to develop their own thinking.

Inspire all children to learn and develop their knowledge, skills and understanding.

Enable children to recognise and utilise their own personal learning attributes.

Teach children the essential skills of literacy, numeracy and science and transfer these to other subjects.

Enable children to develop their knowledge and understanding of the world, including how their environment and society have changed over time.

Enable the children to understand how to keep themselves safe and healthy.

Enable children to understand Britain's cultural heritage.

As a result,

Children make good progress in all subjects; meaning they know more, can do more and remember more.

Children are inclusive; have respect for themselves and others, and have high self-esteem, are able to live and work co-operatively with others.

Children are positive citizens in our school, community and wider society.

Children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.

Nurturing confidence, nurturing potential, nurturing success.

4. Organisation & Rationale

- ▶ We have designed a bespoke curriculum to meet the needs of our children.
- ▶ At the heart of our curriculum are the core subjects of English, Maths and Science; skills are developed then applied throughout all other subjects in our broad and balanced curriculum.
- ▶ We use a cross-curricular topic-based approach to learning. Each topic lasts for a term to allow the children to embed their learning in a meaningful context, make links and build on existing knowledge. Leading to them knowing more, doing more and remembering more.
- ▶ Each topic has a History or Geography focus and this is because we are committed to broadening children's horizons and aim to inspire real curiosity and a fascination for the world and its people, both past and present. We have designed our curriculum to include events with local and national significance (such as The Sheffield Flood and the history of the local area). Where appropriate, other subjects are linked to the main topic (e.g. African Art) but some subjects are taught discretely (e.g. MFL in Key Stage 2).
- ▶ The curriculum is designed in a sequential and coherent way so that children delve deeper into their learning; building on the skills, knowledge and understanding progressively each year - towards defined outcomes in all subjects by the end of Y6. For more information about individual subjects, see the separate policies.
- ▶ As we have mixed-age classes, we have a 2 year cycle. This enables us to meet the requirements of the National Curriculum. Learning across the Key Stages is carefully planned to enable children to progress through the key concepts and skills in each subject. There is a diagram on the next page to show all the different routes through school.
- ▶ Our IR (Integrated Resource) children are integrated into mainstream classes and access the curriculum at a level appropriate for their needs.
- ▶ Reception children are involved in the topics at an age-appropriate level but assessed against the Early Learning Goals (ELGs).

4. Organisation & Rationale

Our classes are all named after trees that can be found on the school grounds: Ash, Willow, Rowan, Sycamore and Oak. The diagram below shows the different routes our children can take through the school (i.e. a child following 'Route A' will spend Reception & Y1 in Ash; then move to Willow in Y2).

| Route | Cycle (start) | Reception | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|-------|----------------|-----------|--------|--------|-------|----------|----------|-----|
| A | 1 (2019-20) | Ash | Ash | Willow | Rowan | Rowan | Sycamore | Oak |
| B | | Ash | Ash | Willow | Rowan | Sycamore | Sycamore | Oak |
| C | | Ash | Ash | Willow | Rowan | Sycamore | Oak | Oak |
| D | | Ash | Willow | Willow | Rowan | Rowan | Sycamore | Oak |
| E | | Ash | Willow | Willow | Rowan | Sycamore | Sycamore | Oak |
| F | | Ash | Willow | Willow | Rowan | Sycamore | Oak | Oak |
| | | | | | | | | |
| G | 2 (2020-21) | Ash | Ash | Willow | Rowan | Rowan | Sycamore | Oak |
| H | | Ash | Ash | Willow | Rowan | Sycamore | Sycamore | Oak |
| I | | Ash | Ash | Willow | Rowan | Sycamore | Oak | Oak |
| J | | Ash | Willow | Willow | Rowan | Rowan | Sycamore | Oak |
| K | | Ash | Willow | Willow | Rowan | Sycamore | Sycamore | Oak |
| L | | Ash | Willow | Willow | Rowan | Sycamore | Oak | Oak |

