

HERNE VIEW CHURCH OF ENGLAND PRIMARY SCHOOL

including Apple Orchard Pre-School

Curriculum Policy

Review Date	Version No	Date of last Review
Autumn 1 FGB 2023	2	September 2022

Date approved by the Board	Chair	Signature
12 October 2023	Mr Guy Adams	

Our Vision

Building for tomorrow, we share knowledge and foster aspirations through acceptance and welcome. We strive to strengthen our connection to the whole community through dignity and respect. Children are the heart of Herne View Primary and we celebrate the worth and uniqueness of all.

'...let your light shine.' Matthew 5:16

Care

Friendship

Respect

Herne View Church of England Primary School

Curriculum Policy

This document sets the Long-Term Curriculum Planning for the school into context.

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SECTION 1

Learning Aims

At Herne View Church of England Primary School we undertake to:

- Raise levels of attainment for all pupils, enabling them to achieve their personal best
- Develop confident, disciplined and enquiring learners, able to make informed choices.
- Foster a love of learning.
- Foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others.
- Facilitate considerate and positive relationships between all members of the school community.
- Ensure equal opportunities in relation to gender, race, class, additional needs, disability, age and belief.
- Value and respect all cultures.
- Provide a safe and happy work place.
- Promote a thoughtful attitude towards the immediate and wider environment.

SECTION 2

Teaching Ethos

The ethos and atmosphere underpin the agreed aims of the school. Teachers will provide a broad and balanced curriculum, which will develop the skills, concepts and knowledge necessary for future learning. In the course of their daily work the staff will contribute to the development of this ethos through:

- Providing a calm, quiet and effective working environment at all times, in which each child can achieve his or her maximum potential.
- Providing a welcoming environment, in which courtesy, kindness and respect are fostered.
- Providing positive role models.
- Providing a fair and disciplined environment, in line with the school's behaviour policy.
- Maintaining purposeful and informative planning, record-keeping and assessment documents, in line with the school's record-keeping and assessment policy statement.
- Effective management of their professional time.
- Developing links with the wider community.
- Providing children with meaningful, purposeful tasks, related to the National Curriculum programmes of study and Early Learning Goals in the Foundation Stage.
- Valuing and celebrating pupils' success and achievements.
- Reviewing personal and professional development by providing appropriate INSET, training and support from colleagues in order to ensure a high level of professional expertise.
- Welcoming, supporting and teaching of teaching and non-teaching students.

Equal Opportunities

In accordance with the school's Single Equality Policy, all children at Herne View Church of England Primary School must be given full access to the National Curriculum and the wider curriculum. Staff will endeavour to help all children to reach their full potential irrespective of race, gender, age or ability.

SECTION 3

Management of the School Day

The School Day

Silver Street - Reception, Years 1 and 2	Ditton Street - Years 3,4,5 and 6
Arrive 8.40am to 8.50am then register Children dropped at gates, met by staff at outer door/playground (playground first week)	Arrive 8.50am to 9.00am then register Children dropped at gates, met by staff at corridor/classroom door, playground first week
8.55am lessons start	9.05am lessons start
Breaktime 10.15am to 10.30am Rec 10.30 – 10.45 Years 1 and 2	Breaktime 10.25am to 10.40am (Years 3 and 4) 10.40am to 10.55am (Years 5 and 6)
Lessons	Lessons
Lunch 12.00 to 1.08pm EYFS 11.40am to 12.50pm	Lunch 12.00 to 1.08pm
Lessons	Lessons
Afternoon break 2.10pm to 2.20pm	Afternoon break 2.10pm to 2.20pm
Lessons	Lessons
3.00pm Worship (Thursday will be a star of the week assembly at 9.30am)	3.10pm Worship (Friday will be a star of the week assembly at 9.30am)
3.20pm end of school day	3.30pm end of school day

Total Hours per day: 6 hrs 30 min

Total hours per week: 32 hrs 30 mins

Curriculum time can be planned as continuous study throughout the term, or as blocks of study. Work will be planned using the Whole School Long Term Curriculum Map with other special and local opportunities included additionally as available. Teachers will ensure that a broad and balanced curriculum is effectively covered.

At Herne View Church of England Primary School we are committed to following the programmes of study as required by the National Curriculum. The content will be amended as necessary to suit our local curriculum. We have adopted the new National Curriculum in September 2014.

It is not necessary for pupils to study all National Curriculum subjects each week. We may decide to concentrate particular subjects during certain week, doing less of these subjects at other times. However, children will study all subjects each term.

The allocation of time for the computing curriculum will be incorporated into the planning for other areas of the curriculum, alongside planning of explicit computing lessons.

In the Foundation Stage, all Areas of Learning will be planned in to the daily activities of the classroom, with appropriate weighting to prime and specific areas. These classes will run a very integrated day, with very few subject specific lessons.

Personal, Social and Health Education (PSHE), Relationship Education and Citizenship are seen as integral parts of the curriculum and are planned through other subjects and subject specific PSHE/RE (Relationship Education) lessons following the Life Education SCARF programme.

SECTION 4

Classroom Management and Organisation

Management

The learning environment will be managed in such a way as to facilitate different styles of learning, with particular regard to specific groups e.g. gender, pupil premium, able, gifted and talented etc:

- Whole class teaching
- Group work, organised according to appropriate criteria (i.e. Ability, mixed ability, interest etc.)
- One to one teaching
- Conferencing
- Collaborative learning in pairs or groups
- Independent learning

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate skills, concepts and knowledge.

Learning Support Assistants (LSAs) will work alongside the teacher in the planning and teaching of the curriculum with a clear focus on pupil progress. LSAs will usually support groups or individuals within any class, but may, from time to time, take the whole class for suitable activities. They also play a role in the monitoring of the curriculum, giving feedback to teachers, and in assessing pupils, as they will regularly discuss pupils' attainment and progress with the teacher(s).

Learning Support Assistants, learning support teachers and external agencies will be employed to support children with Special Educational Needs, as outlined on their EHCPs or Personal Learning Plans.

Behaviour Management

Good behaviour is essential for a positive learning experience for children. Herne View Church of England Primary School has a comprehensive Behaviour Policy based on the reinforcement of good behaviour, with appropriate sanctions if behaviour is not acceptable. Termly **Golden Time Reward sessions using dojo points awarded** and other strategies are used as part of this policy.

Organisation

The classroom will be organised to facilitate learning and the development of independence. This may require flexibility in the organisation of furniture.

- The resources will be clearly labelled to encourage pupil independence.
- Book corners will be comfortable and attractive.
- Labels and posters should wherever possible reflect the language diversity in the school.
- Displays will reflect all curriculum areas and be a balance of learning support resources for pupils and displays of pupils' work, promoting self-esteem and peer support.

- In Reception and other year groups as appropriate, areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner.
- Pupils will be involved in the maintenance and care of all equipment and resources.

Planning

Planning will take place regularly in year group and key stage teams, with reference to the National Curriculum, the Whole School Long Term Plan and Early Years framework.

Teachers usually meet weekly in key stage teams to plan during PPA time. Learning Support Staff are involved as deeply as possible in the planning process.

Differentiation

Teachers will differentiate the curriculum by:

- Task
- Outcome
- Teacher / adult support

Differentiated tasks will be detailed in weekly planning. Learning objectives will be specified for all differentiated teaching. Reference will be made in weekly plans to Personal Learning Plans and Provision Maps and to other groups as appropriate.

Record-keeping and assessment

Regular assessments are made of pupils' work in order to establish pupil progress, the level of attainment, and to inform future planning. Record-keeping and assessment procedures are defined in the Assessment Policy including recording, reporting, marking and presentation.

Assessment is part of the framework in which educational objectives are set and each child's progress is monitored and described. It gives information that helps to plan the next education steps in response to a child's needs. In addition, assessment facilitates discussion between teachers and thereby enhances professional skills and the strengthening of learning across the curriculum.

In the Foundation Stage, pupils' progress will be tracked through the characteristics of their learning and the Early Learning Goals. This progress will be monitored and reported to the parents using the EYFS profile

Pupils' progress through the programmes of study and attainment targets is assessed by teachers throughout each year and reported to parents in an annual written report during the Summer term of each school year. At the end of Key Stage 1 children have their performance formally monitored through teacher assessment supported by statutory tasks and levels of attainment are subsequently recorded and reported. Some of these procedures are subject to moderation to ensure standardisation, and this is undertaken by the LA. Pupils in KS2 also undertake assessments to allow teachers to further monitor progress and the school to monitor progress against national standards. These assessments also help with transfer to the children's next school.

With the Government's removal of levels for assessment, the school has moved to the Somerset Model of assessment. Year 2s and Year 6s must still statutorily have their progress and attainment in English and Maths measured in the Summer Term, along with the Phonics Screener for Year 1

and Multiplication Screener in Year 4. Across the curriculum we assess pupils' progress and attainment in relation to age expectations for each subject as indicated by the National Curriculum.

Monitoring and Evaluation

Monitoring and evaluation is essential for the planning and development of the curriculum. The development of our school's curriculum is supported by review at different levels:

* By the teaching staff - through the School Development Plan (SDP); in the course of curriculum meetings; by teachers' self-evaluation leading to the re-appraisal of existing approaches; by reviewing the school's curriculum planning and documentation.

* By the Head Teacher, leadership team, governors and curriculum co-ordinators; through regular analysis of the SDP; lesson observations; review of school policy; analysis of various assessment results including those available nationally; scrutiny of pupil's work.

* Externally – through bought in advisory support and Local Authority moderation and data checks.

