

# Curriculum

# Subject

# Statements and

# Expectations

# 2022-23

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## **Randal Cremer Marking Statement 2022-23**

### **To be read in line with the subject expectations**

#### **Non-Negotiables**

- Research has shown that the most effective feedback for children improving their work is in the moment verbal feedback.
- This means that although there may not be a lot of written marking from the teacher, the common errors and misconceptions should be picked up quickly by the teacher and then corrected by the child.
- In line with our school values, presentation should be of a high standard e.g. handwriting and formation of letters is neat, sized correctly and legible, rulers used correctly to underline dates and LIs and for margins in KS2.
- Visualisers should be used to feedback to the whole class at points in the lesson to clarify or to give a good example of the task that you have spotted during the lesson to then share with others.
- Adults should model good presentation in their written work to the children across all subject areas, including Maths.
- Children should be taught that there is a time and a place for specific handwriting e.g. chottings may become untidy due to speed but the sentences written should follow the high expectations outlined.  
Every half term a piece of writing should be written up in best in the red writing journal as a published piece.
- Self-assessment and peer-assessment can be verbal and written. In subjects where children have checked their own work and marked themselves, it should be monitored by the teacher and checked for accuracy.
- The subject expectations all link to the above.

# Randal Cremer Primary School English Curriculum

Hooked on Books Jane Considine

The Write Stuff Jane Considine

## Daily Read

Every day at the set time, classes will be read a quality text. These should be thought about carefully and planned in advance for each half term.

This will take 10 minutes.

A two week cycle of Slow Read and Responsive Read will take place.

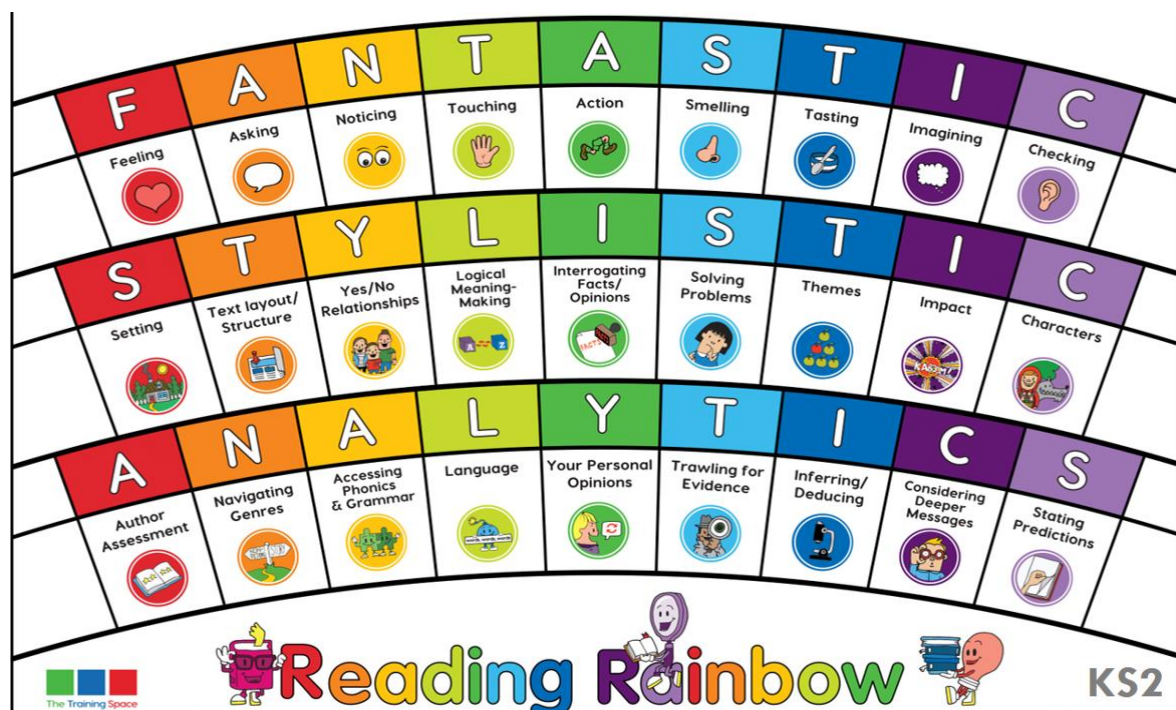
Week 1 Slow Read

Read the text out loud to the children at a slightly slower pace than you are used to. Emphasis punctuation, speech, character reaction, character voices etc. Demonstrate exemplary reading aloud.

Week 2 Responsive Read

As you continue to read the class text, use a My Turn Your Turn approach to read sections/phrases or sentences of text for the children to repeat back to you with exactly the same expression.

## Group Reading Y2-6 – Hooked on Books research based approach



## **Organisation**

- Children should be familiar with the Reading Rainbow.
- Children should be in their homogenous reading groups with levelled books changed weekly.
- The children should be able to be in a position to hear each other read and talk.
- The children should know what book they are reading and their level.
- There should be a routine set up for groupings to transition smoothly.
- The class teacher should sit with and listen to 1 group and the LSA does the same with a separate group during each book talk lesson.
- The book talk performance sheet should be completed during the session on the children the LSA/CT are listening to.
- Discuss the point system with the class – decide a reward as a class for the group that gets the most points each half term.
- There is a two week cycle of activities. See below.

Week 1	Week 2
Book Talk	Book Talk
Book Talk	Demonstration Comprehension
Book Talk	Book Talk
Demonstration Comprehension	Independent Comprehension
Independent Comprehension	Book Talk

Children should be made aware of what they are doing during each session.

## **Book Talk**

Children begin in their reading groups.

There will be three reasons to read for each book talk lesson - 3x 10 min chunks.

- Give the children their first reason to read – just the lens e.g.
- Tell the children they will read for 5-6 minutes and as they read they are looking for description through the noticing lens.
- Stop the children after the allocated time.
- Give the children the focus sentence stem related to the lens e.g. \_\_\_\_\_ is/is not described in detail as I can/cannot... along with the highly versatile bonus word e.g. discover
- They have 3-4 minutes to discuss their answer and come up with their best idea using the stem and, if they can, the bonus word.
- Take feedback from a group. Allocate points to the groups for their answers – 1 for the sentence stem, 1 for the bonus word, 1 for good evidence
- Repeat for the next two reasons to read.

## **Demonstration Comprehension**

Children should have a reading journal.

This should be perfect modelling of a great comprehension answer using point, evidence, explain as the sequence. You can choose any age appropriate text for this even the Daily Read book.

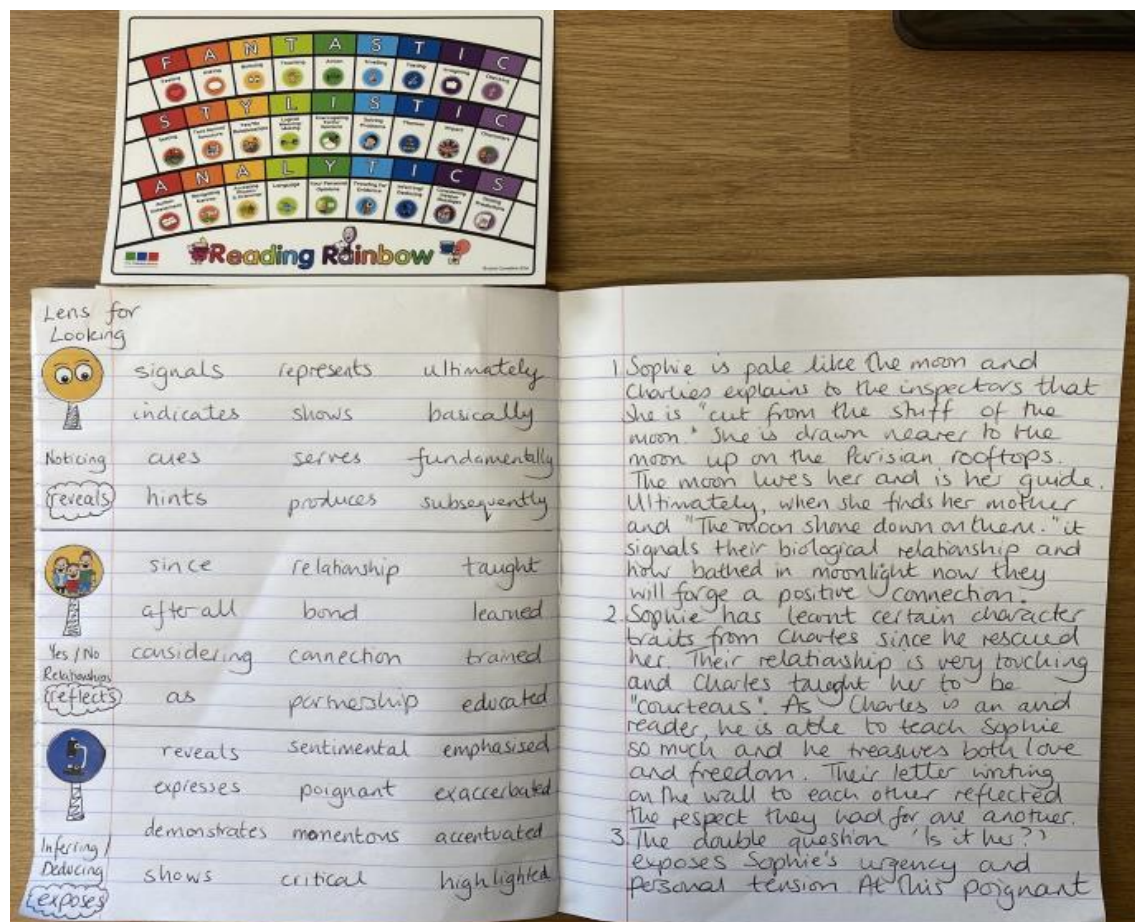
Follow this sequence for each 10 min slot.

1. Read the text
2. Share question
3. Children partner talk about it
4. Teacher model answer
5. Children watch and chat
6. Children answer

During the chotting, you will focus on good highly versatile words that the children will use to answer their question that replaces "show and tell" and also some similes or language that support the answer. Use "thesaurus thinking" as you would in writing lessons.

You need to craft the questions carefully so the children have the opportunity to answer in depth and trawl their text for evidence.

Book layout should look like this:



### Independent Comprehension

This time the children will write their own answers to the questions.



These questions should be through the same lenses you have modelled but with a different chunk of text.

The sequence should be:

1. Read the text
2. Share question
3. Children partner talk about it
4. Children chat
5. Children answer

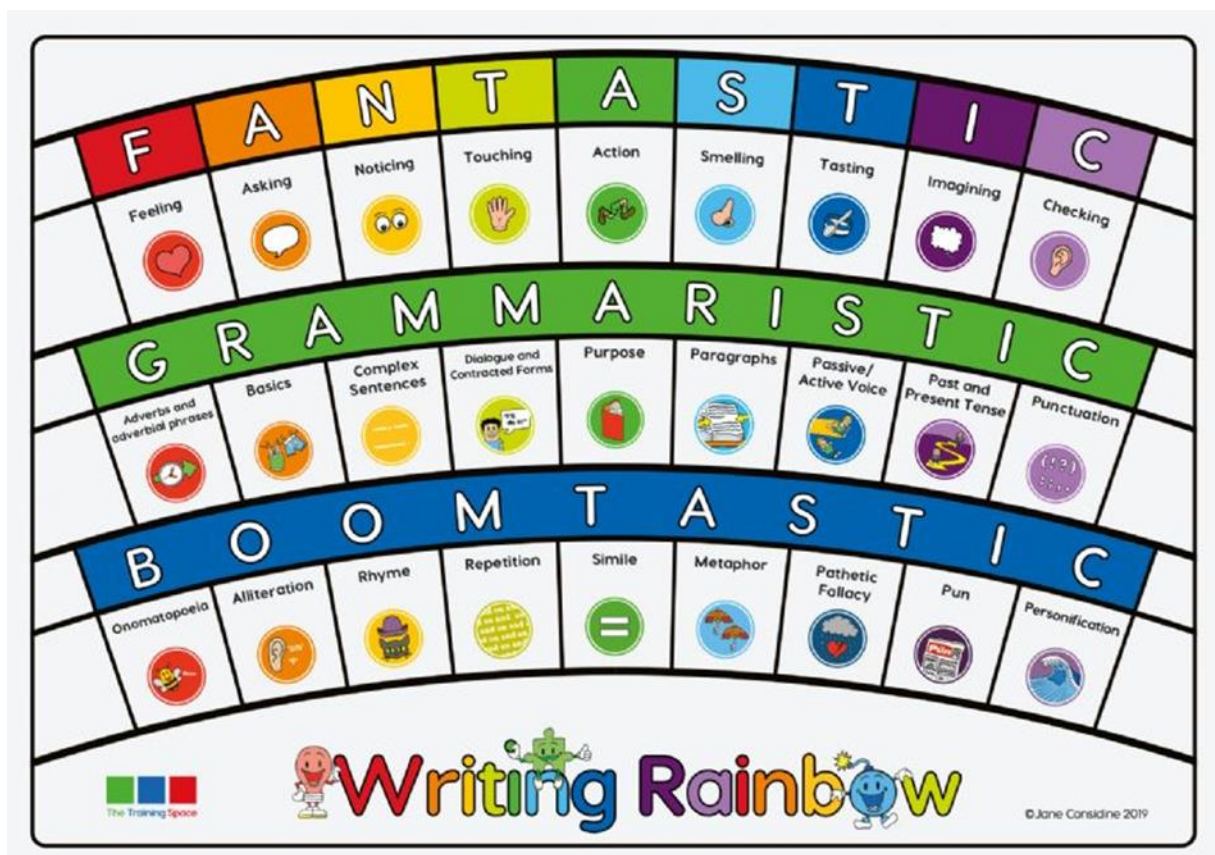
The class teacher should mark these independent comprehensions and mark appropriately for use of the highly versatile language, the evidence collected and the explanations given.