- All the children in a particular year group are together during their Reception year, Y2, Y3 and Y6. Our Y1, Y4 and Y5 children are split across two different classes.
- Our standard intake number is 20; so each class is designed to be made up of 20 from one year group and 10 from another (e.g. Ash would be 20 Reception children and 10 Y1s). The exact numbers depend on actual cohort sizes (e.g. the 2019-20 Y6 cohort has 26 children).
- Routes through school are not predetermined; we decide at the end of each academic year which children will be going where. We take a number of factors into consideration when making this decision: age, ability, learning style, friendship groups, boy / girl mix and parental wishes.
- Because of the 12 different routes a child can take through our school, our curriculum has been bespoke designed

5. Overview

Cycle 1 (2021-2022)

| Class | Autumn Term | Spring Term | Summer Term |
|--------------|---|-------------------------------|---|
| Ash & Willow | What is it like in Polar Regions | How can we Keep Healthy? | Where in the World? (UK focus) |
| Rowan | What did the Ancient Greeks do for us? | Who first lived in Britain? | What is it like in Wharnccliffe Side? (Glen Howe - Local area) |
| Sycamore | What did the Romans do for us? | Would you like a Staycation? | Would you rather be a Roman or a Maya? |
| Oak | Why was the Battle of Britain so important? | Baghdad c900 or Anglo Saxons? | What is it like in South America? |

5. Overview

Cycle 2 (2022-23)

| Class | Autumn Term | Spring Term | Summer Term |
|--------------|---|--|--|
| Ash & Willow | Once Upon a Time | What is an Explorer? | Would you like to go on Safari? |
| Rowan | Who were the Ancient Egyptians? | How has entertainment changed in the last century? | How has Wharnccliffe Side changed? (Local area) |
| Sycamore | What happenend in Britain when the Romans Left? | Why do so many people visit Europe for their holidays? | Why did Sheffield Flood? (Local History) |
| Oak | Who won the Anglo-Saxon & Viking struggle? | Why would you visit North America? | Was the Industrial Revolution a good thing for Sheffielders? |

6. Implementation

- ▶ **Curriculum Implementation Grids** for each (termly) topic shows the sequence of lessons (knowledge and understanding), vocabulary and key concepts covered.
- ▶ The '**Key Concepts**' are the themes that run through a particular subject, regardless of the 'topic' (e.g. 'Cause and Consequence' for History). Drawing children's attention to these enables them to cement their understanding by comparing and contrasting with previous topics studied, enabling a deeper understanding.
- ▶ **Progression Document:** For each subject, subject leaders have identified the progression through school. This enables us to offer a slightly different learning experience to two different year groups within the same class (e.g. when Sycamore Class study 'The Maya', more will be expected of the Y5s compared to the Y4s).
- ▶ Within a topic, links are made across different subject areas when appropriate. '**Curriculum Overviews**' show the key learning objectives to be covered across the curriculum. These are shared with parents at the beginning of a new topic.
- ▶ In order to make learning more memorable, we aim to make it fun! Displays, trips, visitors and experiences enhance and enrich our curriculum.
- ▶ Topic-based homework is presented to children via a 'Homework Menu' approach. This gives them the opportunity to take some responsibility for their own learning and produce work that is interesting and meaningful to them. For more information, see our homework policy.
- ▶ Learning is shared with parents in a variety of ways: via the weekly school newsletter; the half-termly class newsletter; our various social media channels (Facebook, Twitter and YouTube) and individual 'Class Pages' on the school website. We also invite parents into school regularly for workshops, family learning events, assemblies and exhibitions.