* By the Office for Standards in Education - through the publication of information relating to the school curriculum and assessment at national level; through the national programme of school inspection.

Teaching Strategies

In order to ensure equality of access, and effective matching of tasks to needs, teachers will employ a variety of strategies:

- Provision of an integrated curriculum both inside and outside the Reception classroom.
- The development of close links between Reception and the feeder play groups/child minders.
- The involvement of subject co-ordinators in the development of individual curriculum areas, in order to ensure continuity and progression between Reception, Key Stage 1, Key Stage 2 and at transfer.
- Teacher observation
- Discussion and questioning (open and closed as appropriate)
- Previewing and reviewing work
- Precision and pre-teaching
- Didactic teaching
- Interactive teaching
- Conferencing
- Listening
- Mind Mapping
- Providing opportunities for reflection by pupils
- Demonstrating high expectations
- Providing opportunities for repetition / reinforcement
- Providing encouragement, positive reinforcement and praise
- Making judgments and responding to individual need
- Intervening, as appropriate, in the learning process in order to encourage development
- Provide all children with opportunities for success
- Use a range of communication strategies; verbal and non-verbal
- Use of interactive technologies
- Guided group work
- Additional intervention groups
- Outdoor learning

Teachers will use a range of strategies in any one session.

Resources:

Each classroom will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource cupboard / area, and will be regularly audited by the Curriculum Co-ordinator. Staff may contact Curriculum Co-ordinators with suggestions for specialist materials which may need ordering.

Pupils will be taught how to use all resources correctly and safely, with care and respect; and with regard for Health and Safety and waste.

Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

SECTION 5

Learning Processes

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning children develop their skills through a variety of processes. These include:

- Investigation
- Experimentation
- Listening
- Observation
- Talking and discussion
- Asking questions
- Practical exploration and role play
- Retrieving information
- Imagining
- Repetition
- Problem-solving
- Making choices and decision-making

At Herne View Church of England Primary School opportunities are organised to allow pupils access to these processes, and for them to develop their own strategies to gain knowledge and skills.

Learning Styles

Children learn in a variety of ways, and for this reason it is necessary to ensure that planning incorporates as many styles as possible. These styles include:

- Individual learning
- Collaborative learning in small groups, or pairs
- One to one learning with an adult, or more able pupil
- Whole class
- Independent learning

We endeavour to allow for Visual, Auditory and Kinesthetic learning preferences (VAK). To do this, the following learning tools may be used:-

Visual

Whiteboards
Textbooks
Worksheets
IPads
DVDs
Flip charts
Colourful displays
Mind mapping

Auditory

Teacher talk
Think, pair, share
Group discussion
Class debate
Rhymes, chants etc
Dramatic readings
Mnemonics
Listening to music

Kinesthetic

Physical movement
Mime
Gestures/movements
Design and build
Experimental work
Field trips/visits
Using equipment

Special Educational Needs

The school has a very comprehensive system of support for those children who have a Special Educational Need or Disability; this is outlined in the SEND policy. Support to children will follow the SEND Code of Practice. Pupils with SEND are discussed at pupil progress and other SEND meetings and with Learning Support Assistants. The SENCO will also have meetings with teachers and support staff.

Able, Gifted and Talented Pupils

We wish to ensure that all pupils fulfil their potential and this includes those pupils (around 10% of the highest attaining in their cohort) who are deemed Able, Gifted and Talented. In the school context, Able relates to those pupils who are attaining highly (or have the potential to do so) in English and Mathematics. Likewise Gifted and Talented relates to attainment (or potential) in the creative curriculum and other areas. The school has a designated co-ordinator for Able, Gifted and Talented pupils (Key Stage leaders).

SECTION 6

Governors' Role

It is the Governors' role to monitor and review the policy and its practise through:

- Regular visits to the school.
- Reporting to the Full Governing Body
- To receive reports from the Head teacher and/or Subject Leads.
- To attend INSET if possible.
- To receive reports from the Head Teacher on relevant premises issues, in particular Health and Safety, and to follow up any relevant issues.
- Ensure equal opportunities in relation to gender, race, class, additional needs, disability, age and belief.
- To promote and ensure at all times equal opportunities in relation to race, gender, class and belief.
- To promote and ensure at all times the practice of giving value and respect for all cultures and faiths.

Parents' Role

Parents are encouraged to support their children's learning by:

- Ensuring that their child comes to school feeling confident and positive.
- Ensuring that their child arrives at school punctually and regularly.

- Sharing with the teacher any problems in school that their child is experiencing.
- Supporting their child by attending Parents' Evenings and other meetings.
- Supporting their child and the teacher by becoming actively involved in the operation of the Personal Learning Plan/Provision Map and any Special Educational Needs processes.
- Ensuring that all contact addresses and telephone numbers are up to date and correct.
- Ensuring that their child arrives at school wearing the correct uniform and bringing the correct P.E. kit.
- Agreeing to any Parent / Teacher contract concerning their child's behavior or attendance (if appropriate)
- Agreeing to, and supporting, the school's homework procedures.
- Attending all medicals and health interviews when invited.
- Responding to letters sent home from school.
- Informing the school of reasons for their child's absence.
- Informing the school of any significant matters at home which may affect their child's progress, happiness or behaviour.
- Supporting extra-curricular activities, such as visitors to school, concerts, visits and fairs.

The school has a Home School Agreement that all parents are asked to sign.

Community Role

The community is invited to support the school by:

- Contributing to activities, such as assemblies, collective worship, artistic events, specialist outings, and clubs.
- Presenting themselves as positive role models to be emulated.
- Guiding pupils' behaviour as they play around the school, and providing positive role models with regard to behaviour.
- Organising activities and events throughout the year to extend and deepen pupils' knowledge and skills.
- Supporting school events
- Voluntarily helping in the classroom.
- As a Church of England Primary School, the Parochial Church Council and Diocese support the school in a variety of ways. The local incumbent visits the school regularly to help with collective worship. They are also on the governing body, which has three church representatives in total. The school also has close links to the other churches in the town.

The School's Role

In relation to each of the above areas the school will reciprocate by:

- Responding to all offers of support as far as it is able.
- Respecting all information given in confidence.
- Giving clear information on the aims and objectives of the curriculum and school procedures.
- Setting up curriculum meetings.
- Making available the Long Term Whole School Curriculum Plan as appropriate.
- Giving reasonable / appropriate access to teaching staff.
- Working in partnership with parents and guardians to ensure the success of their child, and encouraging parental involvement in working out the way forward for their child's educational future.

SECTION 7

The Curriculum

We provide a curriculum for pupils from the outset of Year 1 that includes the National Curriculum, Relationship Education and Religious Education. Pupils in the Reception classes, follow the EYFS curriculum that is based upon 3 Prime and 4 Specific Areas. Once children have met the goals detailed within the document, teachers plan for their progression within level 1 of the National Curriculum.

- The EYFS areas are: prime – communication and language; physical development and personal, social and emotional development. Specific – literacy, mathematics, understanding the world, expressive arts and design.
- At both Key Stages 1 (years 1 & 2) and 2 (years 3 & 4) all core subjects, RE, Relationship Education and all foundation subjects (modern foreign language in KS2) are taught.
- The Core Subjects are: English (see Appendix 2) and Mathematics (see Appendix 3).
- The Foundation Subjects taught are: Science, History, Geography, Engineering (Design and Technology), Computing, Music, Art, Physical Education and Modern Foreign Language (KS2).
- RE follows the agreed syllabus for our area and is known as AMV (Awareness, Mystery and Values). This is supplemented by additional schemes from the Diocese of Bath and Wells (Understanding Christianity) and more direct learning from visits to places of worship. If parents feel they have grounds to request their child to be removed from RE they should speak to the Headteacher.
- We place a strong emphasis on sport and the Arts and include engineering in our curriculum.
- Sex Education: The Governing Body has decided that, due to the considerable variations of maturity in a Primary School, there should be no formal sex education beyond that in the Science and PSHE curriculum. However, all aspects relating to the subject are handled with care and sensitivity in a natural and informal manner. Teachers aim to answer questions, as raised, honestly and at a level appropriate to the maturity of the child who raises the question. Relationship Education is however taught in all year groups
- Drugs education is to be part of the PSHE programme.
- Personal, Social, and Health Education (PSHE) is addressed through relevant topics in other subjects, especially RE and science; e.g. healthy eating, road safety, right and wrong. Teachers refer to the LA guidelines when planning PSHE.
- Citizenship is also addressed through relevant topics and in a variety of other aspects of school life. Teachers will refer to the appropriate guidance when teaching Citizenship.
- The PHSE, Relationship and Citizenship curriculums are supported through the use of SCARF materials in all year groups which are linked to our annual visit from the Life Education Wessex Mobile Classroom. This includes all our teaching for Relationship Education.

Long Term Curriculum Plan and Curriculum Maps

Our curriculum map for this academic year is attached to this policy as Appendix 1.

Review

This policy statement will be regularly reviewed by the staff and governors to ensure that it meets statutory requirements and provides the best possible framework for the education of the children at the school.



Foundation Stage Long Term Plan 2023 – 2024

This overview is a guide to what will be seen in EYFS, however this will change depending on the children's interests and their abilities whilst still maintaining a varied and rich curriculum.