## Writing - The Write Stuff – research based approach to writing

The school has recently adopted The Write Stuff devised and written by Jane Considine.

### KS1-2

The Write Stuff shows writers' techniques to children through a Writing Rainbow. The children need to be familiar with this.



The first tier highlights the maths of writing: 9 choices in the writer's toolkit.

5 senses: sight, touch, smell, taste, sound 4 lenses: feelings, action, speech, inner thought

**The second tier** are the grammar aspects.

**The third tier** the writer's tools and techniques for a reader.

Planning takes the format of either

1. Experience days
2. Sentence Stacking days

1 Experience days must be loaded lessons full of opportunities for the children to learn more about a specific theme, idea, and scene or be able to visualise a character or plot. For example; when teaching Little Red Riding Hood an experience day may be a walk in the woods, a baking lesson for grandma, looking closely at wolves through videos and photos or acting out scenes.

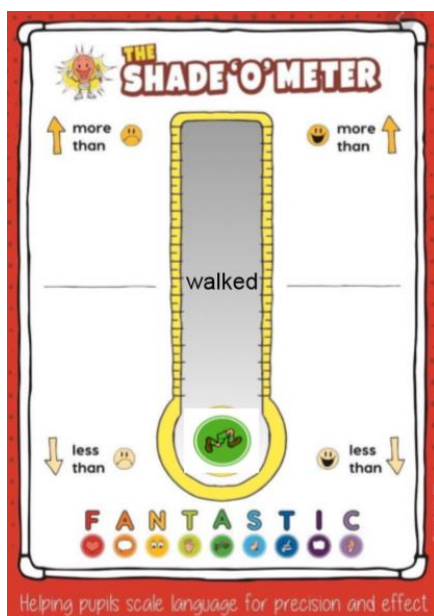
2 Sentence stacking days are lessons which encompass the writing of sentences that are grammatically correct, make sense and link to each other.

Each sentence stacking lesson will be made up of 3 learning chunks. Most lessons will have a lens from each tier of the rainbow 1. FANTASTIC 2. GRAMMARISTIC 3. BOOMSTASTICS

**Each chunk is made up of 3 sections:**

1. **Initiate:** - stimulus/engaging activity, the teacher shares 2 - 3 examples of language, the children chat in pairs to gather language, the children jot relevant vocabulary. They then take part in kind calling out and gather more examples.
2. **Model:** - The teacher models the thought process whilst crafting and constructing one chunk of sense through a specific lens, the children focus, listening intently whilst adding to their notes
3. **Enable:** - The children write their sentence through the specific lens

There is lots of work on specific word choice and intensity of words alongside drama and action.



Look at these words – which words are more or less than walked? Are they positive or negative words for moving?

stomped	wandered
marched	traipsed
ambled	strode
stepped	hiked
pounded	



**Grammar** is taught within the lesson through the lenses of the GRAMMARISTICS but also when collecting words in word families.

Children should be taught to focus on a character's journey and the positive and negative aspects, learning about the writer's intent.

Children should be encouraged and taught to magpie phrases and words from quality books they have read or are reading. Teachers should also model this frequently.

e.g. negative looking through the lens of looking, from Roald Dahl's *George's Marvellous Medicine*: "*George noticed Grandma's thin, icy grin.*" The reader knows now there is something sinister about Grandma from the choice of words.

From *Little Red Riding Hood* – a positive beginning through the lens of action

*Happily, Little Red Riding Hood strutted through the forest.* The reader knows that LRRH likes the walk in the forest. So far so good.

### **Independent work**

After a unit of work is taught in this way, the children should then complete their own independent writing based on their modelled guided writing and plan through the lenses and the character's highs and lows.

This is to be paced out with enough quality time set aside for planning.

Teachers will follow the model of:

1. Recapping sentence stack from the guided writing sessions – audience, purpose and character journey
2. Draw out the success criteria together using the lenses
3. Set up any necessary experience days that the children may need to enhance vocabulary
4. Plan writing through a plot point map
5. Children write independently in chunks of sense
6. Teacher marks for editing
7. Pupils edit work
8. Final judgement of the classroom teacher – rank order and next steps using the expected standards for age expected writing

*Year 2 and Year 6 may need to expect the children to edit themselves so as to get independent writing for moderation purposes.*

The marking of daily writing is done alongside the lessons using the visualiser and collecting individual sentences for the class sentence stack story.

The marking for the independent piece will follow the three ways to edit:

E1 Revise - spelling, punctuation, missed or added words, repetition

E2 Rewrite - \*                      \* rewrite this sentence for sense

E3 Reimagined ^ add more here to expand on that moment

Therefore a child's book may look like this:

E1 =6 (6 errors to look for)

E2 = 2

E3 =1

### More advanced writers

For those children working in a more advanced way, they are encouraged to Deepen the Moment (**DM**) by adding additional information about the moment in time depicted in the plot point. These are directed by the teacher on a challenge board using lenses from the Writing Rainbow.

In non-fiction, the children are encouraged not to shape shift but to deepen the moment with meaningful sentences for the jigsaw shape. Again the teacher will direct this using specific lenses.

### Book layout

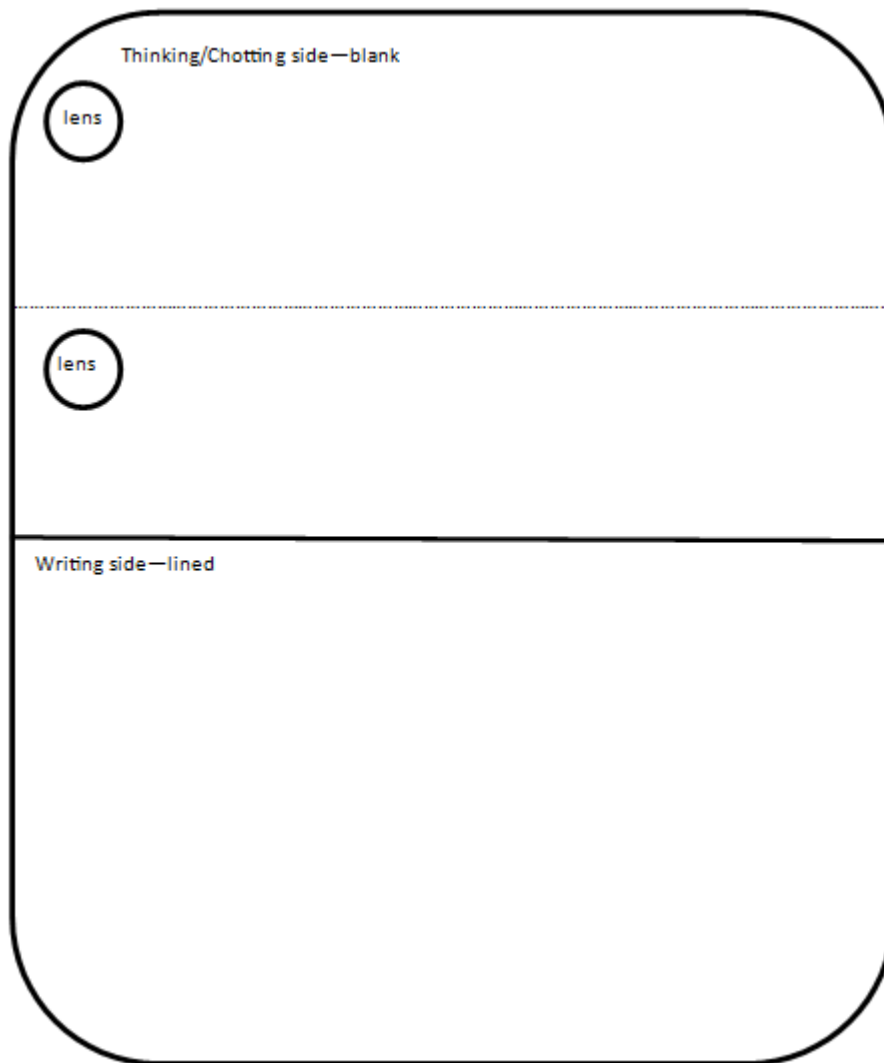
A double page spread – Y1 Spring term– Y6

<div>Plot point/NF shape    <u>Thinking/Chotting side</u></div> <div>lens    Learning chunk title</div>	<div><u>Writing side</u></div>
<div>lens    Learning chunk title</div>	
<div>lens    Learning chunk title</div>	

The chotting side may have additional parts to it depending on the sentence structure and collection of words.

After each chunk, get children to read their chunks and use the visualiser to give feedback to the children, helping them to make sure the sentence is the best they could do and includes the correct features given in the model and it is punctuated correctly.

### Reception and Y1 Autumn term book layout



Thinking/Chotting side—blank

lens

lens

Writing side—lined

### Non-fiction

Children work on dissecting good models of non-fiction texts into jigsaw shapes with symbols of meaning to see how writing like this is structured and then rebuilding them to make sense.

4 step process

1. Find the shape
2. Build the unit
3. Deepen the moment
4. Independent writing

The Writing Rainbow is again used for writer technique and writer effect.

The jigsaw shapes for the writing in non-fiction are declared to the children from the beginning so the children are aware of expectations and where they are heading.

The layout and process remains the same.

## **Non-negotiables for Writing**

### **Exercise books**

- Recap the sentence stack from the previous writing sessions – audience, purpose and character journey- for continuity and purpose
- Clear date and LI at the top of the double page spread
- Lenses on the chotting side available (drawn or sticker) and labelled with the writing focus
- Rulers used to set up the pages in the learning chunks.
- Sentences written should be neat and follow the teacher’s model.
- Teacher takes examples at the end of each learning chunk and pupils edit their work accordingly.
- Every independent piece of work at the end of a unit is marked with the 3Es (See above). This is in-depth marking to assess, improve the work but also inform future planning.
- Make sure each new unit is evident with the title of the focus book and the style of writing at the top of the page.

### **Planning**

- Flipcharts should be limited to stimulus – photos, videos, words.
- Planning should be for you as the teacher.
- Planning should prepare you to support the good word choice needed for the sentence work.
- Think aloud notes should be included where you will need to explain fully to your class your reasons for word choice or punctuation

## **Non-negotiables for Reading – Hooked on Books**

### **Exercise books**

- Clear date and LI at the top of the double page spread
- Lenses on the chotting side available (drawn or sticker) and labelled with the writing focus
- Rulers used to set up the pages in the learning chunks.
- Sentences written should be neat and follow the teacher's model.
- Teacher takes examples at the end of each learning chunk and pupils edit their work accordingly.
- Comprehension lessons should use the versatile language to develop the language of analysis.

### **Organisation**

- Give the children their first reason to read – just the lens e.g.
- Tell the children they will read for 5-6 minutes and as they read they are looking for description through the noticing lens.
- Stop the children after the allocated time.
- Give the children the focus sentence stem related to the lens e.g.  
 \_\_\_\_\_ is/is not described in detail as I can/cannot...  
 along with the highly versatile bonus word e.g. discover
- They have 3-4 minutes to discuss their answer and come up with their best idea using the stem and, if they can, the bonus word.
- Take feedback from a group. Allocate points to the groups for their answers.
- Repeat for the next two reasons to read.