Curriculum Implementation Grid Geography (Amazing Africa)



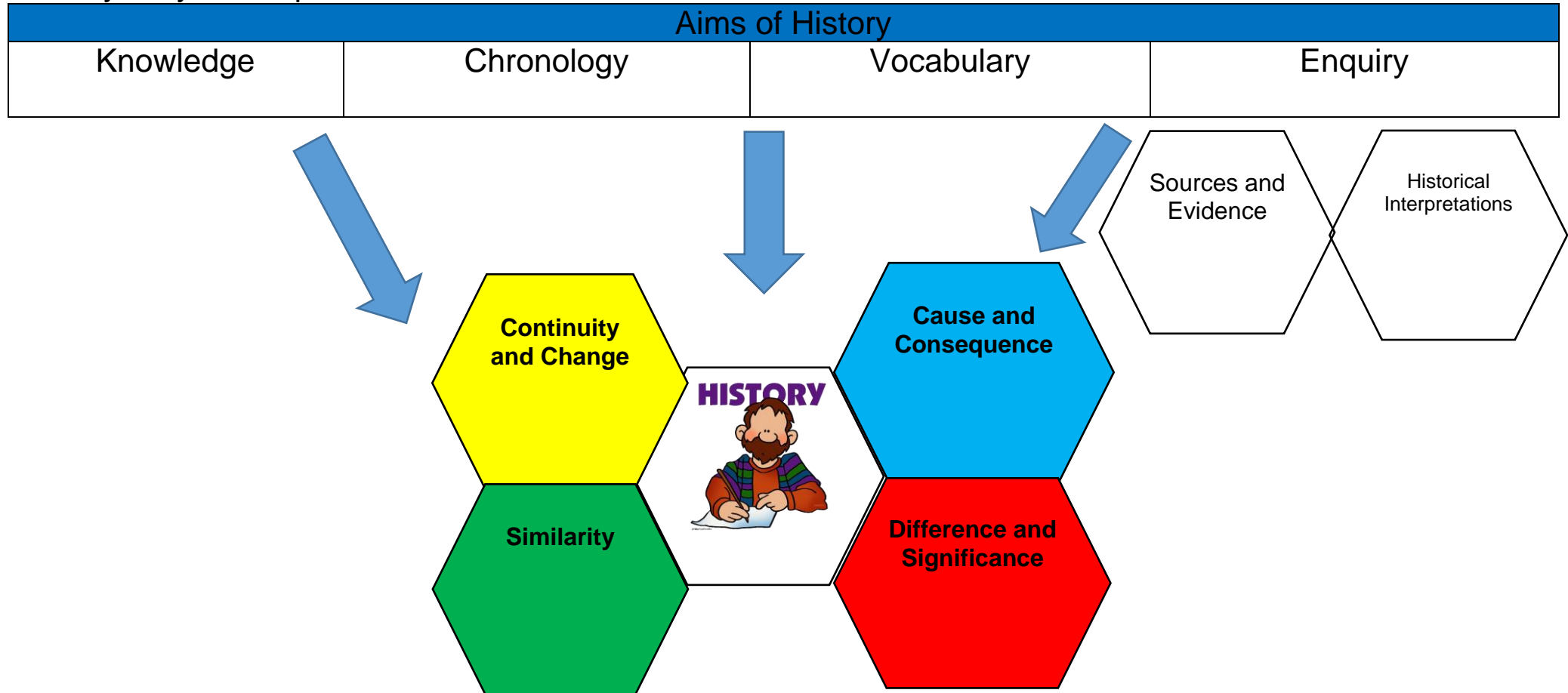
KEY QUESTION: Would you like to go on safari?

Place in National Curriculum: Studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Kenya).