	Autumn Term 1 8 th Sept - 21 st Oct	Autumn Term 2 31 st Oct - 16 th Dec	Spring Term 1 3 rd Jan - 10 th Feb	Spring Term 2 20 th Feb - 31 st Mar	Summer Term 1 17 th Apr - 26 th May	Summer Term 2 5 th June - 21 st July
Celebrations and Special Events	<ul style="list-style-type: none"> • Roald Dahl Day (13th September) • World Mental Health Day (10th October) • Black History Month (1st October 1st-31st October) • Carnival float making • Umbrella competition <p>Harvest Festival at the Minster</p>	<ul style="list-style-type: none"> • Guy Fawkes Bonfire • World nursery rhyme week • Remembrance Day • Children in Need • Hannukah • Christmas • Christmas Jumper Day • Diwali (12th November) • Victorian day – Lantern Parade <p>Nativity performance in school hall</p>	<ul style="list-style-type: none"> *safer internet day 6th February) * Chinese New Year (10th February) • Children mental health week (5th-11th February) 	<ul style="list-style-type: none"> Fairtrade Fortnight • Shrove Tuesday • Easter • World Book Day (7th March) • Holi (25th March) • Mother's Day (10th March) • Ramadan Starts (10th March) • Science week (8th-17th March) • Comic Relief (17th March) <p>Easter Service at the Minster</p>	<ul style="list-style-type: none"> • Ramadan Continues (Finishes 9th April) • Earth Day (22nd April) • Children's gardening week (14th April) • Eid al Fitr (9th April) 	<ul style="list-style-type: none"> *Father's Day (16th June) • Sports Day • World Ocean Day (8th June) • Father's Day (16th June)
Visits and Visitors	<p>Visit: Tour of school, outside areas and forest school.</p> <p>Visitors: Pre-school staff and childminders</p>	<p>Visit: Forest School Area</p> <p>Trip: Walk to post box (writing for a purpose - Christmas letters)</p>	<p>Visit: library, Winter walk</p> <p>Visitors – Ambulance (RE link), Life Education bus, The Meeting House (see our artwork displayed).</p>	<p>Visit: Herne Hill</p> <p>Visitors –Mystery readers</p> <p>Trip: Spring Walk, Axe Valley Wildlife Park</p>	<p>Visit: Library</p> <p>Visitors –Mystery readers</p>	<p>Visit: Herne Hill, The Meeting House (Visit an art exhibition – others' work)</p> <p>Visitors –Mystery readers</p>
Possible Topics	All About Me	Celebrations/Colour	Superheroes/ Space	Pirates/Magic	Jungles	Once Upon a Time
Key Texts	<p><u>Nursery Rhymes</u> Twinkle Twinkle Baa Baa Sheep Humpty Dumpty Incy Wincy Spider Hickory, Dickory 1,2,3,4,5 ... Fish This Old Man</p>	<p><u>Harry –and His Bucket full of Dinosaurs</u> Wow: Buckets and dinosaur small world</p> <p><u>Oi Frog</u></p> <p><u>The Grand Old Duke of York</u></p> <p><u>The Christmas Story</u> WOW: Elf on the shelf</p>	<p><u>Supertato</u> WOW: Trapped Veggies</p> <p><u>Whatever Next</u> WOW: Suitcase, boots, box, wellies etc</p> <p><u>Alien's Love Underpants</u> WOW: Pants everywhere</p>	<p><u>Mr McGrew Wants You For His Crew</u> WOW: Pirate Ship Building</p> <p><u>Room on The Broom</u> WOW: Potion Making</p> <p><u>Monkey Puzzle</u> WOW: Jungle Johnathan</p>	<p><u>The Gingerbread Man</u> (Journey/baddy/Sad End) Hook: FX guru and making gingerbread.</p> <p><u>The Little Red Hen</u></p> <p><u>Sam Plants a Sunflower</u> WOW: Cress heads</p>	<p><u>The Three Billy Goats Gruff</u> (Defeat Monster) Hook: Troll footprints trashed classroom</p> <p><u>Billy's Bucket</u> Hook: buckets everywhere</p>

Supporting Texts	What Makes Me a Me? Have You Filled a Bucket Today? Leaf Man All Are Welcome Here The Best Sukkot Pumpkin Ever The Last Leaf	Stick Man Owl Babies	The Man on the Moon Oliver's Vegetables Goodbye Autumn, Hello Winter The Smeds and the Smoos	Use Your Imagination Rumble in the Jungle Monkey Puzzle Tinga Tanga Tales Dear Zoo	The Tiny Seed Jasper's Beanstalk Jack and The Beanstalk	The Troll
Writing	WRITING ACTIVITIES • My Family- drawing • Name Writing • Retell, order and write Incy Wincy (initial sounds/VC) • Retell, order and write Humpty Dumpty (initial sounds) • Letter formation practise • Pencil Grip Assessments	WRITING ACTIVITIES • CVC Bucket Lists • CVC Rhyming Lists • Simple CVC Caption Writing • Retell, order and write GODY (initial sounds/VC words) • CVC Label Father Christmas • Letter to Father Christmas • Father Christmas captions • Letter formation practise	WRITING ACTIVITIES • Holiday Writing (Recount) • Wanted Posters • Speech Bubbles • Packing list for space • Simple captions about what was seen in space. • Letter formation practise • CVC, CVCC & CCVC • Alien description sentences • Space Fact Writing • Pencil Grip and letter formation Assessments	WRITING ACTIVITIES • Jungle Descriptions • Animal Clues • World Book Day Writing • Letter formations Assess • Potion Instructions ROTB • Sequence and write ROTB • Mother's Day Cards • Letter to Pirate McGrew • Label a pirate • Imaginative writing	WRITING ACTIVITIES • Holiday Writing (Recount) • Retell, order and write TGM. • Retell, order and write TLRH. • Instructions for planting cress • Story writing • Pencil Grip and letter formation Assessments	WRITING ACTIVITIES • Troll Posters • Story Maps • Retell, order and write TTBG. • Speech bubbles • Letter's to new teachers • Letter formation practise
Reading	WORD READING • Hearing initial sounds • Continue a rhyming string • Matching rhyming pairs • Oral blending PHONIC SOUNDS s a t p i n m d g o c k c k e u r h b l Tricky Words: l, the, is	WORD READING • Oral blending and segmenting • Blending VC and CVC words • Oral blending CVCC PHONIC SOUNDS f l l s s j v w x y z z q u c h s h t h n g n k Tricky Words: he, me, be, we, she, into, no, go, to, of, has, his, her, as, and, put, push, pull, full	WORD READING • Read simple CVC captions • Recall alphabet song • Oral blending CCVC PHONIC SOUNDS ai ee igh oa oo oo ar or ur ow oi ear air er Tricky Words: was, you, they, my, by all, are, sure, pure	WORD READING • Read VC and CVC by sight • Decode and read simple sentences PHONIC SOUNDS Review T1-3 - Longer words with double letters, words with -s /z/ in the middle, words with -es /z/ at the end, words with -s /s/ and /z/ at the end	WORD READING • Read a range of texts appropriate to phonological level • Read CCVC and CVCC words PHONIC SOUNDS Short vowels and adjacent consonants Tricky Words: said, so, have, like, some come, love do were here little says there when what one out today	WORD READING • Confidently use phonics knowledge to decode and read effectively • Read CCVCC Words PHONIC SOUNDS Long vowels and adjacent consonants (Phase 5) ay, oy, ea, ou Tricky Words: Review All
Comprehension	Our Literacy curriculum in EYFS is the foundation to our children developing a life-long love of reading to be able to learn to read and then read to learn. Reading consists of two dimensions: language comprehension and word reading . Learning outcomes are ongoing and developed upon throughout the year and children are continuously monitored and assessed and any concerns are addressed. Children's comprehension skills progress from retelling parts of stories and to answering simple retrieval questions and retelling stories using vocabulary and language from the text. This then builds to making predictions about what will happen next, answering more complex retrieval and inferential questions as well as asking their own clarification questions and making links to their own personal experiences. This includes the comparison between fiction and non-fiction texts as well as an exploration of poetry using a range of various reading strategies throughout the year					
Mathematics Cardinality/Counting, Comparison	• Counting sounds/rhymes • Introduce numicon and dice Place Value:	• Number of the week • Introduce 5 frames Place Value: • Recite numbers to 20	• Number of the week • Introduce 10 frames Place Value: • Recite numbers to 20	• Number of the week • Introduce frame dice Place Value: • Recite numbers to 30	• Number of the week • 2s, 5s, 10s songs Place Value:	• Number of the week • Word problems Place Value:

<p>and Composition</p>	<ul style="list-style-type: none"> Recite numbers to 10 1:1 correspondence when counting the same object 0-5, different objects and things that can't be seen. Count to give or collect an amount of items 0-5. Subitise 1-3 when arranged regularly Recognise numerals 0-5 Order numerals 0-5 Match numeral-quantity 0-5 Separates object, recognising amount is still the same 0-5 <p>Addition and Subtraction:</p> <ul style="list-style-type: none"> Look at small groups of objects (up to 5) comparing which has more, which has less and which have the same. Comparing quantities of identical and non-identical objects. 	<ul style="list-style-type: none"> 1:1 correspondence when counting the same object and different objects 0-10 and things that can't be moved 0-5. Count/collect an amount of items 0-10. Count to move along 0-6 Subitise 1-6 when arranged regularly Recognise numerals 0-10 Order numerals 0-10 Match numeral-quantity 0-10 Separates object, recognising amount is still the same 0-10 <p>Addition and Subtraction:</p> <ul style="list-style-type: none"> Use language 'more', 'less' and 'fewer' comparing two groups. Explain unfair sharing Add/takeaway an object to find one more and one less than an amount to 5. Begin to identify smaller numbers with a number (0-5) e.g. 3 numicon is a 1 and a Begin to partition objects into two groups that can be recombined to make the total 	<ul style="list-style-type: none"> Count forwards/backwards to 20 from different start points 1:1 correspondence with objects up to 20 and objects that cannot be moved 0-10. Count to move along 0-10. Order numerals 0-15. Recognise numerals 0-15 Match numeral-quantity 0-15 Represent numbers 0-10 using fingers and recourses. Recognise the number before and the next number to correct mislabelling <p>Addition and Subtraction:</p> <ul style="list-style-type: none"> Change unequal groups into equal groups e.g. 5 and 3 into 4 and 4 Predict one more and one less in stories, rhymes and songs Identify smaller numbers within a number (0-10) (7 and 3) Partition numbers into two pairs of numbers 0-5 beginning to use addition and subtraction language 	<ul style="list-style-type: none"> Count to 30 from different start points as well as in 10s to 100 Represent numbers 0-20 using resources Recognise numerals 0-15 Order numerals 0-15. Match numeral-quantity 0-15 Represent numbers 0-15 using fingers and recourses. Recognise numbers that are far apart, near to and next to each other Order numbers 0-10 <p>Addition and Subtraction:</p> <ul style="list-style-type: none"> Find one more and one less in a variety of ways Partition numbers into two pairs of numbers 0-10 using addition and subtraction language Begin to recognise double numbers Partition numbers into more than two groups Recall number bonds for numbers up to 5. 	<ul style="list-style-type: none"> Recite numbers to 30 forwards and backwards. Counting on or backwards from a given number 0-20. Recognise numerals 0-20 Represent numbers 0-20 using resources Order numerals 0-20. Estimate an amount to 10 Recite count in 10s and 2s Can recognise numbers 0-20 and understand their values of which is higher/lower. Order numbers 0-20 <p>Addition and Subtraction:</p> <ul style="list-style-type: none"> Recall some number bonds to 10 and double facts to 6. Recall halves of 6,4,2 Add and subtract using resources to combine two groups Partition numbers into two equal groups Begin to recognise odd and even numbers Begin to combine equal groups of 2, 5 and 10 	<ul style="list-style-type: none"> Recite numbers to 30 and beyond Recite count in 2s, 5s and 10s. Estimate number of objects in a group with increasing accuracy Recognise numbers to 20 or beyond and order them. Recall one more and one less to 10 at speed Find one more or one less than any given number 10-11. Recognise and discuss odd and even numbers <p>Addition and Subtraction:</p> <ul style="list-style-type: none"> Recall number bonds to 5 at speed and some to 10. Add and subtract by counting forward/back on a number track or mentally. Problem solving discussion <p>Multiplication and Division</p> <ul style="list-style-type: none"> Recall double facts to 10. Recall halves to 10. Combine equal groups of 2, 5 and 10. Share equal quantities
<p>Shape, Space and Measure</p>	<ul style="list-style-type: none"> Construct with shapes Complete puzzles Make complete circuits Understand positional language to locate an object. 2D Shape sorting Continue an AB pattern Copy an AB pattern 	<ul style="list-style-type: none"> Use positional language to describe an object's location/to direct actions Construct with structured and unstructured materials Name some 2D shapes Create own AB pattern 	<ul style="list-style-type: none"> Name 2D Shapes Name some 3D shapes Identify similarities in shapes Continue an ABC pattern Continue a pattern ends mid unit Make own ABB and ABC patterns 	<ul style="list-style-type: none"> Represent shapes - drawing map Understand capacity language Order 2 objects by capacity Identify errors in ABB patterns 	<ul style="list-style-type: none"> Identify a shape from its properties Use positional language to describe their relative position Make a repeating a pattern around a square Make a pattern around a circle 	<ul style="list-style-type: none"> Use correct mathematical language including name and properties for 2D/3D shapes Make a pattern around a border with a fixed spaces Use everyday language to talk about size, weight,

	<ul style="list-style-type: none"> Join in with repeated refrains and anticipate key events/phrases. Order by size Use different language for specific attributes linked to length, weight and capacity 	<ul style="list-style-type: none"> Identify errors in AB patterns Spot unit of repeat Compare items longer, taller, shorter, heavier and lighter Use money language spontaneously in play Use time language in play 	<ul style="list-style-type: none"> Use awareness of comparison in estimating and predicting – making the right size bed for teddy etc. Explore coins 1p, 2p, 5p and 10p Understand before/after to sequence time socks/shoes etc. Begin the days of the week order 	<ul style="list-style-type: none"> Symbolise unit structure of pattern Compare indirectly - which container will fill the tray quicker Recognise 1p, 2p, 5p and 10p. Recognise o'clock times linked to activities in the classroom Aware of short periods of time e.g. 1 minute, 3 minute and 5 minutes through use of timers 	<ul style="list-style-type: none"> Spot patterns around us Make small amounts using known coins - 1p, 2p and 5p Recognise o'clock Recall the days of the week order Recognise relationships - Size and number of units: estimation station 	<ul style="list-style-type: none"> capacity, position, distance, time and money to compare quantities and objects and to solve problems. Begin to recall months of the year
Communication and Language	<p>Communication and Language is ongoing and underpins all aspects of the EYFS curriculum. Learning Outcomes are an ongoing focus and they are linked to all aspects of learning throughout the year covering Listening, attention and understanding and Speaking opportunities. Children are given the opportunity to express their feelings, needs, wishes thoughts, ideas and interests. Children are able to talk about what has happened and what they are about to create or share their imaginative events as and when they wish. All communication is valued and encouraged through high quality adult/child interactions and new vocabulary is regularly introduced through literacy topics (see planning) and as needs are identified. This includes not only gaps but also opportunities to extend vocabulary. Children are continuously monitored and any concerns/gaps are addressed.</p>					
Personal, Social and Emotional Development	<p>All aspects of Personal, Social and Emotional development underpin our EYFS curriculum. Learning outcomes are ongoing across the year for Self-Regulation, Managing Self, and Building Relationships. Children are continuously monitored and any concerns are addressed.</p>					
	<ul style="list-style-type: none"> *Settling in *getting used to routines *Making friends *getting to know teachers and other children *Changing for PE *stocking sewing, using tools safely *Firework safety <p>Books - <i>Starting school, Have you filled a bucket today?, Everyone Is Welcome Here</i></p>	<p>SCARF Me and my relationships</p> <ul style="list-style-type: none"> *All about me *special people *My feelings *Washing hands and keeping clean <p>Book - Colour Monster</p>	<p>SCARF Valuing Difference</p> <ul style="list-style-type: none"> *same and different *different families and homes *kindness and caring *Life Education bus – keeping ourselves healthy and safe *workbench – using tools safely 	<p>SCARF Keeping Myself Safe</p> <ul style="list-style-type: none"> *keeping my body safe *listening to my feelings *people who help keep me safe Managing Self *Healthy Eating (link to The Enormous Turnip *Keeping ourselves safe 	<p>SCARF Rights And Responsibilities</p> <ul style="list-style-type: none"> *looking after myself and my friends *caring for my environment *looking after money <p>Being My Best</p> <ul style="list-style-type: none"> *bouncing back *healthy eating *exercise and sleep Managing Self *Importance of exercise *Healthy eating 	<p>SCARF Growing and Changing</p> <ul style="list-style-type: none"> *changes *life stages *changing *Meeting new teachers *Visiting new classroom *discussing changes/year 1 and how we feel Managing Self *Keeping ourselves safe
	British Values/Picture News	British Values/Picture News	British Values/Picture News	British Values/Picture News	British Values/Picture News	British Values/Picture News
Physical	P.E (Teacher) Movement and Using Space	P.E (Teacher) Ball Skills	P.E (Coach) Dance GROSS MOTOR SKILLS	P.E (Coach) Yoga/Large equipment and Athletics	P.E (Coach) Dance/Tennis skills	P.E Athletics (teacher) Swimming (teacher)