## Maths Curriculum Statement Randal Cremer

### Intent

At Randal Cremer, the intent of our mathematics curriculum is to ensure all children have a foundational understanding of number, and are therefore able to reason and problem solve. Across all year groups, we regularly return to the foundations of mathematical knowledge in order to secure understanding across all units in the National Curriculum. We use White Rose as a tool for teaching the fundamental skills and then dive deeper with reasoning and problem solving. We use mistakes as an essential tool for learning and building resilience. Every child **belongs** in their maths lessons, and so we meet mistakes and misconceptions with outstanding teaching and modelling which will secure children's knowledge and allow them to **believe** in their own worth as mathematical problem solvers. We encourage children to make connections and see patterns in number. Our curriculum is taught in a way which highlights the links between different units, and we understand that no unit in maths can be taught discretely as it all links back to the foundational number knowledge. It is our intention that all children will leave Randal Cremer with an enthusiasm and appreciation for number which will allow them to **become** competent mathematicians who can seamlessly tackle numbers in the real world.

### Implementation

Successful maths teaching at Randal Cremer is achieved through nuanced adaptation of the White Rose scheme of learning. White Rose is divided usefully into clear learning goals for each year group, matching with the National Curriculum. Staff are expected to adapt their lessons to what children have and have not yet mastered, using the content to support this.

Years 1-6 have a maths lesson daily and are recorded in maths exercise books. All daily plans include "Can I Still"s, which revisit previous learning the children have completed. This supports transference of skills from working to long term memory.

Our lessons are designed with a concrete, pictorial and abstract (CPA) approach, providing our pupils with the scaffolding required to access the learning at all levels. Aims for each lesson are clear and laid out in detail through success criteria. Tasks should be differentiated through reasoning and problem solving for those who have mastered a skill and are ready to deepen their understanding of a concept. For children with a special educational need, work is differentiated through a bespoke curriculum, adapted to a child's need. All children have the opportunity to master number.

In early years and foundation stage, children have explicit maths teaching 4 days a week. There are also daily opportunities for them to use the maths area during choosing time with activities designed to support their understanding of the foundations of number. Concrete, pictorial and abstract resources are essential to ensuring children make connections between values, number and digits. We ensure all lessons are interactive with regular opportunities for assessment for learning in order to correct misconceptions and challenge learners. We prefer to mark 'live' or 'over the shoulder' in order to keep track of misconceptions and so that each lesson children's work is acknowledged and responded to verbally. It also supports teachers to get a sense of children's understanding or a concept which in turn informs future planning.

The maths lead is responsible for monitoring planning across the school. This is done by termly planning scrutinies and book looks, followed by feedback to teaching staff. Support in planning, teaching and modelling is available to all teaching staff.

As a reading school, we recognise the link between secure readers and better outcomes in Reasoning and Problem Solving. Teachers should be ‘thinking out loud’ as they model in order to embed key vocabulary and processes. We encourage all maths learners to be good readers in order to maximise their learning potential.

All children in the school have access to Google Classroom and, as of May 2022, years 1-6 have access to Times Table Rock Stars. At home, children are encouraged to practise their times tables and access online lessons through Oak National and White Rose websites.

### **Impact**

Teachers know a mathematical concept or skill has been mastered when a child can show it in multiple ways, using the mathematical language to explain their ideas, and can independently apply the concept to new problems in unfamiliar situations. We see this mastery through specific questioning, daily marking and formal assessment. Teachers may also use the modular White Rose assessments to support their judgements on a child’s progress.

Children learn to demonstrate quick recall of facts and procedures. This includes the recollection of the times tables. Pupils recognise the importance of knowing their times tables, as it is a tool for problem solving in different contexts.

Children also speak about the importance of their teachers ‘thinking out loud’ and ‘walking them through questions’ they are finding difficult. Children feel they can ask for support. In Key Stage 2, pupils spoke about feeling ambitious to do well in maths and to learn new concepts. Teachers support their learning by guiding them through different questions and contexts and encouraging children to find relationships and links between them.

At the end of each year we expect the children to have achieved Age Related Expectations (AE) for their year group. Some children will have progressed further and will be working above age expected and some will have achieved greater depth at the end of a key stage (GD). Children who have gaps in their knowledge receive appropriate support and intervention. Teachers are expected to track children’s progress on Learning Ladders and to raise any concerns about children’s attainment with a member of SLT.

## **Non-negotiables for Maths**

### **Exercise books**

- Sharp pencils used for all Maths
- Clear short date and LI at the top of page underlined with a ruler
- KS2 must have a ruled margin.
- Words should be written as usual on a line and only numbers presented in each box.
- Practical lessons should be recorded in books by either an observation (KS1) or the exit ticket (KS2)
- Over the shoulder live marking should be completed during the lesson and at least one group marked.
- Exit tickets must be looked at and initialled by the teacher for end of lesson assessment.

### **Organisation**

- Equipment should be stored and labelled appropriately and children taught to manage it during lessons.
- Visualisers should be used to model to the children for both written calculations and the resources being used.
- Concept of concrete, pictorial and abstract should be used in planning.
- Flipcharts should be for the children, paper planning should be for the teacher.
- Children should practise concepts of maths before applying it.
- Real life examples should be used to demonstrate the importance of Maths.

## Curriculum Statement – Science

### Intent

At Randal Cremer, we aim for our children to leave with a deep and broad knowledge of Science that incorporates the three strands as follows: -

<u>Chemistry</u>	<u>Physics</u>	<u>Biology</u>
Materials	Light	Seasonal changes
Properties and Changes of Materials	Electricity	Animals including humans
Rocks	Sound	Living things and their habitats
States of Matter	Earth and Space	All living things
	Forces and Magnets	Plants
		Evolution and Inheritance

We aim for our children to be able to apply this knowledge to meet the challenges of the world around them, developing an understanding of how Science is an essential tool for maintaining and improving modern society.

We aim for our children to understand the principles of explaining phenomena through fair testing, the controlling of variables and evidence-based conclusions. We aim for our children to be able to use these skills to understand the theories, discoveries and inventions of the past and the future. We aim for our children to be able to use these scientific principles in their own critical thinking.

We aim for our children to be unafraid of experiment through trial and error, being confident in the process of discovery through mistakes and a willingness to alter strategies.

We aim for our children to hold **high-expectations** of themselves as scientists, being aware that Science occurs not just in distant laboratories but as part of our everyday lives from the objects we use in our daily routines to the nature around us from explorative play in early years to using their **creativity** in leading investigations as they go through the school. We aim for our children to see science in an **inclusive** way being aware of how scientists from a **diversity** of backgrounds, some similar to their own, have made important breakthroughs.

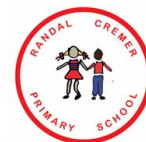
We aim for our children to confidently use scientific vocabulary to articulate their understanding to their peers in **teamwork** and collaborative learning.

Through this knowledge and skills, we aim for our children to leave Randal Cremer with a **love** for science, having gained the tools to cultivate a learning of the universe around us that will one day far exceed our own.

## Curriculum Implementation

### Science

At Randal Cremer, we block our curriculum for each term to ensure continuity in our children's learning. The units are organised as follows:-



Belonging. Becoming. Believing.

<b>Year 1</b>	Everyday materials	Seasonal changes (Autumn to Winter)	Animals including humans	Plants	Seasonal changes (Spring to Summer)	SRE unit – Growing and caring for ourselves
<b>Year 2</b>	Materials	Animals including humans	Materials	Plants	Living things and their habitats	SRE - Differences – boys and girls
<b>Year 3</b>	Light	Rocks	Forces and Magnets	Animals including humans	Plants	SRE - Valuing difference and keeping safe
<b>Year 4</b>	Electricity	Sound	States of matter	Animals including humans	Living things and their habitats	SRE - Growing up and body changes
<b>Year 5</b>	Properties and changes of materials	Earth and Space	Living things and their habitats	Living things and their habitats	Forces	SRE - Puberty
<b>Year 6</b>	Light	Electricity	All living things	Animals including humans	Evolution and inheritance	SRE -Puberty - Relationships and Reproduction

Medium term plans are outlined in the school's wider curriculum map to support teachers in their planning. This explicitly states the learning intentions ensuring skills progression across units that are covered in multiple year groups. Planning and books are thereafter monitored on a half-termly basis.

Each unit begins with formative assessment through questioning to assess prior learning. A "Big Question" related to the curriculum area studied is also introduced. The subsequent learning ensures that children are equipped to respond to this question. This enables children to orientate their scientific understanding to the practical world around them.

Lessons are planned to ensure that knowledge of the curriculum area is fully covered. These include opportunities to understand and use the related vocabulary of the unit. The vocabulary, as well as 'I can' statements appropriate to the unit forms part of the 'divider' in books to mark the beginning of the unit. This enables learning to be supported as well as giving children the opportunity to self-assess their learning as the unit progresses.

Units also include opportunities for children to develop their skills as scientists through investigation. The use of practical resources and equipment plays an essential part of this. Children understand about creating hypotheses following fair testing and observation. Children's progress in working scientifically is therefore endemic throughout each unit and develops accordingly as they progress through the school.

The opportunity for practical investigation is also essential to provide access points for SEN children (for example – studying and caring for plants as part of the biology units)



Units are planned to occur at times of the year appropriate for the area studied. For example, appropriate biology related units take place in Spring and Summer to allow children the opportunity to take advantage of the season in relation to its effect on plants and animals.

Children have the opportunity to revisit their previous learning through retrieval questions which take place at the start of lessons. This is also used to tackle misconceptions. Remote learning via Google Classrooms is also used to support learning and provide a link to Home Learning. This provides children with an opportunity for wider reading around the unit they are studying.

Each unit ends with a return to the “Big Question” by which point children have gained the knowledge and skills to respond appropriately with confident use of the scientific terminology and reference to their own observations and experiences.

### **Impact**

At Randal Cremer, we have a number of methods to measure the impact of the Science curriculum. These are as follows: -

1. I Can statements – These are included as part of a divider in each child’s exercise book at the start of each unit. They are particular to the unit and the learning of children is assessed according to each I Can statement with evidence.
2. Books – Learning recorded in the exercise books provides evidence for completion of the I Can statements. This is through written work, diagrams, answering of retrieval questions (Can I stills?) or through response to a teacher’s question.
3. Floor books – Learning is also recorded in the Science Floor Book for each class. This may include pictorial evidence of children completing experiments as well as written or recorded observations of children to accompany.
4. Concrete evidence – Children’s scientific achievements is recorded through concrete results. This includes flower or vegetable gardens that classes have grown and cared for, mini-beast hotels, self-made musical instruments demonstrating knowledge of sound, clay models to demonstrate knowledge of rocks and materials. Home learning projects are also used as concrete evidence.
5. Pupil Voice – Pupil voice surveys conducted by the Science Lead provide evidence of the effectiveness of children’s learning with children being invited to comment on what they learnt, how they learnt and what they would do to develop their learning.
6. Learning ladders – This is used as a formative assessment of children’s learning with teachers using evidence from the children’s learning in class assessed against the specified ‘rungs’ for each unit.

Pupils thus have the opportunity to showcase their scientific understanding in a variety of manners to reflect different learning styles, ensuring that inclusion remains at the heart of the assessment process at Randal Cremer.

## **Non-negotiables for Science**

### **Exercise books**

- Dividers for each new unit to include I can statements, vocabulary and appropriate images related to the unit.
- Date and LIs completed with appropriate learning for KS2.
- Diagrams set out in pencil with labels.
- “Can I stills” evident within each unit.
- One piece of next step marking for each unit.
- Big Question completed at end of unit.

### **Floor books**

- Dividers for each new unit to include I can statements, vocabulary and appropriate images related to the unit.
- Date and LIs completed for any pictorial evidence
- Images of experiments to be accompanied with brief explanation of activity.
- Post-Its / Stickers from children to accompany images for Key Stage 2.
- Big Question completed at end of unit if not in exercise book (KS1)

### **Planning**

- Units to introduce Big Question at outset.
- LIs and SCs for each lesson.
- Flipchart planning to include coverage in sequence
- Vocabulary evident within planning.
- “Can I stills” evident within planning.
- Lessons planned to include enquiry and active learning.
- Big Question planned at end of unit.

## **Curriculum Statement – PSHE and Wellbeing**

### **Intent**

At Randal Cremer we aim to provide an environment where pupils are happy and can express themselves effectively. We aim for them to develop sense of belonging to our school and routines. We acknowledge that well-being plays a key part to academic success and behaviour for learning. Therefore, we follow the science behind attachment theory to develop our approach. We understand that for our pupils to thrive in and outside the classroom they need to know how to maintain a healthy mind and regulate their emotions. To achieve this we equip our pupils with tools and strategies to be able to self-regulate and to be ready to learn.