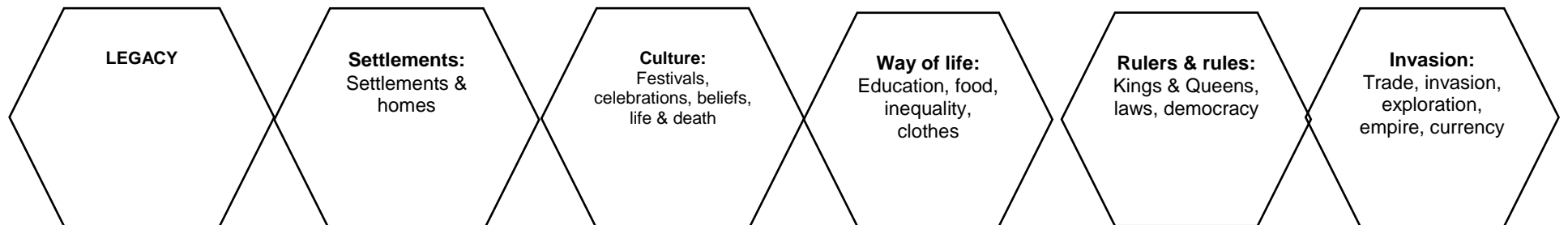
| | | | |
|---|----------|--------------|---|
| Class: Willow | Cycle: 2 | Term: Summer | How will learning be shared? Powerpoint of work made and sent to parents |
| <u>Links to previous learning:</u> Children have located polar regions, introduced to continents and oceans in the previous cycle. They know about the Pacific Ocean in relation to the Moon Landing (same cycle) and the Atlantic Ocean in relation to Amelia Earheart's journey as an explorer (same cycle). Children have used a map of the school grounds in Forest Schools. | | | <u>Significant Individual/s</u> NA |
| Geographical Aims: Geographic Knowledge (G1), Interdependent Processes (G2), Geographical Enquiry (G3) | | | |
| <u>Key Outcomes</u> Children will: <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Be able to compare places (Wharncliffe Side to Naro Maru, UK to Kenya) Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use world maps, atlases and globes to identify the United Kingdom and Kenya. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Be able to describe how to get to Kenya and what it might be like to live there and to visit | | | Key Concepts Place Physical Features Human Features Connections and Comparison |

| Learning Question | | Learning | | Outcomes |
|--|-------------------------|---|--|---|
| | | Revisit for memorising | | |
| 1. | Where is Africa? LF1 | G1 Link to Polar Regions topic from previous year. Locate the Arctic and Antarctica on the globe. Remind that Antarctica is one of the seven continents. Remind about these being cold places. | Sing the song to recap the names of the continents. https://www.youtube.com/watch?v=K6DSMZ8b3LE&v=1=en What do the children already know/remember about any continents (Antarctica is a continent studied in the previous cycle). Look at the map of the world showing the continents. Look at Google Earth, showing where we are in Wharncliffe Side compared to the rest of the world/Africa. Explain that an atlas is a book of maps. How do the flat pictures/drawings on the page represent the world/globe? Link to the round shape of the globe/flat page. Learning tasks: Use maps to label the continents using the world map/atlas. LF1. Yr 1 support: Use partly written labels to assist. Recap on the song and keep doing this at other times in the day/week. | Children will know that Africa is a continent (and not a country). Y1: Name continents Y2: Name and locate the world's seven continents |
| <u>Specific Vocabulary:</u> atlas, map, continent, Africa, Asia, Europe, North America, South America, world, globe, representation | | | | |

History: Key Concepts



Incorporating these elements



Progression in History

| | FS2 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-----------------------------------|--|---|--|--|--|---|--|
| Chronological Understanding H1 | <p>Past and Present ELG Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling;</p> | <ul style="list-style-type: none"> - Sequence events, objects or photographs/pictures in chronological order - to count back from the current year in individual years - Know and locate year of birth on timeline | <ul style="list-style-type: none"> - Sequence artefacts closer together in time - Sequence photographs etc. from different periods - Describe key events in lives - Locate own date of birth on timeline | <ul style="list-style-type: none"> - Place the time studied on a time line - Use dates and terms related to the study unit and passing of time - Sequence several events or artefacts - Beginning to understand more complex terms e.g. BCE/CE and BC/AD | <ul style="list-style-type: none"> - place events from the period studied on a time line - begin to use terms related to the period and begin to date events - Understand more complex terms e.g. BCE/CE and BC /AD | <ul style="list-style-type: none"> - Know and sequence key events of time studied - Use relevant terms and period labels. - Begin to relate current studies to previous studies | <ul style="list-style-type: none"> - Place current study on time line in relation to other studies - Sequence up to 10 events on a time line - Make comparisons between different times in the past - relate current studies to previous studies |
| Organisation & Communication | <p>Comprehension ELG Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p> | <ul style="list-style-type: none"> - Write reports, labelling, simple recount | <ul style="list-style-type: none"> - Write reports with increasing detail, recounts, prepare information to share with an audience (eg parents) | <ul style="list-style-type: none"> - Recall, select and organise historical information - Communicate their knowledge and understanding in a variety of ways | | <ul style="list-style-type: none"> - select and organise information to produce structured work, making appropriate use of dates and terms - plan and carry out individual investigations | |