	<p>GROSS MOTOR</p> <ul style="list-style-type: none"> • Climbing: outdoor equipment • Pushing, patting objects • Catching a large ball • Jumping two feet together • Hopping on one foot <p>FINE MOTOR</p> <ul style="list-style-type: none"> • Pencil grip/letter shapes • Threading & playdoh cutting • Funky fingers activities • Hold pencil between thumb and two fingers, no longer using whole-hand grasp 	<p>GROSS MOTOR SKILLS</p> <ul style="list-style-type: none"> • Nativity & move rhythmically • Balancing • Moving freely- range of ways • Negotiate spatial awareness • Travel with confidence <p>FINE MOTOR</p> <p>Funky fingers activities</p> <ul style="list-style-type: none"> • Letter shapes & name writing • Dough-Disco • Scissor control • One-handed tools/equipment <p>Hold pencil near point between first two fingers & thumb.</p>	<ul style="list-style-type: none"> • Climbing: Travel with confidence and skill around, under, over and through equipment • Skipping alternative feet <p>FINE MOTOR</p> <ul style="list-style-type: none"> • Funky fingers activities • Pencil grip/letter formations • Name writing – formations • Lower case correct formation • Dough-Disco • Scissor control • One-handed tools - precision Disco 	<p>GROSS MOTOR SKILLS</p> <ul style="list-style-type: none"> • Travel with coordination and control • Begin to combine different movements • Moving freely- range of ways <p>FINE MOTOR</p> <ul style="list-style-type: none"> • Funky fingers activities • Pencil grip/letter formations • Dough-Disco • Using tools • Scissor control • Accuracy and care – Drawing • Tripod grip – apply pressure 	<p>Swimming (teacher)</p> <p>GROSS MOTOR SKILLS</p> <ul style="list-style-type: none"> • Travel - coordination/control • Combine movements with ease and fluency • Use core muscle strength to achieve a good posture <p>FINE MOTOR</p> <ul style="list-style-type: none"> • Funky fingers activities • Pencil grip/handwriting • Dough-Disco • Scissor control • Static tripod - good control • Upper case formations 	<p>GROSS MOTOR SKILLS</p> <ul style="list-style-type: none"> • Sports Day • Negotiate spatial awareness • Travel - confidence , skill, consideration for others <p>FINE MOTOR</p> <ul style="list-style-type: none"> • Funky fingers activities • Pencil grip/handwriting • Dough-Disco • Scissor control • Static tripod - good control • Upper case formations
Understanding the World	<p>People, Culture and communities</p> <ul style="list-style-type: none"> • Special box • Talking about families- writing book covers <p>The Natural World</p> <ul style="list-style-type: none"> • Autumn – changing seasons Leaf Man <p>Technology</p> <p><i>Technology in our lives</i></p> <ul style="list-style-type: none"> • I pad photos • Completing simple programmes <p>Online safety: Smarty the Penguin</p>	<p>People, Culture and communities</p> <ul style="list-style-type: none"> • Special box • Explore Diwali – Books The Best Diwali Ever, Little Glow, Rama and Sita, The Story of Hannukka, Eight Candles to Light • Africa – Link to Black History Month and Handa’s Surprise <p>The Natural World</p> <ul style="list-style-type: none"> • Floating and Sinking/magnets <p>Past and Present</p> <ul style="list-style-type: none"> • Special box 	<p>People, Culture and communities</p> <ul style="list-style-type: none"> • Special box • Chinese New Year <p>The Natural World</p> <ul style="list-style-type: none"> • Ice balloons – Science <p>Past and Present</p> <ul style="list-style-type: none"> • RE link ‘people who help us visitors’ <p>Technology</p> <ul style="list-style-type: none"> • Programming scratch <p>Online safety: lined to apps children use</p>	<p>People, Culture and communities</p> <ul style="list-style-type: none"> • Special box • Fairtrade • Mothers’ Day • People Who Help Us – RE link • Maps - Pirates - Compare Ilminster to the beach. <p>The Natural World</p> <ul style="list-style-type: none"> • Growing – seeds – taking care of seeds and plants <p>Technology</p> <ul style="list-style-type: none"> • Google Earth to compare countries 	<p>People, Culture and communities</p> <ul style="list-style-type: none"> • Special box • Explore Ramadan • Maps - Pirates Compare Ilminster to the jungle <p>The Natural World</p> <ul style="list-style-type: none"> • Looking after our World (RE link) • plastic/litter • Herne Hill trip <p>Past and Present</p> <ul style="list-style-type: none"> • History – The past – old photographs – growing and changes 	<p>People, Culture and communities</p> <ul style="list-style-type: none"> • Special box • Transition to year 1/school • Explore Eid <p>The Natural World</p> <p>Compare Ilminster to other places</p> <p>Technology</p> <ul style="list-style-type: none"> • recording events – video sports day <p>Online safety: lined to apps children use</p>

		<ul style="list-style-type: none"> Bonfire night – Guy F Victorian day-compare-look at photos <p>Technology <i>Programming</i></p> <ul style="list-style-type: none"> Codapillar – bee bots and bee bot app <p>Online safety: lined to apps children use</p>	<ul style="list-style-type: none"> Technology questionnaire 	<ul style="list-style-type: none"> ICT: <i>handling data 2</i> count gather info and talk about findings <p>Online safety: lined to apps children use</p>	<p>Technology</p> <ul style="list-style-type: none"> <i>multimedia 2 paint</i> <p>Online safety: lined to apps children use ICT:</p>	
Religious Education (Understanding Christianity)	<p>UC - Harvest 'What is Harvest?'</p> <ul style="list-style-type: none"> *Rainbow fish *Sharing with family *Sharing food *Recount Harvest Festival 	<p>UC - Incarnation 'Why do Christians Perform Nativity Plays at Christmas?'</p> <ul style="list-style-type: none"> *What makes us special? *Jesus healing the blind *Read/order nativity *Perform a nativity 	<p>UC - Salvation – Easter 'Why do Christians put a cross in an Easter Garden?'</p> <ul style="list-style-type: none"> *The snail and the whale - heroes *Fiction/non-fiction hero *People who help us *Helping others *Making the right decision / wrong decision *Easter Story *Shrove Tuesday - Pancakes *Meaning of the cross - Stain Glass Windows, Easter gardens, Easter Prayer - Perform Easter Service 	<p>UC - Creation 'Why is the word 'God' so important to Christians?'</p> <ul style="list-style-type: none"> *Creation story – Jellyfish *Order/Act creation story *Ipad Walk – God's World *Looking after God's World *Hand Print Word – 'I promise to..' *10 Commandments *The Precious Pearl – Decorating names. *The Lord's Prayer *Charities of the world 		
Expressive Arts and Design	<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Exploring the sounds of different instruments/name instruments Charanga - Me! Singing Nursery rhymes Imaginative role-play based on own first-hand experiences. Build stories around toys Small World: Dolls House, Pirate Ship, Dinoland, Car Garage, Castle, Zoo, Ocean, Farm, Traintrack, Fire Station, Hospital and Police Station 	<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Nativity - singing and dancing Movement in response to music, singing familiar sounds Make up songs/ movements Represent ideas and build on their own experiences and vocabulary through role play. 	<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Music - Chinese Dragon Dance Simple representations of events, people and objects Explore music and instruments and they these can be played and changed Charanga -Our World 	<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Easter singing? Creating storylines or narratives in their play Links to drawings/artwork below Listening to traditional music from around the world: response 	<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Act out narratives for different Traditional Tales Music instruments over time Charanga - Big Bear Funk 	<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Explore and represent ideas, thoughts and feelings through music, dance, role play and stories.

	<p>Creating with Materials</p> <ul style="list-style-type: none"> • Self-portraits - pastels • Family drawing -pencils • Diwali - Candle Holder • - Leaf Man Creations – Walter Mason artist study • Construct a carnival float 	<p>Creating with Materials</p> <ul style="list-style-type: none"> • Firework Art- Jackson Pollock artist study • Vegetable printing • Poppy paintings – Local artist study Jane Morgan • Rangoli patterns- chalk/pastels-artist study Ranbir Kaur • Colour mixing • Textiles: Christmas Stocking (designs/sewing/evaluations) • Use different construction materials & a range of tools • Join construction pieces together to build and balance • Christmas decorations and crafts • Autumn Veg observational drawing • Explore colour and colour mixing – artist study Kandinsky 	<p>Creating with Materials</p> <ul style="list-style-type: none"> • Use tools for purpose • Chinese New Year - Lanterns • Mother's Day cards • Mixed media collage – Jim Dine artist study – link to Valentines • Observational drawings of spring flowers – pencils/pastels 	<p>Creating with Materials</p> <ul style="list-style-type: none"> • Easter cards and crafts • Observational water colours of different spring flowers • Construct with purpose in mind • Use tools appropriately to create • Create jungle collages • Embroidery sunflowers • Flower window sun catchers 	<p>Creating with Materials</p> <ul style="list-style-type: none"> • Easter cards • Self-portrait - pencils • Observational water colours of different spring flowers • Select tools and techniques needed to shape, join and assemble different materials: 3D junk modelling bridges for trolls. • Jungle animal paintings • Transient art – Andy Goldsworthy artist study. 	<p>Creating with Materials</p> <ul style="list-style-type: none"> • Father's Day cards • Recap previous artwork topics, warm, cool, bright and dark colours. • Discuss the media we have used junk modelling, paint, crayons etc. • Explore and represent ideas, thoughts and feelings through design, technology and art. • Weaving
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Communication and Language

Listening, Attention and Understanding

- 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.

Speaking

- 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.

Understanding the World

Past and Present

- 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.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- 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.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Cycle A 2022 – 2023

Subject	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Overall theme	Space	Victorians	Flight	India	Construction	Summer
English	Man on the moon <ul style="list-style-type: none"> • Narrative • Recount 	The Jolly Postman <ul style="list-style-type: none"> • Letter writing • Narrative 	Orion and the dark <ul style="list-style-type: none"> • Narrative 	Cinnamon <ul style="list-style-type: none"> • Diary entries • Letter writing 	Where the Wild Things Are <ul style="list-style-type: none"> • Character description • Setting description • Narrative 	Traction man is here <ul style="list-style-type: none"> • Description • Report (newspaper) • Poetry linked to topic
Maths – Year 1	Place value (within 10) Addition and subtraction (within 10) Shape		Place value (within 20) Addition and subtraction (within 20) Place value (within 50) Length and height Mass and volume		Multiplication and division Fractions Position and direction Place value (within 100) Money Time	
Maths – Year 2	Place value Addition and subtraction Shape		Money Multiplication and division Length and height Mass, capacity and temperature		Fractions Time Statistics Position and direction	
RE	UC Creation	Festivals Christmas Units	UC Gospel	UC Salvation	AMV Unit 6 What do Jewish people believe about Torah?	
Science - Year 1	Animals including humans	Seasonal Changes	Working scientifically	Plants	Everyday materials	Working scientifically