Our community is diverse with a range of cultural and ethnic backgrounds. We want everyone to feel welcomed and to celebrate this we provide a tailored PSHE curriculum which reflects the needs of our children and community. When pupils leave Randal Cremer, we want them to be the best versions of themselves and become a standing member of our community.

### **Implementation**

The wellbeing of our pupils is at the heart of our school. We start the school day with a soft start. During soft start pupils walk into the classroom and are greeted by our welcoming staff. We prepare our pupils for the day by starting off with mind calming activities which enables a smooth transition to their daily routines and prepares them to be ready for their learning. During soft start teachers have the opportunity to check-in with pupils enabling a nurturing environment. Throughout the school day we use Zones of Regulation (ZONES) to support our pupils' wellbeing.

### **Zones of Regulation (ZONES)**

Our school has a high number of children with special educational needs and to support their emotional wellbeing Zones of Regulation was introduced. The ZONES framework supports our pupils in gaining skills in consciously regulating their actions. After lockdown we observed that some of our children were struggling with labelling and regulating their emotions therefore, we adopted it as a whole school approach. Each class has a ZONES display. The display consists of 4 zones which categorises different states of feelings and alertness (displayed in the table below). Children are encouraged to move their names as their emotions change throughout the day. As children move their names it supports them in acknowledging and labelling their emotions. In each zone there is also a toolkit which guides pupils in regulating themselves independently. We underline the importance that it is ok to be on any zone as we all feel those emotions.

The Zones:

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

The ZONEs also supports teachers in monitoring patterns in pupil's behaviours and identifying triggers, giving them a better understanding of each individual pupil. The framework has been introduced to parents too so that it could be applied at home. To support our SEND pupils, we provide extra interventions through nurture groups. Where pupils participate in activities focusing on the Early Years prime areas such as PSED, C&L and PD.

### PSHE Curriculum

Our early years setting sets a foundation for pupils to develop their personal, social and emotional (PSED) skills by providing a stimulating environment where pupils have opportunities to learn skills through play and structured sessions. By the end of Reception, we aim to equip our pupils with vital emotional vocabulary through books, play and circle time discussions so that they could express themselves successfully.

When children leave Randal Cremer, we want them to be equipped with understanding and skills they need to manage their lives independently. Therefore, our PSHE curriculum throughout the school has been tailored to achieve this and reflects the needs of our community. Our PSHE curriculum has been carefully mapped out from Year 1-6 to ensure that pupils gain the skills essential skills to move onto new learning.

### Topic Progression throughout Year Groups (Money)

It is essential that the building blocks of a topic is planned effectively to move on to the next stage of learning. Below is an example of the progression on the topic Money, from Year 1 to Year 2. As seen below children need to have prior knowledge to move onto the new learning to make links and progress.

Year 1		Year 2
<b>Money</b>  To understand where money comes from  To recognise notes and coins		<b>Money</b>  To understand why it is important to keep money safe





<p>To understand the role of money in our society</p> <p>To identify the different types of work people do and learn about different places of work</p> <p>To recognise where money comes from and the choices people make to spend money on things they want and need</p>	<p>To understand the importance of managing money carefully</p> <p>To understand that we cannot always afford the items we want to buy</p> <p>To understand the importance of choices and spending money wisely</p>
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### Lesson Progression

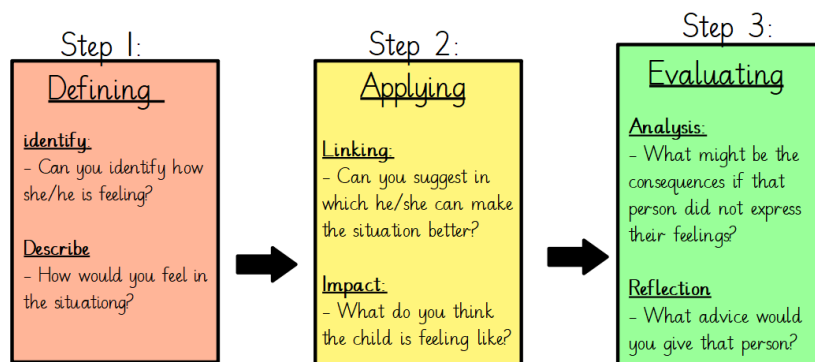
We have weekly PSHE sessions. Each of these sessions are broken down to three parts to achieve an outcome where pupils could successfully apply their learning outside of the classroom. These steps are to define, apply and evaluate.

**Step 1: Defining-** Pupils are given to opportunity to read a picture (picture walk) or scenario at the beginning of the topic

**Step 2: Applying-** Pupils use their new keywords and use it to make links through discussions

**Step 3: Evaluating-** Pupils reflect on their learning and evaluate through a project for example a poster, video etc...

Below is an example the progression of a PSHE lesson on emotions:



A knowledge web is also used and referred to at beginning of every PSHE lesson to show clear links and support retrieval practice. The web maps out knowledge progression through keywords that have been collected throughout the topic.

### No Outsiders

We have adopted the No Outsiders curriculum to prepare our children for life in modern Britain. The curriculum focuses on equality and what being racist/anti-racist means. The themes are explored through story book discussions. Each year group focuses on a theme every half-term. We also have sub-themes which the whole school focuses on, and these are shared in our weekly briefings.

As a school we are continuously working with professionals from CAMHS, Place2be and our wellbeing ambassadors in developing the wellbeing and inclusion at our school. As a leader I am supporting our teachers by providing the resources, giving feedback, and am continuing to develop my practice through reading and training.

## **Impact**

### **Wellbeing Impact**

We are continuously monitoring the wellbeing at our school to ensure that we are providing a safe and nurturing environment. All staff are using daily check-ins and observing the use of ZONEs to refer pupils for extra support. This is allowing us to provide the precise support pupils need. As we continue using the ZONEs, we can also notice pupils making progress in acknowledging and expressing themselves independently by widening their emotional vocabulary. As staff we are also becoming more conscious in supporting pupils in regulating themselves around the school.

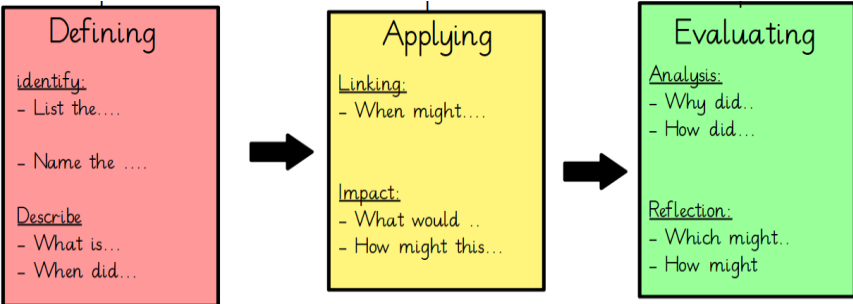
### **PSHE Impact**

There are many ways in which we track and assess the PSHE curriculum. We have regular SIT meetings to discuss and feedback the effectiveness of our curriculum and our next steps. During our SIT meetings we have termly focuses to monitor the progress of our subject areas. Planning feedback is given regularly to teachers. The feedback is generated through book looks and pupil voice.

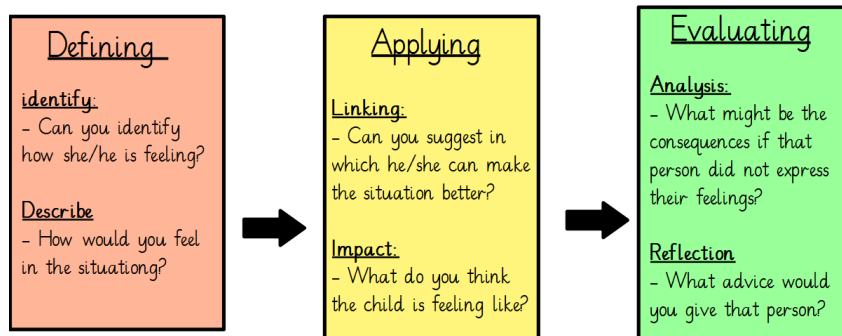
PSHE learning is recorded in floor books. Each class have their individual floor books where they can record using, photos, pupil voice and other types of media. The floor books also include a tracking sheet to help teachers keep track of learning and ensure that all areas are covered. It is also great way of presenting the progress of learning.

During the year to track the learning and wellbeing we also conduct pupil voice, where we have discussion with pupils to gain an insight into their learning journey. During pupil voice sessions we go through their floor books and discuss the topics that have been covered and what they feel about the subject. This provides us good knowledge in distinguishing what is working well and enables us to give feedback to teachers. Pupil voice is also a great method in finding out about the wellbeing of the pupils and how we can make our school feel as safe as possible, as we get to survey children about how they feel at our school.

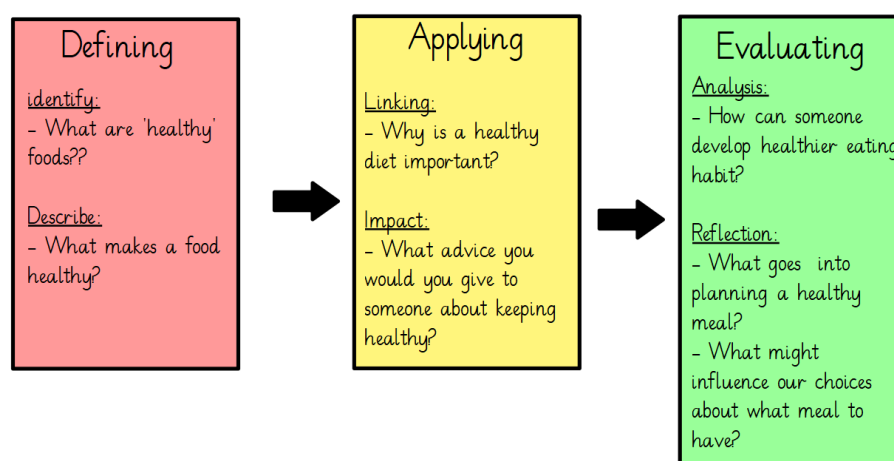
## PSHE Planning & Floor Book Non-negotiables

No Outsiders	<p><b>No Outsiders</b> is taught through the focus book and there should be two lessons planned for each half term.</p> <p>Lesson 1 is an introduction to the theme and should be taught in the first week of each half term.</p> <p>Lesson 2 should be on last week and should recap all the learning.</p> <p>Throughout the term teachers should refer to the theme during daily routines and circle time sessions.</p>
PSHE	<p><b>PSHE</b> is taught weekly. Each lesson should be recorded in floor books and planning should reflect the MTP.</p> <p><b>MTP:</b> You can find the MTP on: <a href="U:\2021-2022\PSHE\MTP">U:\2021-2022\PSHE\MTP</a></p> <p><b><u>Lesson Expectations</u></b></p> <p><b><u>Knowledge Web</u></b> Each topic should have a <a href="#">Knowledge web</a> mapping to support knowledge progression. The web should be displayed at the beginning of each lesson and teachers to add keywords. This can be displayed on flipchart or working wall.</p> <p><b><u>Ensuring Progress using Defining &gt; Applying &gt;Evaluating</u></b> When planning for a topic you should ensure that by the end of each topic children should have had an opportunity to define, apply and evaluate using their knowledge.</p> <p>Below are examples of what the progress should look like. You may use the sentence starters and adapt them when planning questions.</p> <p>Consent- Progress</p> <div data-bbox="363 1624 1220 1926">  <pre> graph LR     A[Defining] --&gt; B[Applying]     B --&gt; C[Evaluating] </pre> </div>

## Mental wellbeing- Progress



## Healthy Eating- Progress



## Flipcharts

### Guide to creating a PSHE flipchart:

<U:\2021-2022\PSHE\Fipchart\PSHE Flipchart guide.flipchart>

## Floor Books

### PSHE Floor Book Expectations:

- Front cover with clear title and class name
- Weekly lessons recorded
- Lessons dated and titled
- Teachers handwriting should follow the expectations we have for children
- Work neatly trimmed
- Some ideas for recording:
  - Photographs
  - Pupil Voice on post its
  - Posters
  - Letters

## **Curriculum Statement - Humanities**

### **Humanities Intent**

At Randal Cremer we believe that Humanities is an essential part of the curriculum and we teach our pupils to be Historians. We believe that an inclusive Humanities curriculum will allow pupils the opportunity to gain a coherent knowledge and understanding of Britain's past and the wider world.

### **History**

We have carefully designed our History curriculum to be reflective of our local community so that pupils have a sense of belonging in our school. Additionally, we recognise the vital role History plays in preparing our pupils with skills they can use for life and to understand how to be a good and responsible citizen. Through the teaching of History, we aim to teach pupils to understand the complexity of people's lives, including those of the present, the process of change, the diversity of societies and beliefs, whilst celebrating these differences.