| | | | | | | | |
|--------------------------------|---|--|--|--|--|---|--|
| <p>Historical knowledge H2</p> | <p>Past and Present ELG Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling;</p> | <p>-Recognise the difference between past and present in their own and others' lives</p> <p>-Know and recount episodes from stories about the past</p> <p>-Begin to describe similarities and differences</p> <p>-Use a range of sources to find out characteristic features of the past</p> <p>-Study of a significant person/ people</p> | <p>- Recognise why people did things, why events happened and what happened as a result</p> <p>- Identify differences between ways of life at different times</p> <p>- Confidently describe similarities and differences</p> <p>- Develop empathy and understanding (hot seating, sp. & listening)</p> <p>- Use a range of sources to find out about the past</p> <p>- Start to consider which source of information is appropriate</p> <p>-study of a significant person/people</p> | <p>-Develop a broad understanding of ancient civilisations</p> <p>-find out about everyday lives of people in time studied</p> <p>-compare 1 aspect with our life today</p> <p>-identify reasons for and results of people's actions</p> <p>-understand why people had to do something</p> <p>-study of a significant person/ people</p> | <p>- use evidence to reconstruct life in the time studied</p> <p>-Identify key features and events</p> <p>-look for links and effects in time studied</p> <p>-offer a reasonable explanation for some events</p> <p>-study of a significant person/ people</p> | <p>-compare an aspect of life with the same aspect in another time period</p> <p>-study different aspects of life of different people- e.g. the differences between men and women</p> <p>-examine causes and results of great events and the impact on people</p> <p>-study of a significant person/ people</p> | <p>- find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>- compare beliefs and behaviour with another period studied</p> <p>- create another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>- know key dates, characters and events of time studied</p> <p>-study of a significant person/ people</p> |
|--------------------------------|---|--|--|--|--|---|--|

| | | | | | | | |
|------------|---|--|---|--|--|---|---|
| Vocabulary | Today Yesterday Tomorrow The present The past The future Day Week Month When Home | Year Decade Modern Long ago Significant Remember Living memory Memories Photograph Home | Ancient Chronological order Investigate Historians Research Newspapers Opinion Pioneer Explorer Memorial websites Era Home The same Different | Chronological order B.C.E (Before the Common Era) C.E. (The common era) B.C. (Before Christ) A.D. (Anno Domini) Millennium Thousands of years Religion Empire Archaeologist/ archaeology Importance Impact Change Significance Effects Continuity Oral history Civilisation Sources Legacy Reason Democracy Ruler Settlement Culture The same Different | Chronological order B.C.E (Before the Common Era) C.E. (The common era) B.C. (Before Christ) A.D. (Anno Domini) Millennium Thousands of years Empire Invasion Civilisation Settlers Migration Kingdoms Settlements Trade Currency Resistance Achievements Legacy Impact Effects Consequences Change Continuity Cause Infer Suggest Similarity Difference Historian Archaeologist/ archaeology First hand evidence- primary source Second hand evidence- secondary source Ruler/ Monarch Culture | Chronological order B.C.E (Before the Common Era) C.E. (The common era) B.C. (Before Christ) A.D. (Anno Domini) Millennium Thousands of years Nation Ruler/ Monarchy Turning point Trade Invasion Currency Legislation Primary evidence Secondary evidence Reliable Impact Effects Consequences Legacy Exploration Significance Impression Change Continuity Cause/ s Infer Suggest Culture Inequality Similarity Difference Historian Archaeologist archaeology | Chronological order B.C.E (Before the Common Era) C.E. (The common era) B.C. (Before Christ) A.D. (Anno Domini) Millennium Thousands of years Variety of sources Different experiences Infer Suggest Impression Reliability Propaganda One sided Biased Motive Primary evidence Secondary evidence Reliable Impact Effects Consequences Legacy Trade Empire Currency Invasion Significance Cause/s Change Continuity Extent Culture Inequality Similarity Difference Historian Archaeologist Archaeology |
| | | | | | | | |