Science - Year 2	Animals including humans	Living things and their habitats	Working scientifically	Plants	Uses of everyday materials	Working scientifically
Geography	Locational knowledge: UK			Comparison – India Human and physical geography linked to Chembocli		Geography basics Mapping Continents Fieldwork Google earth
History		Queen Victoria Victorian Christmas	History of Flight		Brunel Research	
Art	Seasonal colours – Abstract			Indian Art Art Exhibition		Environmental Art Goldsworthy
DT		Sliders and levers Mechanics and engineering	Indian Food – End of term ready for term 4.		Bridges Engineering week	
Music	Charanga	Christmas productions Victorian rhymes and songs		Indian music and dance Inc tuned and untuned percussion.		Rhythm Inc tuned and untuned percussion
SCARF	Y1/2: My relationships and me	Y1/2: Valuing differences	Y1/2: Keeping safe	Y1/2: Rights and respect	Y1/2: Being my best	Y1/2: Growing and changing
Computing	Information technology around us	Making music	Programming: animations	Digital photography	Grouping data	Programming: quizzes
Online Safety	e-Safety: I am kind and responsible		e-Safety: I am safe and secure		e-Safety: I am healthy	

PE	Y1 leadership skills/ Games Y2 Yoga/sending & receiving skills	Y1 – yoga/ sending & receiving skills Y2 – gym key steps 1 routine	Y1 – gym key steps 1 routine Y2 dance	Y1 dance Y2 Apparatus gym	Bat skills – lead into tennis, cricket etc.	Athletics Swimming
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Cycle B 2023 – 2024

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overall theme	Explorers	Hot and cold	Africa	Plants/Food	Art	Engineering
English	How to find gold <ul style="list-style-type: none"> • Instructions • Letter • Story writing 	Lila and the secret of rain <ul style="list-style-type: none"> • Information text • Vocabulary 	Jeremy was worried about the wind <ul style="list-style-type: none"> • Narrative 	Snail and the whale <ul style="list-style-type: none"> • Persuasive • Letter • Diary 	Little Red Riding Hood (traditional tale) / The Last Wolf <ul style="list-style-type: none"> • Story writing • Poetry • Setting description 	Beegu <ul style="list-style-type: none"> • Diary • Letter
Maths – Year 1	Place value (within 10) Addition and subtraction (within 10) Shape		Place value (within 20) Addition and subtraction (within 20) Place value (within 50) Length and height Mass and volume		Multiplication and division Fractions Position and direction Place value (within 100) Money Time	

Maths – Year 2	Place value Addition and subtraction Shape		Money Multiplication and division Length and height Mass, capacity and temperature		Fractions Time Statistics Position and direction	
RE	UC God	UC Incarnation	Trinity / Local Church unit	Festivals Easter Units	AMV Unit 5 What do Jewish people believe about God and the Covenant? + AMV unit KS1 Humanism (2 lessons)	
Science Y1	Animals including humans	Seasonal Changes	Working scientifically	Plants	Everyday materials	Working scientifically
Science Y2	Animals including humans	Living things and their habitats	Working scientifically	Plants	Uses of everyday materials	Working scientifically
Geography		Polar regions Location of hot and cold areas of the world		Geography basics Mapping Fieldwork Google earth	Place knowledge: contrast Ilminster with another town	
History	Christopher Columbus and Neil Armstrong		Florence Nightingale			Fire of London
Art	Collage using textiles		Impressionism and pointillism Suerat/ Monet		Sculpture- Anthony Gormley Photography and video	
DT		Structures		Food – tropical foods and imports		Fire Engines- Wheels and axels
Music	Charanga	Christmas productions	African music and drumming		Charanga	

SCARF	Y1/2: My relationships and me	Y1/2: Valuing differences	Y1/2: Keeping safe	Y1/2: Rights and respect	Y1/2: Being my best	Y1/2: Growing and changing
Computing	Technology around us	Digital writing	Programming: moving a robot	Digital painting	Pictograms	Programming: robot algorithms
Online Safety	Online Safety: I am kind and responsible		Online Safety: I am safe and secure		Online Safety: I am healthy	
PE	Y1 Invasion Games/ ball skills Y2 leadership skills/ striking games. Yr 1 and 2 Yoga	Gymnastics Floor Key steps 1 routine	Skills – passing and intercepting (team games skills) Continue with Gymnastics – apparatus	Games (inclusive games) Boccia/Kurling Continue with Gymnastics – apparatus	Y1 Dance Y2 Athletics/ multi skills Y1+2 Swimming	Y1 striking and hitting using variety of equipment – tennis, cricket bats etc Y1+2 Swimming

KS2 Long Term Plan- (2 year rolling) (2022-2025)

LTP	AUTUMN A	AUTUMN B	SPRING A	SPRING B	SUMMER A	SUMMER B
LKS 2 A 2022 -23 2024 -25	<p>ENG: Book: The Promise (+ first week settling in text)</p> <p>MATHS: Place Value Add & Subtract</p> <p>HIST/GEOG: Locations Europe/Italy</p> <p>ART/DT: Primary Engineer</p> <p>SCI: Light</p> <p>COMP: Computer Systems and Networks</p> <p>RE: People of God / Following God</p> <p>SCARF: Me & My relationships Y3</p> <p>FRENCH: Lang Angels: Learn French</p> <p>PE: Swimming & Games (throwing and receiving, space)</p> <p>MUSIC: Y3 Samba tuition / Y4 Charanga: Blackbird 'The Beatles'.</p>	<p>ENG: Book: Winters Child</p> <p>MATHS: Add & subtract, Multiplication & Division</p> <p>HIST/GEOG: Roman –Taunt Mus</p> <p>ART/DT: Portraits and Media</p> <p>SCI: Forces & Magnets</p> <p>COMP: Photo editing</p> <p>RE: Humanism / Christmas</p> <p>SCARF: Valuing difference Y3</p> <p>FRENCH: Lang Angels: Animals</p> <p>PE: OAA and Games</p> <p>MUSIC: Charanga – Y3 Samba tuition / Y4 Charanga: Blackbird 'The Beatles' . / Nativity</p>	<p>ENG: Book: Last Bear</p> <p>MATHS: Fractions, Decimals (Y4), Area (Y4), Perimeter</p> <p>HIST/GEOG: Brazil</p> <p>ART/DT: Romero Britto</p> <p>SCI: Plants</p> <p>COMP: Events and actions in programs</p> <p>RE: Islam (AMV)</p> <p>SCARF: Keeping myself safe Y3</p> <p>FRENCH: Lang Angels: Fruit</p> <p>PE: Gymnastics – floor and Yoga</p> <p>MUSIC: Y3 Charanga: Blackbird 'The Beatles' / Y4 Ukulele tuition</p>	<p>ENG: Book: Wolves in the wall</p> <p>MATHS: Fractions, Decimals (Y4), Area (Y4), Perimeter</p> <p>HIST/GEOG: Brazil</p> <p>ART/DT: Romero Britto</p> <p>SCI: Rocks</p> <p>COMP: Audio editing</p> <p>RE: Festivals - Easter</p> <p>SCARF: Rights & Responsibilities Y3</p> <p>FRENCH: Lang Angels: I am able...</p> <p>PE: Gymnastics apparatus and tennis</p> <p>MUSIC: Y3 Charanga: Blackbird 'The Beatles' / Y4 Ukulele tuition</p>	<p>ENG: Book: Barnabus Project</p> <p>MATHS: Shape, Space, Measure & Statistics</p> <p>GEOG:UK Countries/Countries/Cities</p> <p>ART/DT: Cooking-salad/omelette</p> <p>SCI: Animals & Humans</p> <p>COMP: Data Logging</p> <p>RE: Kingdom of God/Pentecost</p> <p>SCARF: Being my best Y3</p> <p>FRENCH: LA: Presenting myself</p> <p>PE: Athletics and striking/fielding games</p> <p>MUSIC: Listening and composition</p>	<p>ENG: Book: Charlie and the Chocolate Factory</p> <p>MATHS: Shape, Space, Measure & Statistics</p> <p>HIST/GEOG: Local History – Somerset - =Local industry & WW2 in Somerset</p> <p>ART/DT: Islamic geometric art</p> <p>SCI: Animals & Humans</p> <p>COMP: Repetition in games</p> <p>RE: Judaism (AMV)</p> <p>SCARF: Growing & changing y3</p> <p>FRENCH: Lang Angels: Habitats</p> <p>PE: Striking/Fielding Yr 3 Dance</p> <p>MUSIC: Listening and composition</p>
LKS 2 B 2023 -24	<p>ENG: Book: The Ironman (+ first week settling in text)</p> <p>MATHS: Place Value Add & Subtract</p> <p>HIST/GEOG: Latitude/Time Zones</p> <p>ART/DT: Landscapes - Turner</p> <p>SCI: Sound</p> <p>COMP: Computer Systems and Networks</p> <p>RE: Creation</p> <p>SCARF: Me & My relationships Y4</p> <p>FRENCH: Lang Angels: Instruments</p> <p>PE: Swimming & Games (throwing and receiving, space)</p> <p>MUSIC: Y3 Samba tuition / Y4 Charanga: 3 little birds (year 3 and 4)</p>	<p>ENG: Book: Where snow angels go</p> <p>MATHS: Add & subtract, Multiplication & Division</p> <p>HIST/GEOG: Post 1066-Victorians</p> <p>ART/DT: Sew a sampler</p> <p>SCI: Habitats and classifying</p> <p>COMP: Stop-frame Animation</p> <p>RE: Incarnation</p> <p>SCARF: Valuing difference Y4</p> <p>FRENCH: Lang Angels: Seasons</p> <p>PE: OAA and Games</p> <p>MUSIC: Charanga - Y3 Samba tuition / Y4 Charanga: 3 little birds / Nativity</p>	<p>ENG: Book: Varjak Paw</p> <p>MATHS: Fractions, Decimals (Y4), Area (Y4), Perimeter</p> <p>HIST/GEOG: Egyptians</p> <p>ART/DT: Death Masks</p> <p>SCI: Electricity</p> <p>COMP: Sequencing sounds - scratch</p> <p>RE: Gospel</p> <p>SCARF: Keeping myself safe Y4</p> <p>FRENCH: Lang Angels: Vegetables</p> <p>PE: Gymnastics – floor and Yoga</p> <p>MUSIC: Y3 Charanga: 3 little birds / Y4 Ukulele tuition</p>	<p>ENG: Book: The last Alchemist</p> <p>MATHS: Fractions, Decimals (Y4), Area (Y4), Perimeter</p> <p>HIST/GEOG: Natural Disasters</p> <p>ART/DT: Structures - pyramids</p> <p>SCI: States of Matter</p> <p>COMP: Desktop publishing</p> <p>RE: Salvation</p> <p>SCARF: Rights & Responsibilities Y4</p> <p>FRENCH: Lang Angels: Ice creams</p> <p>PE: Gym (apparatus), tennis (RT)</p> <p>MUSIC: Y3 Charanga: 3 little birds / Y4 Ukulele tuition</p>	<p>ENG: Book: Leon and the place between</p> <p>MATHS: Shape, Space, Measure & Statistics</p> <p>HIST/GEOG: Natural Disasters</p> <p>ART/DT: Rangoli Patterns</p> <p>SCI: Animals and humans</p> <p>COMP: Branching Databases</p> <p>RE: Hinduism</p> <p>SCARF: Being my best Y4</p> <p>FRENCH: Lang Angels: My family</p> <p>PE: Cricket, rounders, athletics</p> <p>MUSIC: Listening and composition</p>	<p>ENG: Book: How to train a dragon</p> <p>MATHS: Shape, Space, Measure & Statistics</p> <p>HIST/GEOG: Vikings</p> <p>ART/DT: Cooking – pasta sauce</p> <p>SCI: Animals and humans</p> <p>COMP: Repetition in shapes</p> <p>RE: Hinduism</p> <p>SCARF: Growing & changing Y4</p> <p>FRENCH: Lang Angels: In the class</p> <p>PE:: Cricket, rounders, athletics</p> <p>MUSIC: Listening and composition</p>
UKS 2 A 202 2-23	<p>ENG: What we'll build (2 wks) / The Rain Player (David Wisniewski)</p> <p>MATHS: (see LTP Maths in Y5 / Y6)</p> <p>HIST/GEOG: Mayans</p> <p>ART/DT: Mayan Headress & Primary Engineer</p> <p>SCI: Forces</p>	<p>ENG: Poetry: Yr5 The Highwayman (Alfred Noyes) / Yr6 The Raven (Edgar Allen Poe)</p> <p>MATHS: (see LTP Maths in Y5 / Y6)</p> <p>HIST/GEOG: Comparing UK with...</p> <p>ART/DT: Printing</p> <p>SCI: Properties/Changes materials</p>	<p>ENG: The Explorer (Katherine Rundell)</p> <p>MATHS: (see LTP Maths in Y5 / Y6)</p> <p>HIST/GEOG: Rainforests</p> <p>ART/DT: Klimt — tree of life</p> <p>Rousseau</p> <p>SCI: Living things & Habitats (life cycles)</p> <p>COMP: Selection in Quizzes</p>	<p>ENG: The Promise (Nicola Davies)</p> <p>MATHS: (see LTP Maths in Y5 / Y6)</p> <p>HIST/GEOG: Rainforests</p> <p>ART/DT: Pop up book</p> <p>SCI: Space</p> <p>COMP: Webpage creation</p> <p>RE: Easter</p>	<p>ENG: Beowulf (Kevin Crossley Holland version)</p> <p>MATHS: (see LTP Maths in Y5 / Y6)</p> <p>HIST/GEOG: Anglo Saxons</p> <p>ART/DT: Mondrian - abstract</p> <p>SCI: Animals inc Humans (old age)</p> <p>COMP: Introduction to spreadsheets</p>	<p>ENG: Clockwork (Philip Pulman)</p> <p>MATHS: (see LTP Maths in Y5 / Y6)</p> <p>HIST/GEOG: Fieldwork & map skills incl grid refs</p> <p>ART/DT: Cooking - bread</p> <p>SCI: Animals inc Humans</p>