With our History Curriculum we aim to:

- Deliver an engaging and exciting curriculum that helps develop a love for History
- Inspire pupils' curiosity about the past to develop their understanding of key events and significant individuals
- Develop pupils' understanding with historical concepts such as continuity and change, cause and consequence, similarity, difference and significance
- Build our pupils' understanding of the chronology of significant time periods and societies, in Britain and beyond
- Encourage pupils to think critically and analytically
- Support our pupils to discover connections between the History they learn and the wider world today
- Support pupils to differentiate between source types and explain how and why interpretations in History may differ.
- Develop pupils into historians by conducting enquiries into historical themes and questions; to form their own opinions and interpretation of the past

### **Geography**

We have designed our Geography curriculum to provide pupils with a knowledge and understanding of their local area, the United Kingdom and the wider world. At Randal Cremer, we provide opportunities for exploring, appreciating, and understanding the world in which we live. Through the teaching of Geography, we equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

With our Geography Curriculum we aim to:

- Develop pupils as geographical enquirers by analysing and interpreting data to answer geographical questions
- Inspire pupils' curiosity and fascination with the world to develop their understanding of diverse places, people, natural and human environments



- Develop pupils' understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments
- Support pupils to interpret a range of sources of geographical information
- Build pupils to communicate geographical information in a variety of ways
- Provide opportunities to explore their environment through fieldwork

## **RE**

At Randal Cremer, we follow the Hackney Agreed Syllabus for Religious Education in accordance with Hackney's 'Standing Advisory Council of Religious Education' (SACRE). Through this curriculum, pupils are supported to be accepting, mindful and inquisitive learners. The RE curriculum encourages pupils to share and learn about religions within the world that we live. We believe that the teaching of RE supports pupils to have a sense of belonging in our school, as they understand others' beliefs and make connections between their own values.

With our RE Curriculum we aim to:

- Promote a positive attitude towards people, respecting their right to hold different beliefs from their own
- Support the development of pupils' knowledge of religious and non-religious beliefs and worldviews, practices, and ways of life
- Support pupils to make links between different religious and non-religious beliefs and worldviews, practices, and ways of life
- Develop pupils' knowledge and understanding of the different members of our diverse community
- Build positive relationships and interactions with members in our local community by visiting places of worship
- Supporting pupils with investigating and reflecting on the responses of more than one religion or belief system

## **Humanities Implementation**

At Randal Cremer, Humanities units are taught termly as part of a school blocked curriculum. Children are taught the knowledge and skills acquired for each subject area. We use a progression of skills grid from EYFS to KS2, which highlights how pupils build on and develop their skills each year. All units begin with a big question and are revisited at the start of each lesson, to assess pupils understanding as the unit progresses. Big questions are answered at the end of a unit and teachers use this as an assessment for the unit.

Teachers are given medium term plans for each unit, highlighting prior knowledge and skills, as well as overview of units to support with planning. As we are a reading school, we extend our love of reading through the use of quality texts in our Humanities units. Each planning cycle starts with an enquiry approach of the children analysing a source of information, followed by an immersive experience, and further analysing of sources. The use of immersive experiences such as Now Press

Play, helps to support our SEN learners to access our curriculum. Planning is monitored termly alongside book scrutiny and pupil voice; and feedback is provided.

In Humanities, we explore cross-curricular links such as diary entries in History and co-ordinates in Geography. Cross-curricular units are specifically planned for with whole-school humanities celebrations such as Black History Month. Each year there is a theme, with each year group using their humanities lessons to produce a presentation to share with our school community. Classes also attend workshops at Hackney Museum, and there are opportunities for parents/carers to support with this unit. To support remote learning work is uploaded on Google Classroom, using resources from Oak National and BBC Primary Teach.

The subject lead also collaborates with other subject leads with the HTSA Humanities Forum and Hackney RE Forum. Through these opportunities, resources and planning are kept up to date.

### **History**

We use historical artefacts, visits, immersive experiences and books to excite and intrigue our children to learn about events and people from the past. In addition to this, the school is a member of the Historical Association with access to plans and resources.

### **EYFS**

- Children develop an understanding of their world and community by looking at important people in their local area; and begin to understand chronology by reflecting on their visits throughout the year.
- Use of language relating to time is used in conversations with pupils such as, 'yesterday, old, past etc.'

<b><u>Year Group</u></b>	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
Year 1	Our local area: My school in the past	Geography focus	Significant Individual – Explorers	Geography Focus	Geography Focus	Geography Focus
Year 2	Our local area	UK Celebrations: Bonfire Night Remembrance Day	Significant events – Great Fire of London	Geography Focus	Significant person	Geography Focus
Year 3/4	How is my home different to other places?	How have the Greeks been remembered?	How does Britain remember its Roman past?	Why have people come to Britain? Anglo Saxons and Scots	Geography Focus	Geography Focus
Year 5	What was life like here in Victorian times?		What was life like for the Mayans?	Do the Vikings deserve their bad reputation?	Geography Focus	Geography Focus
Year 6	Living in London in WWII		What can we learn from the earliest civilisations?		Geography Focus	Geography Focus

### **Geography**

Geography is explicitly taught in years 1 to 6 and units are blocked to allow children to focus on developing their knowledge and skills. We use cross-curricular opportunities with Maths skills, for

pupils to develop their fieldwork and geographical skills by using maps and atlases in our local area to canals and parks.

### EYFS

- Children develop an understanding of their world and community by exploring places in their local area.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Our local area: My school in the past	The UK	History Focus	The 7 Continents	Green Spaces	Independent Country Research: Australia
Year 2	Our local area	History Focus	History Focus	UK Coastlines	History Focus	Independent Country Research: Ghana
Year 3/4	How is my home different to other places?	History Focus	History Focus	History Focus	What is the future for different environments?	Independent Country Research: Italy
Year 5	What was life like here in Victorian times?		History Focus	History Focus	What is the journey of a river?	Independent Country Research: America
Year 6	Living in London in WWII		What can we learn from the earliest civilisations?		Maps	Independent Country Research: Asia

### RE

RE is taught through blocked units across years 1 to 6. In EYFS, children learn about different communities by celebrating key dates and religious festivals across the year. The school has subscribed to Hackney Education RE and have access to planning and resources. Our units give opportunities for pupils to learn about and learn from other religions. Units have been planned and sequenced to support pupils in building a picture over time, developing their knowledge and understanding of key subject knowledge and specialist vocabulary around concepts about Believing, Living and Thinking. Children learn about the major religions: Christianity, Islam, Judaism, Hinduism and Buddhism, as well other religions and worldviews such as Alevism.

In the summer term, we have a school designed curriculum which focuses on philosophical enquiry.

Year Group	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Year 1	What would happen if there were no trees?	What would life be like without the Sun?	Will you be different next year? How do you know?	What is a wish?
Year 2	Can animals think?	Would you prefer to be a dog or a cat? Why?	What is keeping fit?	Can you keep your mind fit?
Year 3/4	If you could change one thing about our world, what would it be?	Is it our job to look after the environment?	Is Summer more fun than Winter?	What would happen if it never stopped raining?
Year 5	What is freedom?	Can you make yourself happy? If so, how?	Is there a difference between knowing something and believing in it?	Are some people more important than others?
Year 6	Should one leader of a country make important decisions?	You can invite three people to dinner (famous, alive, no longer with us) who would you choose and why?	Why can't I do what I like?	Is it worse to fail at something or never attempt it in the first place?

### **Humanities Impact**

At Randal Cremer, our Humanities units are well thought out and planned to demonstrate progression from EYFS to Year 6. Prior learning is revisited at the start of each lesson and children review the big question at the end of every lesson. To promote high expectations in our work, children have a cover page in their books at the start of every unit followed by 'I can statements' which are the success criterion for the unit. Teachers mark these statements using RAG (red, amber and green) and track children's progress on learning ladders.

Summative assessment is completed at the end of each unit where children complete work independently, using the enquiry and analytical skills they have acquired. The subject lead monitors summative assessment at the end of each unit, and provides feedback to inform teachers of their planning. We use pupil voice to monitor learning across the school, as children talk about the skills and knowledge they have acquired.

## Humanities and RE Non-Negotiables

### Planning

- Each unit must have a minimum of one immersive/experience lesson e.g. Now Press Play
- Every lesson must have a clear learning intention with success criterion
- Flipcharts should be uploaded the week prior to starting unit
- If a lesson does not need a flipchart, ensure LI and SC is accessible for children
- Teachers to use MTPs for each unit to support planning (on t-shared)

### Cover Page

Cover page for every unit with Big Question as the title and vocabulary box. I can statements table stuck in books (if possible, include on cover page)

#### Examples of cover page

Year 6 Summer 2

Why do people travel here?




**Key Vocabulary**  
Atlas, Asia, north, south, east, west, globe, symbols, Indian Ocean, climate

I can statements	RAG
I can name and locate some of the countries and cities of the world and their identifying human and physical characteristics.	
I can describe how locations are changing and explain some of the reasons for the change.	
I can use different types of maps, atlases, globes and digital maps to locate countries or other physical features globally, nationally or in the local area.	
I can collect and analyse statistics and other information in order to draw clear conclusions	
I can use a range of resources to give a detailed description and opinion of the characteristic features of a location.	

Year 3/4

Geography Summer 2

Why is this country a popular travel destination?

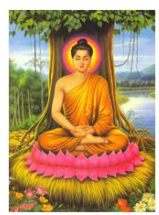



**Key Vocabulary:**  
Italy Rome Milan Florence  
capital city physical features  
human features climate Europe  
continent The Alps River Po  
River Tiber River Arno pilgrims  
Catholicism the Pope destination  
Da Vinci Michelangelo renaissance  
The Colosseum Leaning Tower of Pisa

I can Statements	RAG Rating
I can name the seven continents and five oceans of the world.	
I can name and locate Italy on a world map.	
I can name and locate the capital city and other major cities in Italy.	
I can identify the physical and human features of Italy.	
I can describe the climate of Italy.	
I can identify human geography from Italy - food and art.	

Year 6 Autumn 2

How does being in a community help Buddhists to follow the Buddha's teaching?

**Helpful vocabulary:**  
Buddha Buddhist  
Dharma Anicca  
Anatta Dukka  
enlightenment shrine  
temple monks nuns  
Sangha

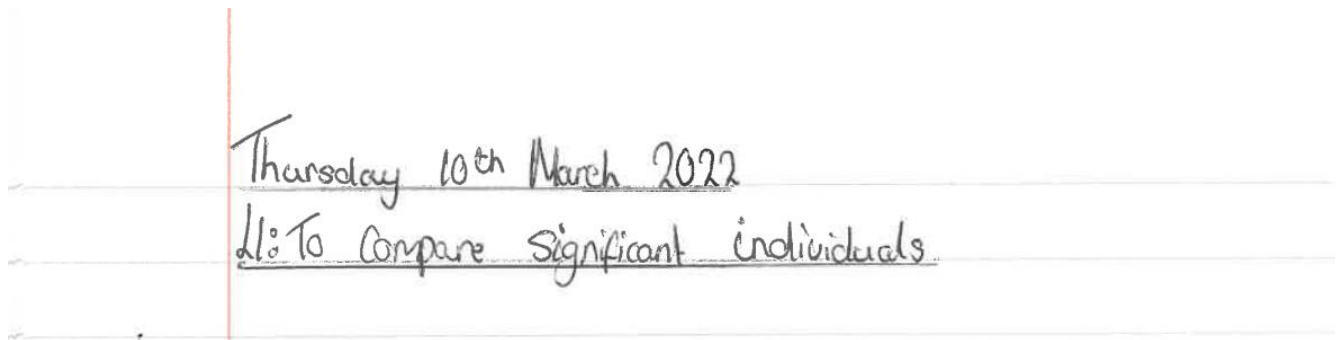
I can statement	RAG rating
I can make connections between the life of the Buddha and his teachings about living a contented life, i.e. the early life of Prince Siddhartha, the four sights, the years in the forest, the Enlightenment.	
I can make connections between the Buddhist's teaching that everyone can become awake to the truth (Enlightened) and the Buddhist way of life which includes meditation, worship and ethical behaviour.	
I can make connections between trying to live according to the Buddha's teachings and how belonging to the Sangha is a way of gaining and giving strength and support.	
I can make connections between the symbolism of the Buddhist signs and qualities and practices that Buddhists aspire to, i.e. fearlessness, contentment, kindness, meditation.	
I can make connections between the Buddhist understanding of what causes human dissatisfaction (dukkha) and the way it may be overcome (the Four Noble Truths, the Noble Eightfold Path).	
I can use specialist vocabulary in communicating their knowledge and understanding of Buddhist beliefs, teachings, practices and symbols.	
I can use and interpret Buddhist scriptures, stories from the Buddhist tradition, the visions, artefacts, pictures and symbols, the media and ICT/the internet, to gain knowledge and understanding of Buddhist beliefs, teachings and practices.	