| | | | | | | | |
|-----------------------|---|---|--|--|---|--|---|
| Historical Enquiry H3 | <p>ELG <u>Listening, Attention and Understanding</u> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><u>Speaking ELG</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> | <p>-Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)</p> <p>-Encourage children to distinguish between fact and fiction</p> | <p>- Compare pictures photographs of people, artefacts or events in the past</p> <p>- Identify different ways to represent the past</p> <p>- Start to think about reliability of photos/ accounts/stories</p> <p>- Know the term ‘source’ and use a source – why, what, who, how, where to ask questions and find answers about the past</p> <p>- sequence a collection of artefacts/ photograph etc</p> <p>- Use time lines, starting to think about decades and centuries</p> <p>- Start to discuss the effectiveness of sources</p> | <p>-identify and give reasons for different ways in which the past is represented</p> <p>-distinguish between different sources; compare different versions of the same story</p> <p>-begin to use research skills</p> <p>-use a range of sources to find out about a period</p> <p>-observe small details – artefacts, pictures</p> <p>-select and record information relevant to the study</p> <p>-begin to use the library and internet for research</p> <p>-ask and answer questions</p> | <p>-look at evidence available</p> <p>-begin to evaluate the usefulness of different sources</p> <p>-use text books and historical knowledge</p> <p>-confidently use research skills</p> <p>-Begin to be introduced to primary and secondary sources</p> <p>-use evidence to build up a picture of a past event</p> <p>-choose relevant material to present a picture of one aspect of life in time past</p> <p>-ask a variety of questions</p> <p>-Use the library and internet for research</p> | <p>-compare accounts of events from different sources- fact or fiction</p> <p>-offer some reasons for different versions of events</p> <p>-begin to identify primary and secondary sources of information independently</p> <p>-use evidence to build up a picture of a past event</p> <p>-select relevant sections of information</p> <p>-use the library and internet for research with increasing confidence</p> <p>-use evidence to build up a picture of life in time studied</p> | <p>- Link sources and work out how conclusions were arrived at</p> <p>- Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>- Be aware that different evidence will lead to different conclusions</p> <p>- Confidently use a range of primary and secondary sources independently</p> <p>- Recognise primary and secondary sources</p> <p>- Use a range of sources to find out about an aspect of time past</p> <p>-</p> |
|-----------------------|---|---|--|--|---|--|---|

6e. Example of a Curriculum Overview:

Class 3 Curriculum Overview: Topic – Ancient Greece Autumn 1 2019

| | | | |
|---|--|---|---|
| ENGLISH (Writing Narrative) <ul style="list-style-type: none"> I can plan writing using similar texts as a model. I can write using a range of sentence structures. I can use the correct tense when writing. I can proof read my writing to identify spelling, punctuation and grammar errors and edit accordingly. I can assess the effectiveness of my writing and suggest changes to improve it. I can use prefixes to form different nouns. | ENGLISH (Grammar) <ul style="list-style-type: none"> I can use a range of conjunctions. I can use expanded noun phrases to convey detail information concisely I can organise my writing into appropriate paragraphs I can use brackets, commas and dashes to show parenthesis. I can use adverbs and prepositions to increase the variety and richness of my sentences. | ENGLISH (Reading) <ul style="list-style-type: none"> I can listen to and discuss narratives, diary recounts, poetry and persuasive texts. I can identify the themes within a text. I can infer character thoughts, feelings & motives from their actions and justify my inferences. I can ask questions to help my understanding of the text. I can discuss words and phrases that capture the reader's interest and imagination. | COMPUTING <ul style="list-style-type: none"> I can open, edit and save my work correctly I can work collaboratively with my learning partner I can use search engines to find information on the internet I can identify and correct errors. |
| MATHS <ul style="list-style-type: none"> I can identify, represent and estimate numbers using different representations. I can find 10 or 100 more or less than a given number I can understand place value in 3 digit numbers. I can read, write and compare numbers in numerals and words up to 1000 | <ul style="list-style-type: none"> I can add and subtract numbers mentally, including HTO and tens / hundreds. I can solve number problems and practical problems. I can count from 0 in different multiples. I can add and subtract numbers mentally | MODERN FOREIGN LANGUAGES <ul style="list-style-type: none"> I can greet people and ask them their names in French I can respond to simple classroom instructions in French I can find Paris on a map I can count to 10 in French | ART & DESIGN <ul style="list-style-type: none"> I can use a sketch book to collect, record and evaluate my ideas I can explore and discuss different purposes of art. I can improve my technique when sketching and drawing I can work collaboratively to create a piece of artwork. |
| SCIENCE – Hot and cold – States of Matter <ul style="list-style-type: none"> I can work scientifically, asking relevant questions and using scientific enquiries to answer them I can set up practical enquiries, compare results and understand how to make a fair test. I can compare and group materials I can observe materials changing state when heated or cooled. | PHYSICAL EDUCATION <ul style="list-style-type: none"> I can run, jump, throw and catch with increasing accuracy I can apply my skills to competitive games of rounders and cricket. I can apply my knowledge of running, jumping, throwing and catching to different athletic events. | HISTORY/GEOGRAPHY <ul style="list-style-type: none"> I can locate Greece on a map I can explore and research Greek Gods and Goddesses I can investigate ancient Greek writing and alphabet I can explore and research the Ancient Greek Olympics and compare it to modern day. | |
| | MUSIC <ul style="list-style-type: none"> I can listen with attention to detail and learn to play key notes on the violin (year 4) I can listen with attention to detail and learn to play key notes on the recorder (year 3) | PSHE <ul style="list-style-type: none"> I can give and accept compliments I know I am valued at school I understand rights and responsibilities in school I can describe how I feel and can usually tell others how I feel. I can manage my feelings | |

7. Assessment

- ▶ Formative assessment (assessment *for* learning) takes place on a day-to-day basis in all subjects. This enables teachers to modify subsequent lessons to ensure they meet the needs of the children; reinforcing or extending learning as appropriate.
- ▶ Pupils are involved in the assessment of their own and others' learning via the use of 'Learning Frames'. For more information about these, see our 'Feedback & Marking Policy'.
- ▶ Summative assessment (assessment *of* learning) takes place at the end of a topic. We carry out simple assessments in order to ensure future learning is effective. We use the same scale for foundation subjects as the core subjects of English & Maths:
 - 1: Working beyond age-related expectations ('Greater Depth')*
 - 2: Working at age-related expectations*
 - 3: Working towards age-related expectations*
 - 4: Working at an earlier stage of the curriculum*
- ▶ Reception children are assessed against the Early Learning Goals.
- ▶ At the end of the academic year, this information is communicated to parents via our annual reports. It is also added to our whole-school tracking system (Tracker+) to enable class teachers to differentiate lessons accordingly. Subject leaders can use this data to gain an overview of standards across their subject.
- ▶ Every July, all staff members nominate children for trophies. These are awarded for academic success (such as 'progress in science') and learning behaviours (such as 'having a growth mindset'). A certificate is given to all children who are nominated and the winners are presented with a trophy in a special assembly. Parents are invited to this event and the winners are proudly displayed in our entrance hall.