<p>202 4-25</p>	<p>COMP: Communication & collaborate RE: God SCARF: Me & My relationships Y5 FRENCH: Lang Angels: Present myself PE: Swimming, Games (space, invasion, intercepting, marking) MUSIC: Charanga: You've got a friend</p>	<p>COMP: Video Production RE: Humanism/Christmas SCARF: Valuing difference Y5 FRENCH: Lang Angels: Family PE: Yr6 Yoga, Games, Yr5 Cricket MUSIC: Christmas Carols</p>	<p>RE: Gospel SCARF: Keeping myself safe Y5 FRENCH: Lang Angels: The tea room PE: Gymnastics Y5 Dance MUSIC: World Music</p>	<p>SCARF: Rights & Responsibilities Y5 FRENCH: Lang Angels: Olympics PE: Gymnastics, Athletics, Yr 5 Yoga MUSIC: World Music</p>	<p>RE: Kingdom of God SCARF: Being my best Y5 FRENCH: Lang Angels: Weekend PE: OAA, Athletics MUSIC: Y5 guitars / Y6 Show songs</p>	<p>COMP: Sense movement: Microbit RE: Judaism (AMV) SCARF: Growing & changing y5 FRENCH: Lang Angels: History: Vik PE: Athletics, striking/fielding; Yr6 game play prep (Secondary school skills) MUSIC: Y5 guitars / Y6 Show songs</p>
<p>UKS 2 B 202 3-24</p>	<p>ENG: *Here We Are (2 wks) / Darwin's Dragons (Lindsay Galvin) MATHS: (see LTP Maths in Y5 / Y6) HIST/GEOG: Stone to Bronze Age ART/DT: Paul Klee SCI: Evolution COMP: Systems and searching RE: Creation / Fall SCARF: Me & My relationships Y6 FRENCH: Lang Angels: The date PE: Swimming/Games (space, invasion, intercepting, marking) MUSIC: Charanga: Prince of Bel Air *Will this continue or will book/theme change??</p>	<p>ENG: The Day War Came (Nicola Davies) / The Lion, The Witch and the Wardrobe (C S Lewis) MATHS: (see LTP Maths in Y5 / Y6) HIST/GEOG: Why do I live here? ART/DT: Steady hand game SCI: Electricity COMP: Vector drawing RE: Incarnation SCARF: Valuing difference Y6 FRENCH: Lang Angels: Have pets? PE: Y6 yoga; Games; Yr5 cricket MUSIC: Christmas carols</p>	<p>ENG: The Viewer (Gary Crew & Shaun Tan) MATHS: (see LTP Maths in Y5 / Y6) HIST/GEOG: Save the planet, Rivers ART/DT: Recycled art/fashion SCI: Living things & Habitats (classifying) COMP: Selection in physical computing RE: People of God SCARF: Keeping myself safe Y6 FRENCH: Lang Angels: My Home PE: Gymnastics; Y5 Dance MUSIC: STOMP and junk instruments (rhythm)</p>	<p>ENG: The Last Wild (Piers Torday) MATHS: (see LTP Maths in Y5 / Y6) HIST/GEOG: Save the planet ART/DT: Textiles – recycled bag SCI: Light COMP: Flat file Databases RE: Salvation SCARF: Rights & Responsibilities Y6 FRENCH: Weather PE: Gymnastics; Athletics Y5 Yoga MUSIC: STOMP and junk instruments (rhythm)</p>	<p>ENG: Greek myths & monsters / Theseus & The Minotaur MATHS: (see LTP Maths in Y5 / Y6) HIST/GEOG: Ancient Greeks ART/DT: Greek Architecture SCI: Animals incl Humans (ciculatory system) COMP: 3D Modelling RE: Islam SCARF: Being my best Y6 FRENCH: Lang Angels: At school PE: OAA, Athletics MUSIC: Y5 guitars / Y6 Show songs</p>	<p>ENG: Who Let the Gods Out (Maz Evans) MATHS: (see LTP Maths in Y5 / Y6) HIST/GEOG: Comparing UK/Greece ART/DT: Cooking - food SCI: Animals incl Humans COMP: Variables in games RE: Islam SCARF: Growing & changing y6 FRENCH: Lang Angels: Me in world PE: Athletics, striking/fielding; Yr6 game play prep (Secondary school skills) MUSIC: Y5 guitars / Y6 Show songs</p>

RE Understanding Christianity/AMV Unit overview plan

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>R + multi-cultural festivals taught during the year</p>	<p>Festivals Harvest unit</p>	<p>UC Incarnation F2 Why do Christians perform Nativity plays at Christmas?</p>	<p>UC Salvation F3 Why do Christians put a cross in an Easter Garden? + resources from Festivals Easter if applicable</p>		<p>UC Creation F1 Why is the word 'God' so important to Christians?</p>	