## Lesson layout

Each lesson should be dated with the learning intention. Date and LI should be underlined clearly – KS1 can use labels. Children take pride in their work and this is reflected in their presentation and handwriting.

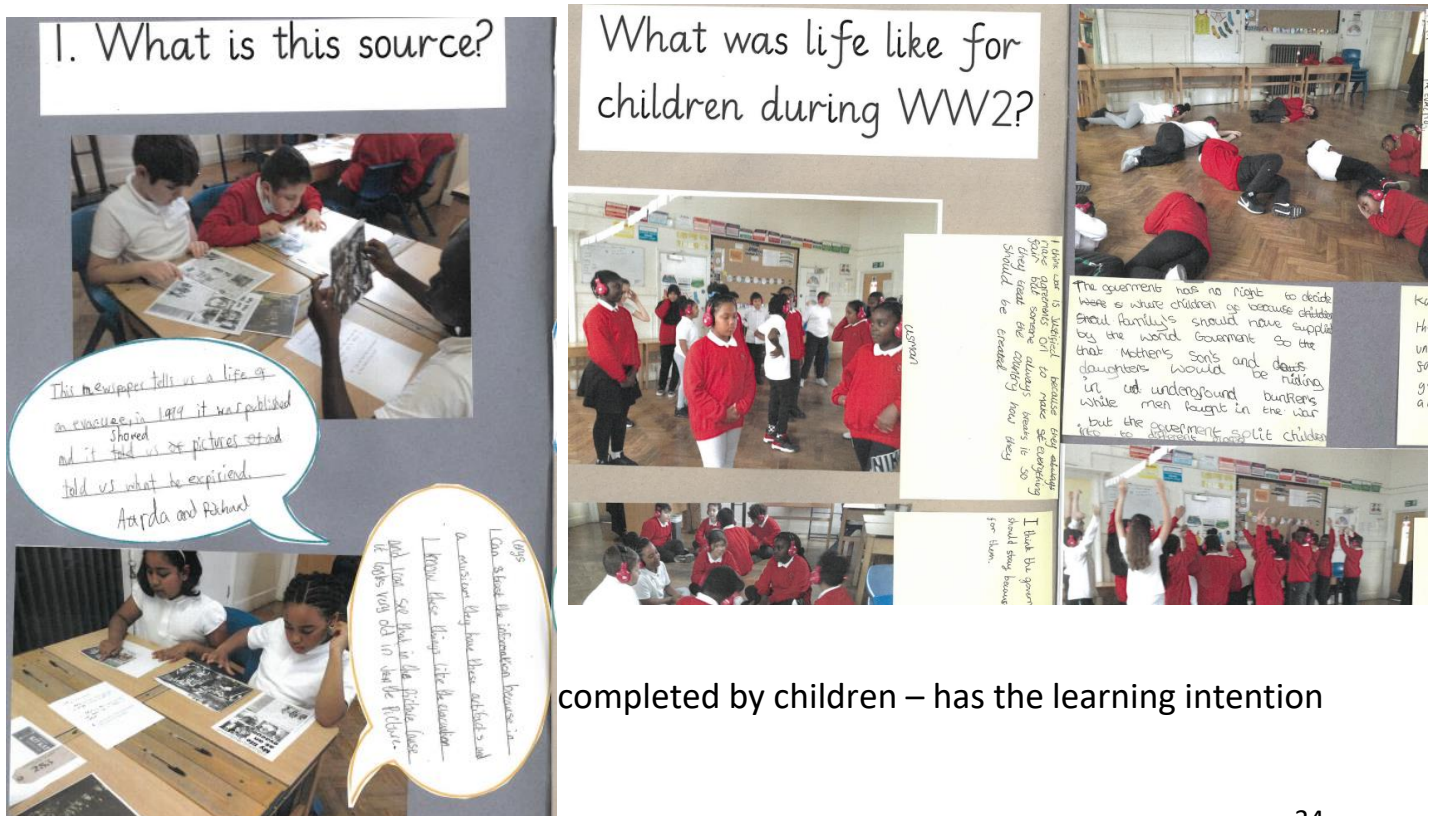
### Example



## Scrapbooks

Include cover page for the unit. Record pictures from the children's immersive experiences e.g. trips, NPP, group activities. Include comments from the pupils.

### Examples



- ## Example

Successfully, Broke the Allies won, and everything got rebuilt stronger and better. It was life after WW2, and it was amazing with no more war or fighting. Unexpectedly, we heard a knock on our door. "Daddy!" - shouted my little brother. Later that night, we all heard a celebration peat. Well that's it bye!!

Tamanna Begum

I love that you included key events such as the Blitz, D-Day and rationing.

Where did you evacuate to? What was it like?

I evacuated to a small, but popular village in ~~Korea~~ Australia. It was very hot and had massive insects, but gladly it was still safe and away from the war.

## **Curriculum statement Arts**

### **Intent**

At Randal Cremer, we allow our children to have access to a wide range of materials, resources and skills that follow the national curriculum in art and DT. All learners have access to the curriculum through teacher modelling, practice of skills and clear visuals, enabling them to independently produce final pieces at the end of a unit. We follow a progression of skills from EYFS up to KS2, to ensure our children are learning age-appropriate skills and to enable them to build on their knowledge and skills base as they progress through their primary education. As a school community we maintain our high expectations of the children by ensuring they follow their artistic process and evaluating all work at the end of a unit. Finally, the children show pride in their final pieces and we create a sense of belonging by displaying their work on our wall displays and on the school website. Our children will leave Randal Cremer with the creativity and confidence to communicate and express themselves artistically.

We predominantly use voice as part of our music curriculum and the children have access to percussion instruments to teach rhythm and pace. The children are taught how to confidently perform in front of an audience. This begins in EYFS and continues up to Year 6. We use actions and Makaton to include all learners and create the performance as a class to ensure everyone has had input as part of our inclusion.

Drama is delivered through our core and foundation subjects by incorporating role-play, hot-seating and presentations for speaking and listening skills. This enables our children to have the confidence to speak in front of others and also have the skills to act as an audience when someone else is speaking or performing. We aim for our children to leave Randal Cremer with the confidence to compose, create and perform not only as an ensemble, but as an individual.

### **Implementation**

Our approach for art and DT starts with the media and skills being taught for the unit. As a subject lead, I ensure that each year group from EYFS up to Year 6 are given an appropriate list of skills to learn and practice during their specific units. We follow a progression of skills from EYFS – Year 6 which allows for all skills taught to be built on and developed in each year as the children progress throughout the school. By the time they leave in Year 6, they will have had opportunities to strengthen these skills in all year groups. The progression of skills is split into those specific for Design and Technology and Art and are chosen based on the media/focus for the unit. These are the focus of the week as they will allow the children to independently produce their final piece of artwork. The units are selected for each year group so they are age appropriate and in line with the national curriculum.

All art and design and technology units are delivered following a specific and explicit sequence to allow the children to follow an artistic process. The units begin with a research/investigate lesson to ensure the children can experience, enquire and investigate what they will be making by the end of their unit. For example, if during DT they will be cooking, they will first learn about food health and safety and hygiene. Also, as it is a research session, children will experience reading recipes for



cooking and reading biographies and experiences of the artists they will be studying. The next part of the process is the design/planning to enable children to thoroughly think through what they envisage their final product to be and look like. This also gives teachers the opportunity to address any misconceptions the children may have around their final product and gives the children the chance to reflect and evaluate against their planning after they have created their final product. After they have completed their planning, they move on to their next session in the sequence, which is creating. The children are taught to follow their planning and reading any instructions/recipes they may have written either as a class, or individually. They have access to all required resources and are taught how to create their final product from clear modelling by the class teacher. Children do have autonomy over their work, as all plans and designs are their own, directed by the teacher to ensure they create the desired final product. The end of the sequence of learning comes with an evaluation of their final product. The children answer questions around their process, what they would change given the chance and what they will do differently next time.

As a subject lead, I regularly attend art forums hosted by the HTSA and complete training offered to me to improve my practice, build my own knowledge of art and DT and this also allows me to support teachers in planning, delivering and teaching art and DT across the school.

Pupils at Randal Cremer have access to a variety of resources and experiences and learn about not only the physical making of art but the history, movements and origins.

Our approach for music begins with the children learning the rhythm and beat of music. From EYFS the children learn and perform nursery rhymes with actions and they learn songs to be performed during celebrations and events across school. KS1 and KS2 focus on reading and learning lyrics, keeping in time with music and using actions to help them focus on rhythm and beat. As we mostly use voice to teach music at Randal Cremer, it is important that the children not only know the words and actions to a song but they also know how to perform to an audience. We also ensure that children have the opportunity to explore and learn about the artists who created and performed their songs, enabling them to read biographies, other songs and articles. Our pupils will leave Randal Cremer in Year 6 with the skills to be able to perform either in a group, as a solo or both, in front of an audience.

Music lessons are delivered for 30 minutes weekly, beginning with a 5 minute warm up focusing on body and voice. This includes various vocal exercises but also concentration exercises. The main part of the lesson will include teaching lyrics, creating actions as a class or teachers delivering actions that are pre-planned and practicing singing. The final part of this will include an overall run of the song learnt, performing for the adults in the class and being recorded. This recording is then shown to the pupils for an evaluation in the final 5 minutes of the lesson. Children discuss what they enjoyed, what went well and what they can improve on in the next lesson.

Our approach with drama is to ensure that the children leave with the confidence and skills to perform and speak in front of audiences. We also aim for children to have the skills needed to participate as an active member of an audience. Drama is taught through our core and foundation subjects, allowing them the opportunity to practice speaking and performing in role as a character in front of their peers and adults. Children are taught how to warm up their voices like in music, how to project their voices and their stance on stage. In many writing experience days, the children are given opportunities to take on the role of a character and deliver a performance as part of a group or solo. We have lessons based on hot-seating in role as a character where they are asked questions

and have to answer as a character. This enables the pupils to have the ability to imagine they are someone else and to build improvisation skills. Our foundation subjects offer the chance to create, read and perform scripts relating to the topic being taught. For example, in Year 4, children create a weather forecast in groups and read their scripts to their peers whilst performing the weather forecast for a rainforest.

We also offer Speech Bubbles to our Year 1s and 2s which is a drama programme designed by theatre companies to build speaking, listening and comprehension skills. This is delivered by an outside company and taught with a member of staff present. Children are selected based on their speech and language skills, confidence and comprehension skills. The sessions include a child telling a story prior to the session, playing speaking and listening games and performing the child's story. At the end of the session, children are asked what they liked and colourful semantics questions to build their comprehension.

Our inclusive approach to SEND and EAL is embedded within our arts curriculum and as a leader, I support teachers and support staff in ensuring all pupils have access to their arts education. At Randal Cremer, we support some of our SEND children in nurture groups and I support staff delivering this in creating sessions where the children are using their skills learnt in art, design and technology, music and drama, building upon those skills previously learnt and teaching new skills. All children at Randal Cremer have support through visuals, visual instructions and quality teacher modelling to ensure that they can achieve and succeed.

The arts are vital to our pupils learning and education at Randal Cremer. We ensure that all pupils have opportunities to express themselves through practicing and engaging in lessons and experiences surrounding the arts, and leave Randal Cremer with confidence, an artistic vision and the skills needed to complete their education.

### **Impact**

At the end of a unit for art, design and technology and music, the pupils participate in a final performance or display of their final piece of work. We use displays, the school website, Google Classrooms and social media to display and celebrate the children's work and to involve our wider community. Our school environment is full of displays that are updated half termly and we create a sense of belonging by ensuring the pupils can see their artwork on display being viewed by their peers and visitors to the school.

We follow the national curriculum to ensure that children can learn and build upon their prior knowledge and also have the foundation of their skillset to be able to progress throughout the school. Included in all unit overviews are the skills for their progression, success criteria and LIs support teaching staff in delivering not only practice of skills, but the teaching and practice of new skills. Our blocked curriculum allows for the pupils to view their own progression throughout the week or two weeks and to carry on with their artistic process and imaginations.

We use the arts at Randal Cremer to not only deliver and teach knowledge and skills of the arts but to build up a healthy mindset in our children that they can express themselves through the arts. We

hold events such as street parties, final performances and galleries to enable our children to feel a sense of pride and confidence towards the arts and themselves.

At the end of a unit, children evaluate their work and answer questions which relate to the unit they have just completed. They use this as a base to reflect and revise skills taught and how they can improve next time. A form of evaluation is used from Year up to Year 6 – this is completed in discussions or in written format in their sketch books. At the end of the academic year, children can reflect on their sketches, research and evaluations and assess themselves on what they have learnt and see how they have improved.

As a subject leader, I monitor the above by partaking in regular book looks, planning assessments and pupil voice interviews. The children are excited about the arts and thoroughly enjoy their arts lessons and units. Before the beginning of a unit, the overviews are sent out to teaching staff with learning intentions, activities for the children to complete in the lesson and the final outcome of each lesson. All unit overviews include artists to use for inspiration or research, the final outcome of the unit for the pupils and a clear structure to the learning sequence. This is then monitored by myself and feedback is given to teachers on what they have included and what they can improve on to provide the best arts education to our pupils.

As we do not partake in a summative assessment for art, teaching staff are required to adapt unit overviews based on the previous art or design and technology block to support any pupils in their class who may have struggled with the previous skills and to scaffold their learning to ensure every pupil in their class has the ability to access and successfully complete the unit.

## **Non-Negotiables**

### **Art**

<b>Planning</b>	<b>Books</b>	<b>Displays</b>
<ul style="list-style-type: none"> <li>• All lessons must display a date, LI and success criteria for every lesson in the sequence.</li> <li>• Flips must include at least two pages for each lesson.</li> <li>• Display any key vocabulary needed for that lesson.</li> <li>• Share, model and demonstrate all skills before allowing the children to begin.</li> <li>• Flips should include any videos, tutorials, links to websites or images used for stimulus.</li> </ul>	<ul style="list-style-type: none"> <li>• Include a cover page for each unit of work – must include: <ul style="list-style-type: none"> <li>- year group</li> <li>- specify art or DT</li> <li>- unit focus</li> <li>- key vocabulary</li> <li>- skills needed for this unit</li> <li>- image used for inspiration</li> </ul> </li> <li>• All work must be clearly dated and include LI for the lesson – All year groups may use labels for date &amp; LI</li> </ul>	<ul style="list-style-type: none"> <li>• All artwork to be backed onto black paper/card with a 1cm border.</li> <li>• Label in bottom right corner displaying children's name.</li> <li>• Displays must include a blurb with: <ul style="list-style-type: none"> <li>- unit focus</li> <li>- any artists used for inspiration and an image of an original piece of work.</li> </ul> </li> <li>• At the end of the unit, save images in designated folder for Berkan to upload and save onto the school website.</li> </ul>

### **Music**

Teachers must follow unit overview and teach skill included in overview.

Lessons must include a warm up and a cooling down exercise.

All lessons must have a recording and this must be uploaded to the designated folder on T-Shared. Children must watch this at the beginning of the next lesson to recap what they learnt the previous week.

Music should have a flip for the half term that includes the learning sequence, warm ups, cooling down exercises and the activity that the children will complete during the lesson.

## **Drama**

Drama should be taught through the relevant subject areas – writing (experience days), science, humanities, PSHE and RE. Each subject listed should include an element of drama at least once in a half term and recorded in floor books.

Children must be taught how to speak in front of an audience and participate as part of an audience.

## Curriculum Statement - MFL

### Intent

It is our intent at Randal Cremer Primary School to provide all of our children with a high-quality education in Spanish which develops a love of learning about other languages and cultures within a multi-cultural society. The teaching of Spanish should enable children to express their ideas and thoughts in another language, both orally and written, with understanding and an appropriate response. Learning a foreign language creates opportunities for children to broaden their horizons, communicate confidently and deepen their understanding of the world. Following Hackney's scheme of work formally from Year 3, allows to our children to belong to a Hispanic community within our other Hackney schools. It is our intention that by the end of our children's primary education, they have acquired a love and understanding of the Spanish language and will be able to tackle the KS3 curriculum with confidence and vigour. It is our intent that children from Randal Cremer will leave our school as children who will become responsible, creative and active citizens within our multi-cultural society who have built a foundation for learning further languages later in their lives.

### Implementation

At Randal Cremer Primary, we teach Spanish from Year 3 with a specialist teacher delivering lessons weekly as part of PPA cover. This means that the children have experienced a good model for pronunciation and a solid understanding of grammar with an expert knowledge of Spanish. We follow and adapt Hackney's Scheme of work which enables the children every half term to study a different topic while revising and consolidating pre-learnt vocabulary, skills and grammar as well as new ones within the new topics.

#### Spanish at Randal Cremer Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Informal teaching of Spanish for EYFS and KS1						
EYFS	Repeating songs	Repeating songs	Repeating songs	Repeating songs	Repeating songs	Repeating songs
Year 1	Spanish – Numbers and greetings	Spanish – Numbers and greetings based on Christmas	Spanish – animals		Spanish – colours	Spanish – parts of the body
Year 2	Spanish – Numbers and greetings	Spanish – simple songs	Spanish – Numbers and greetings	Spanish – colours	Spanish – animals	Spanish – animals
Formal teaching of Spanish for KS2 45 minutes per week.						
Year 3	<b><u>Starting to learn about Spanish</u></b> Geography and where the language is spoken; greetings; questions and answers re name and wellbeing; classroom commands; numbers 1-20 Year 3 Unit 1	<b><u>Dates and numbers</u></b> Age; months; numbers 21-31, pencil case items Year 3 Unit 2	<b><u>Myself and the things I do</u></b> Colours; birthday; 1st person singular activity verbs; Year 3 Unit 3	<b><u>Design a Monster</u></b> Question and answer re who you are and who someone else is; body parts; days of the week; traditional song. Year 3 Unit 4	<b><u>Me gusta</u></b> Likes/dislikes with nouns and infinitives; a familiar story Year 3 Unit 5	<b><u>Mi Familia</u></b> Dates; family; brothers and sisters and names/ages Year 3 Unit 6
Year 4	Transport to school and Spanish speaking countries;	Likes/dislikes with hobbies; love/hate	Sleeping Beauty story; numbers in 10s;	Playing sports; food and opinions; diary	Animals and description; pets	Spanish fables; weather report with



Belonging. Becoming. Believing.

	weather; compass points; sentence construction; traditional song		grammar in story	of activities; healthy lifestyle; traditional tongue twisters		temperatures; clothes; traditional song
	Year 4 Unit 7	Year 4 Unit 8	Year 4 Unit 9	Year 4 Unit 10	Year 4 Unit 11	Year 4 Unit 12
Year 5	<b>Places in Town</b> Alphabet; places in town; directions; town you live in	<b>Planets</b> Planets; description; complex sentences with prepositions, adverbs and connectives	<b>Seasons</b> Seasons; poems; song about Spring; descriptive sentences	<b>Music</b> Types of music and opinions; musical instruments;	<b>Healthy Eating</b> Healthy eating; packed lunches; past tense; longer sentences with connectives	<b>Summer</b> A beach scene painting; a beach poem; nouns, verbs and adjectives
	Year 5 Unit 15	Year 5 Unit 18	Year 5 Unit 17	Year 5 Unit 14	Year 5 Unit 13	Year 5 Unit 16
Year 6	<b>My School</b> Places in school; directions;	<b>My Classroom</b> Time; school subjects past tense; time phrases; diary of activities for week	<b>Geography</b> Rivers and countries; description with weather in immediate future tense; producing a non-fiction text	<b>En el Cafe</b> Spanish tapas and food/drink; café role play; ordering an ice-cream; milkshake recipe	<b>El Periodico</b> Analysing, creating, evaluation newspapers and articles	<b>Revision</b> Yr 6/7 transition unit revisits prior learning and knowledge leading to Secondary school
	Year 6 Unit	Year 6 Unit	Year 6 Unit 19	Year 6 Unit 21	Year 6 Unit 22	School Based Unit

Years 3-5 follow our Yearly Overview, taken from the Hackney Scheme. Each class has weekly lessons that are recorded with written work or pictorially in the scrapbooks. These scrapbooks not only show the learning that is taking place within these lessons but also show the progress within each unit of work. There is progression from speaking and listening, reading and finally writing with more sustained writing completed at the end of each unit of work. Videos are stored centrally on the shared T-drive which can be accessed in the Spanish folder. The children use Knowledge Organisers as a reference for new vocabulary and a word bank to help formulate sentences for speaking, reading and writing.

In year 6, scrapbooks and videos are being used for Hispanic Days and weekly lessons. However, as we expect more sustained reading and writing, work is recorded in individual Spanish writing books. These books give the children the opportunity to record vocabulary as part of revision as well as a way of recording the new vocabulary for the new unit of work. The children present their work neatly and take pride in their books as they do in other subjects. They also use the Knowledge Organisers.

With official Spanish lessons beginning in Year 3, it is essential for a love of languages that children are introduced to basic Spanish words and phrases with an emphasis on Spain. This happens during our Hispanic Days where the whole school takes part in learning some part of the history, geography and culture of Hispanic countries all around the world. Children are also taught Spanish indiscreetly as the specialist teacher covers PPA for KS1 as well as KS2. Our focus here is on understanding and following classroom instructions, greetings and colours. With this indiscreet learning, we are expecting official lessons in Year 3 to begin with more pace and for the children to feel confident in tackling a new subject.

The EYFS lead has been instrumental in introducing Spanish to their Topic work and Spanish activities are planned for every 3 weeks, or twice a half term. The focus has been on learning basic

colours and numbers to 5. The impact for KS1 is that they will enter Year 1 with pre-existing vocabulary and confidence. From Pupil Voice surveys taken in EYFS, they are excited about Spanish and enjoy the counting.

A Spanish online Google classroom was set up by the specialist teacher through lockdown and as a result this has been used since including links to websites and games the children could play. This is now a regular feature of home learning during which activities are set related to the current MFL learning in the classroom.

As a school, all adults believe in supporting, teaching and encouraging all children. However, Spanish lessons are inclusive to everyone as there is not always an expectation for a recorded outcome. The peer talk and questioning, both orally and on whiteboards ensure all children are able to access Spanish and the language. Vocabulary is clearly displayed on flipcharts and power points alongside pictures and key images where appropriate.

The MFL role includes supporting the Spanish Teacher with any planning, resourcing and questions that might arise. Planning scrutinies, monitoring and support helped by fortnightly line management meetings with the DHT help to support and administer the Spanish Curriculum.

Planning is available for Hispanic Days and passed on to teachers. They can adapt ideas, the flipcharts, and suggestions given to them. Advice on pronunciation and videos, help to support the teachers while delivering a Spanish lesson themselves.

Our Hispanic Days take place termly. The focus for EYFS and KS1 is to learn about the Spanish culture, celebrations and festivals, music, art and food alongside the geographical knowledge and understanding of where this country is compared to our own.

KS2 learns about other Hispanic countries around the world that can be found in South America or beyond. They are able to make comparisons between England and the UK with Spain and South American Hispanic countries.

Hispanic Days are recorded in the Spanish Scrapbooks from Reception to Year 6. Videos can be taken and stored centrally on the Shared T-Drive. Pupil voice has also shown that the children really enjoy the Hispanic Days especially following Lockdown and the in-ability to be in school or assemble centrally.

### **Impact**

At Randal Cremer, we measure the impact of our curriculum through the following methods:

- Observing children speaking and listening in Spanish
- Marking of written work in scrapbook about also Year 6 writing books
- Taking photos and images of children's work
- Two half-term meetings with MLT and DHT to discuss the curriculum
- Videos and images of children completing speaking and listening activities
- Interviewing children from different year groups about their learning
- Annual reports for KS2 with MFL included
- Monitoring of scrapbooks



The MFL subject lead monitors the impact MFL teaching is having on the children's learning through work and planning scrutinies, to ensure the progress of knowledge and skills have been taught effectively. The lead will also ensure the knowledge taught is retained by the children and they are able to apply the skills to different themes and topics within our curriculum. Impact can also be measured through key questions, Do Nows! , Can you still...? starters which are built into each lesson as well as informal assessments made by the MFL teacher which help inform planning and assessment of MFL in our school.