KS1 Y1 of cycle 23/24	UC God 1.1 What do Christians believe God is like?	UC Incarnation 1.3 Why does Christmas matter to Christians?	Trinity / Local Church unit – to be self written by school with ideas from Diocese of Salisbury resources	Festivals Easter Units Years 1 and 2	Unit AMV Judaism Where do we belong? – Judaism	
KS1 Y2 of cycle 22/23	UC Creation 1.2 Who made the world?	Festivals Christmas Units Years 1 and 2	UC Gospel 1.4 What is the Good News that Jesus brings?	UC Salvation 1.5 Why does Easter matter to Christians?	Unit AMV Judaism and Humanism Why is our World special? Brings in Humanism and other views.	
LKS2 Y1 of cycle (2023/24)	UC Creation 2a.1 What do Christians learn from the Creation story?	UC God / Incarnation 2a.3 What is the Trinity?	UC Gospel 2a.4 What kind of world did Jesus want?	UC Salvation 2a.5 Why do Christians call the day Jesus died ‘Good Friday’?	Unit AMV Hinduism What does it mean to belong to a religion? - Hinduism	
LKS2 Y2 of cycle (2022/23) (2024-25)	UC People of God 2a.2 What is it like to follow God?	Mix of: Unit 1 AMV – What is important to me? – Humanist and equivalent views Festivals Year 3 and 4 Christmas units	Unit 11 AMV What does it mean to belong to a religion? - Islam	Festivals Easter Units Year 3 and 4	UC Kingdom of God 2a.6 When Jesus left, what was the impact of Pentecost?	AMV Islam What do Muslim people believe about Islam and Iman?
UKS2 Y1 of cycle 2023/24	UC Creation / Fall Creation and science: conflicting or complimentary?	UC Incarnation – Was Jesus the Messiah?	UC Gospel What would Jesus do?	UC Salvation What did Jesus do to save human beings?	AMV Hinduism What do Hindu people believe about Dharma, Deity and Atman?	
UKS2 Y2 of cycle 2022/23 2024-25	UC People of God How can following God bring justice and freedom?	Festivals (Christmas) Why are journeys important to the Christmas story?	AMV Judaism What do Jewish people believe about God and the	Festivals (Easter) Changing from Death to Life	UC Kingdom of God What kind of king is Jesus?	AMV Islam What do Muslim people believe about Islam and Iman?

			Covenant and Torah?			
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Would also like to ensure children still have annual reference to Harvest given this is so important in a rural area such as ours – this may be more through worship/Church.

Appendix 2

English Statement

The emphasis in the 2014 Curriculum on phonics teaching, explicit grammar teaching and the enjoyment of reading are areas which have been a focus at the school over the last few years. In English we maintain a cross curricular approach, where appropriate, to make connections in learning across the curriculum.

As a school, we aim to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- are exposed to a wide range of high-quality texts which inspire and motivate them
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Phonics

Phonics teaching is an important element of the curriculum for all children who are at this stage of learning. A variety of materials are used with Little Wandle Letters and Sounds revised providing a core scheme in the Foundation Stage and Key Stage One. All pupils in Early Years Foundation stage (Reception) and Key Stage One (Years 1 and 2) participate in daily phonic lessons which are led by a teacher or teaching assistant.

Children in Key stage Two (Years 3-6), who have not achieved the required standard in phonics, also receive interventions in this area through the Little Wandle Rapid Catch-up programme. Assessment in Phonics is completed every half term by the class teacher, as well as continued monitoring to ensure children are working within the appropriate phase. From the data collected, pupils who are working below their age-related expectations receive additional support and interventions from a teacher or teaching assistants.

Reading

Reading is a skill essential for life and at Herne View Church of England Primary School and we want our children to leave school with a love of reading. Children who read for pleasure gain a richer vocabulary, more knowledge, critical thinking skills and become independent learners. Reading is a habit and that habit needs to be grounded in what we do at school. Children need to see adults loving books, so school staff are encouraged to share their love of reading with the children. In Reception and Key Stage 1 the books used for Reading lessons, independent reading and home reading follow the Little Wandle reading system and the books in each phase consist of a range of fiction and non-fiction texts. Teachers model and teach specific reading skills which allow children to build fluency and comprehension in their reading.

In Key Stage 2 pupils read a high-quality text together and children are encouraged to read for pleasure. Teachers ensure children focus on specific aspects of fluency and

comprehension throughout lessons, allowing them to gain a deeper understanding of what they have read. The vocabulary and discussion throughout these carefully planned lessons enrich their reading experience. Where children are reading books with band levels, these are checked regularly to ensure they are at the correct level. We aim for all children to leave Herne View as confident, competent readers with a love of reading. Pupils who are vulnerable to underachievement, or who require additional support, are given appropriate intervention which is arranged by the class teacher in consultation with the SENCO/English subject leader/Key Stage Leader as appropriate.

Writing

The programmes of study for writing at key stages 1 and 2 involve both transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). It is essential that teaching develops pupils' competence in these two areas and we structure our teaching to ensure this. Through our teaching of writing, we ensure children are exposed to a wide range of texts which inspire and motivate them. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.

Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. In writing lessons, pupils are taught to develop an understanding of the texts through reading comprehension – exploring key themes, events and plot of the texts. In conjunction, pupils are taught the grammar which corresponds to the genres as part of the writing process. Children are then supported in how to apply the grammatical content taught in identifying features of a high-quality modeled text, before progressing to plan, write and re-draft a written piece which is fit for purpose and audience. The use of shared and modelled writing allows teachers to demonstrate excellent writing practice to the children while encapsulating the children's own ideas. Children receive regular feedback from staff and their peers in the writing process. Class teachers endeavor to provide guidance and feedback during lesson times in order to ensure maximum impact on pupils' outcomes.

Writing also depends on fluent, legible and, eventually, speedy handwriting. Handwriting is taught in explicit lessons in EYFS, KS1 and Year 3 using the Write Well reading scheme, and, through monitoring, teachers will provide additional support and assessment to children as appropriate. Also, through ongoing monitoring, teachers and the English Subject Leaders pay careful attention to the cohorts in school and tailor our curriculum to meet the needs and interests of our pupils, choosing high quality texts to derive the writing curriculum which inspire and motivate pupils to learn; in turn, this establishes pupil enjoyment and engagement in the subject.

We also provide a wealth of enrichment opportunities, including the Young Voices competition, our school writing awards, pupils' contributions to the school newspaper (What's New @ Herne View) and our involvement in the Ilminster Literary Festival. This ensures that children benefit from access to positive role models from the local and wider locality. As a result, we have a community of enthusiastic writers who enjoy showcasing their developing literacy knowledge and skills.

Spelling, Punctuation, Grammar and Vocabulary

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. Throughout their learning pupils will be taught to use the elements of spelling, grammar and punctuation with high standards expected across all curriculum subjects.

Monitoring

English is led by English Subject Leads. A governor has specific responsibility for Curriculum and the Subject Lead will update the curriculum governors on priorities and progress in English.

Appendix 3

Mathematics Statement

Our Maths curriculum encourages all children to develop their full potential in Mathematics, providing challenge and support according to the needs of individual pupils. We believe that Mathematics teaches us how to make sense of the world around us through developing a child's ability to calculate, to reason and to solve problems. In our school we want to help children to understand and appreciate the pattern in both number and space in their everyday lives in and out of school. All children are supported and challenged to make progress and gain confidence whatever their stage of learning and the support of parents plays a significant role, for example in helping children to learn number facts which are essential to extending their mathematical learning. We want children to learn to appreciate the contribution made by many people to the development of Mathematics in our ever-growing society.

The National Curriculum for primary mathematics has three aims:

- **Conceptual understanding**
In developing children's skills through enhancing their factual, conceptual and procedural knowledge, we allow them to deepen their mathematical understanding and be able to apply what they know to help them to solve problems.
- **Mathematical reasoning**
The progression and development of mental calculations and efficiency in strategies will provide children with the skills which will allow them to communicate and present their findings effectively using appropriate mathematical language.
- **Problem solving**
Mathematics is integral to all aspects of life and it is with this in mind that we endeavour to ensure that children develop self-confidence in their ability to approach a range of mathematical problems.

By providing opportunities to apply their mathematical skills in different contexts and across a range of subject areas, children will be able to work systematically to organise information, find patterns and ultimately solutions through independent and collaborative learning.

Early Years Foundations Stage (EYFS)

Interactive learning experiences form the main part of EYFS Mathematics with pupils developing their knowledge and understanding of mathematics through play, exploration and discussion. Children work with shapes and begin to learn their properties, use language to give positional clues and compare quantities, identify and recreate patterns. They learn to count, read, write and order numbers to 20. The foundation stage lends itself to an integrated approach to learning where mathematical skills can be seen across the curriculum as well as an emphasis on independence and self-initiated learning, which enables foundation stage children to freely explore resources and pursue their own mathematical interests and knowledge in addition to the planned learning experiences.

Key Stage One

During Key Stage One pupils develop their knowledge of and understanding of mathematics through practical activity, exploration and discussion. They learn to count, read, write and order numbers to 100 and beyond. They develop a range of mental calculation skills and use these confidently in different settings. The pupils learn about shape and space through practical activity. They begin to grasp mathematical language, using it to talk about their methods and explain their reasoning when solving problems.

Key Stage Two

During Key Stage Two pupils use the number system more confidently. They move from counting reliably to calculating fluently with all four number operations. The pupils always try to tackle problems with mental methods before using any other approach. Pupils will explore features of shape and space, develop their measuring and conversion skills in a range of contexts and interpret and explain graphs. They will discuss and present their methods and reasoning using a wider range of mathematical language, diagrams and charts.

Monitoring

Mathematics is led by Mathematics Subject Lead. A governor has specific responsibility for Curriculum and the Subject Lead will update the curriculum governor on priorities and progress in Mathematics.