### **MFL Expectations for Scrapbooks**

- All work should be dated and LI displayed
- Every lesson should have work recorded – either photographically or tasks set
- Hispanic Days should be recorded in the Scrapbook
- The order of lessons and Hispanic Days need to be in chronological order for when they occurred
- New front cover on the scrapbooks to be given to teachers if new book is needed
- Record whether the lesson is a reading writing, speaking or listening activity
- Year 5 and 6 to begin using Spanish writing books in September 2022

### **Expectations for Writing books**

- All children to present work neatly, underlining the date and LI
- Do nows/Can you stills? to be recorded and self-corrected in blue pen
- Children to write down whether the activity is a Reading Writing, Speaking or listening task

## **Curriculum Statement - EYFS**

### **Intent**

We want all of our Children to start School feeling safe, comfortable and ready to absorb information across the 7 areas of EYFS. This will lead to every child feeling like they **belong** and are part of our School and community. We want every child to have a positive contribution and outcome from every single day that they spend here at Randal Cremer so that they can **become** the best individuals possible. Our Children must have the skill set to become independent learners to allow them to have the foundations for a fulfilling and enriching educational journey. For their CL they should have experienced a multi communication approach which will deepen their knowledge and understanding in the right context. This will include a variety of teaching strategies such as role playing, story maps, experience days and an exposure to many different writing styles. Our children's PSED will be secure by them having a caring nature towards others and a good level of esteem which will allow them to **believe** in themselves and everything that they do. They will finish Reception with secure fine and gross motor skills so that they can hold tools, pencils and objects with ease and confidence. They will also have good awareness of their own body, which will allow them to become risk takers and curious learners. As staff we will facilitate the children in the best way possible and provide a rich environment, language and experiences for every child to progress in every area of the EYFS framework.

### **Implementation**

**We have 7 areas in the EYFS curriculum which we cover each day. These areas are recorded through special books, observations (Learning ladders), Literacy books, Phonics books and quick assessments during lesson times. The EYFS team meet on a weekly basis where we say what is going well and where we feel we need to improve or give extra support to particular children. We use a variety of educational research to help develop our own skillset so that we can constantly improve and evolve as teachers. The EYFS lead will often have book looks with a particular focus and the Teachers and support staff are observed each term and given individual feedback.**

### **Prime areas**

**Communication and language** – It is important that we give the children as many opportunities throughout each school day to allow the children to experience and use a wide range of vocabulary. We encourage the children to engage in play and carpet sessions to allow them to develop listening and attention skills. The children have learning partners and carpet spaces which are changed every 3 weeks. This gives them the opportunity to talk to different children throughout the year which helps build their confidence, relationships and general social skills. Every lesson is language based so the children have the chance to share answers and opinions around the 7 areas. The staff help build up vocabulary and sentences by regularly modelling full sentences and adding the vocabulary to the children's experiences.

**Physical development** – Children have weekly PE sessions where they get to explore climbing, jumping, hopping, crawling dancing, throwing and catching. They use a variety of resources such as climbing frames, tunnels, scooters boards, pompoms, trampolines, parallel bars, peg ladders, rope

ladders, balls, hoops and beanbags. This provision is also provided on a daily basis both inside and out during choosing time. Children that struggle with PD have interventions 3 times a week focusing on the areas they find most difficult. We also focus on the fine motor skills on a daily basis where the children use playdough, water, shaving foam, sand, rice and lentils. The children also use many different tools throughout each day such as paintbrushes, tweezers, magnifying glasses, pencils, w pens, needles & thread, construction toys and scissors.

**Personal, social and emotional development** – Throughout EYFS we give the children the chance to grow as individuals by exposing them to as many different experiences as possible. The children will be encouraged to play with lots of different children throughout the day and they will also be grouped and put with partners who they may not always turn to. We allow children to resolve issues by themselves and if an adult is needed then they will scaffold until we feel the children are ready. Carpet sessions, snack time, choosing time and circle times all allow the children to experience different factors which allow them to support their overall health and wellbeing. We have weekly discussions around regular physical activity, healthy eating, tooth brushing, being safe, being kind, sensible amounts of screen time and sleep routines. We also use Zones of regulation so the children have the chance to identify their own feelings and how others may feel. This allows the children to work on strategies to help for each emotion they will feel throughout the day.

### Specific areas

**Literacy** – For Literacy we follow The Write Stuff where we focus on a core book for the week and 4 – 8 new words. The children write a list of the new words in their book and construct a sentence using one that they have picked. We have an experience day each week where the children get to use the new words in a particular context. We also have a Literacy table each day which will link to the core book and a particular writing style. Therefore over the year the children have written stories, labels, diagrams, letters, invitations and lists. The children will use their Literacy books twice a week in small groups or as a 1:1. We use RWI for our Phonics which we teach on a daily basis in ability groups. We also encourage the children to use their phonics during their Literacy writing. The children are exposed to different writing styles and stories each day and the children take a reading book home every week.

**Mathematics** – We follow the White Rose scheme when planning and teaching Maths and we teach Maths 4 days a week. The children also have the chance to use the Maths area during their choosing time and the activity will reflect the topic for that week. Every lesson contains an oral mental starter and a main theme. The children will then be encouraged to complete the activity at the Maths table during choosing time. Maths work is then collected and stuck in Special Books. We teach the skills needed by exposing the children to concrete, pictorial and then abstract ways of solving problems. The children don't move on to the next stage until the staff feel the children are secure and confident.

**Understanding the World** – At the start of each Year in both Nursery and Reception we teach the children to learn all about themselves and their immediate family/friends. This allows the children to explore their own cultures, religions and ways of living. We then build on this by sharing our own experiences and opinions which allows the children to understand different points of views and ways of living. We teach topic once a week and use snack times to have these discussions which over time we open up to the children. We celebrate every event over the year so that the children have a good understanding of all the different types of cultures and people in the world. We also have many topic lessons surrounding nature and this is also reflected in the activities during choosing time. The children will grow plants, learn about life cycles, habitats and food groups. We also have a Spanish lesson every 3 weeks and we encourage the children to speak in different languages during registration and special events.

**Expressive Arts and Design** – During choosing time the children get the chance to use the role-play, Art and music/dance area on a daily basis. Every two days the children will use a different tool/theme on the art table such as painting, cutting, printing, drawing etc. We change the role play area every two weeks so that it reflects the core book. The children have two short dance sessions every day and we regularly have Yoga, meditating and Tai Chi/mindfulness sessions. The children also get the chance to learn new ways of moving during their PE sessions and we often have music playing or instruments out during choosing time. We learn a new song every week and the children also get time each day to pick their favourite songs which we then perform as a whole class. When possible we add actions and instruments alongside our songs.

**Remote Learning** – we use Google classrooms when working from home. Every child has a login and the Teachers can put up work each day for the children and parents to access. We also have video lessons where we try to stick to the school routine as much as possible. In the afternoon we have open slots for 1:1 reading and extra Phonics practice. If the children are struggling to access this then the parents will be given a weekly phone call and a learning pack will be sent to them.

**Nursery Intake** – We take in children in September, January and April and we offer both part time and full time places at our Nursery. There is an establishment week at the start of each new intake and the children who have already been at Nursery are expected to model and show more independence at this stage depending on their own progress and development. We find that repeating the starting point in both January and April allows the children to consolidate previous learning and to gain strong bonds between each other. We use a buddy system to help settle the new children in and to help guide them and reassure them throughout each day. Morning teaching and activities is also repeated in the afternoon so that the part time children don't miss out on routine and their learning.

### **Impact**

Every child will have a baseline assessment at the start of Reception during Autumn 1. This is to give the Staff an idea of where the children's starting point will be. We also do our own one in Nursery where we check basic language, social, emotion and physical skills. This helps us to identify the children who need extra support or early intervention. Children who struggle in the EYFS prime areas

will often be put into smaller groups where they will work on the core skills needed to progress at school. For Autumn 2, Spring 1-2 and Summer 1 -2 we track each child using Learning Ladders. We assess all the 7 areas and say whether they are a cause for concern, at the age expected or above the age expected. This helps us to keep a record of every child's attainment and progress over the time in EYFS.

For day to day assessment the staff in EYFS use Learning ladders to make observations of the children. We cover all 7 areas per child every term. They will be assessed at Pre-School, Nursery and Reception level. Special books are used to collect the children's work during choosing time and they cover all 7 areas every half term. Reception also record weekly work in both Literacy and Phonics books. We follow the White Rose scheme for Maths, The Write Stuff for Literacy and Read Write Inc for Phonics.

The baseline and start of year assessments in both Nursery and Reception help us to identify the disadvantaged and SEND pupils. This allows us to send children to social, emotional, physical and language groups as soon as possible. Children are tracked using Learning ladders and individualized support and assessment plans. We are provided with help and support from Speech and Language and Specialist Teachers who drop in throughout the year to give us guidance and training. If we feel any children need to join these groups throughout the year they will be added and children who seem able to join back in with the whole class also get the chance to do so. We also provide the children with Visual timetables, PECS, Now and Next boards, individualized reward systems and social stories. For Children with more severe needs and an EHCP we will have an LSA to help support the children each day and they will have a personal timetable and activities created to fit their particular needs.

For children who are working above the age expected we will make sure they also get the chance to have 1:1 or smaller group support from a member of staff. This may include children reading higher level books or even starting Destination Reader before Year 1. Children will also be provided with differentiated work and will be expected to approach more tasks independently. Due to our open ended choosing time activities we allow the children to push themselves and therefore the work in Special books will show the different levels of the children. We also group the children during Literacy and Phonics to help them get the right learning and support.

The EYFS staff will have opportunities to have training both internally and externally each year. We attend moderations to check our assessments, recordings and the curriculum with other schools in the borough. The EYFS Lead also attends regular Forums to check the understanding and implementation of the new curriculum and assessment system.

## **EYFS - Non negotiables**

- Special books - double page for each half term, comments and areas for each piece of work, term titles in books
- Observation - every child to have all 7 areas covered through observations per term.
- Baseline assessments to be done in September for Reception
- Assessments - completed for Autumn 2, Spring 1, Summer 1 and Summer 2
- Phonics assessment to be completed by Autumn 1 for Reception
- Phonics assessment to be completed by Spring 1 (change groups as necessary).
- Phonics assessment to be completed by Summer 2
- Literacy books to start in Autumn 2 for Reception
- During choosing time adults to station themselves at an activity/area and encourage to interact and model key language and sentences to children.
- Both Reception and Nursery to have visual timetable up, zones of regulation and recognition start
- Assembly every Monday for Reception - Nursery to join half way through the year. Purpose: attendance, skills builder and recognition award.
- All 7 areas to be covered for choosing time provision
- To have your Phonics session materials ready every day for your group
- To stick to times e.g. group times and 1:1 times as closely as you can

## Curriculum Statement – Physical Education (P.E.)

### Curriculum Intent

At Randal Cremer, we aim to provide a PE curriculum that pupils from Reception to Year 6 not only enjoy but also allows them to experience a range of activities that help them to develop their health, fitness and wellbeing. We work hard on teamwork to support **belonging** to our school, we work on being creative and we intend to offer a high-quality physical education curriculum that inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities to also support **believing** in ourselves and others. This provides opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect and help us in **becoming** a well-rounded member of the community.

The national curriculum for PE aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

### Curriculum Implementation

Children are taught regularly by both teaching staff and our in house Sports specialist from Reception to Year 6.

We require our children to wear their kit to school on PE days consisting of a white t-shirt, blue/black shorts or joggers and plimsolls or trainers.

The curriculum is further enhanced by participation in numerous sporting tournaments with other schools in the area and after school clubs. During lunchtime, the playground is zoned with various activities for the children to choose to do.

We follow the guidelines set by the national curriculum to ensure we offer a range of PE activities that allow each child to feel challenged and offer opportunities to progress further.

### **EYFS**

#### **As part of the EYFS statutory framework pupils are taught:**

Physical development - involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively.

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

### **Key stage 1**

Pupils develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They are able to engage in competitive (both against self and



against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils are taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

### **Key stage 2**

Pupils continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils are taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### **Swimming**

Each year group in Key Stage 2 will attend swimming lessons for an intensive two week course Y3-Y6.

### **Curriculum Impact**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. At Randal Cremer, we use summative assessment to determine children's understanding and inform teachers planning. Each part of the PE curriculum is reviewed on a half termly basis by the class teachers on Learning Ladders.

## **PE - Non negotiables**

- Children should wear a PE kit on their PE days – plain white t-shirt, dark shorts/joggers/leggings, trainers or plimsolls, no jewellery and hair tied back
- Classes should be taught a routine for coming into PE lessons and leaving safely.
- Classes should be taught to prepare the equipment for lessons and how to set up safely.
- The key skill focus should be shared with the children during the lesson.
- Good examples of the key skills should be modelled either by the class teacher or a child.
- Children should be given the appropriate time necessary to practise their newly taught skills during the lesson.
- There should be time set aside for feedback on the skills-how did we do? How can we improve? What might we need to do next?
- The relevant vocabulary for that key skill or unit of work is shared with the class and used throughout the lesson.
- Strategies for success, rules or tactics should be shared with the class matching the key skill, game or movement being taught.