



# Pilgrims School

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## Teaching and Learning Policy

January 2023

Next review date: January 2024

**Please note: 'School' refers to Early Years Foundation Stage (Little Pilgrims, Kindergarten and Pre School) and Pilgrims Main School.**

## **RATIONALE**

This policy reflects the school vision and values

### **At Pilgrims we inspire each child to love learning**

We recognise the importance of making learning fun, interesting, meaningful and memorable. Therefore, we teach through a themed contextual approach enabling each child to connect ideas, build on prior knowledge and deepen understanding. We teach the children the principles of Growth Mindset and promote the skills of resilience and perseverance aiming to develop children who are confident to persevere in the face of challenge and foster the belief that it's not that they can't do it, it's that they can't do it .....yet!

Our Teaching and Learning policy aims to ensure that the children at Pilgrims are provided with quality learning experiences that lead to high levels of pupil achievement. This policy is at the heart of all we do at Pilgrims setting out clear expectations and ensuring equal opportunities for all our pupils.

In keeping with the School's values, staff and governors are committed to:

#### **Kindness**

- Providing a safe, stimulating learning environment
- Developing strong relationships, working in partnership with parents, governors and the community
- Providing a clear, consistent approach to behaviour management
- Providing social and emotional support and care

#### **Curiosity**

- Making learning an enjoyable and challenging experience
- Fostering imagination, creativity, problem solving and a willingness to take risks
- Developing a language rich curriculum
- Promoting assessment for learning building on what the children already know and encouraging a greater responsibility and ability to think and learn for themselves.
- Nurture a Growth Mindset. Encourage children to persevere with tasks and develop their resilience even when the path seems challenging.

#### **Respect**

- Ensuring that every child succeeds by providing an inclusive education with a culture of high expectations
- Celebrating achievements and success in and out of school
- Encourage understanding and attitudes that value and respect the views and feelings of others
- Promoting health and fitness

These School Values link directly with the way in which we actively promote Fundamental British Values at Pilgrims as outlined in our Fundamental British Values at Pilgrims Policy.

## LEARNING

We believe that effective, purposeful learning will take place when children:

- feel safe, secure and confident
- show interest, enjoyment and enthusiasm
- focus and concentrate on the task in hand
- respond positively to success and show pride in their achievements
- value each others' contribution and listen to their opinions
- interact positively with adults and peers
- seek out challenges, take risks, have a go
- have high levels of wellbeing and involvement

Moreover, they are provided the opportunity and time to:

- engage in problem solving, investigational activities and structured play
- be creative and develop the use of their imagination
- have first-hand learning experiences both inside and outside of the classroom
- ask questions to develop their knowledge skills and understanding
- work independently using the knowledge and skills relative to their ability
- work with others towards the achievement of their learning goals
- consolidate the skills and knowledge they have acquired
- reflect, evaluate and make improvements to their work
- show initiative to apply concepts and skills already learnt, to new situations, such as problem solving, investigational activities and structured play
- take responsibility for some of the aspects of their own learning

The strategies and documents we use to support these statements include:

- The Characteristics of Effective Learning as defined in the Early Years Foundation Stage guidance
  - Play and explore
  - Active learners
  - Creating and thinking critically – thinking
- Assessment for Learning (Appendix 1)
- Growth Mindset (Appendix 2)
- Thinking Actively in a Social Context (TASC) (Appendix 3)
- Accelerated Learning in Primary Schools (ALPS) (Appendix 4)

### Learning experiences

Children continuously learn throughout their time at home and at School. In school activities/lessons, routines and events are planned purposeful experiences that are based upon the Early Years Foundation Stage guidance and/or National Curriculum requirements.

Lesson and activities should

- inspire interest, imagination and enjoyment
- build on previous learning or prior knowledge
- have a context or link to a bigger picture
- enhance or develop skills and understanding
- enable all pupils to access to the learning
- use additional adults effectively to support the learning
- foster the application of physical and creative effort and interest

Routines are regular occurrences in school when the children go about their school life such as assembly, the start of the day, lunchtime, playtime, access to the library and many others. The people and places the children experience during these times will influence their behaviour and learning. Behavioural expectations must be clear, consistent and realistic to promote a positive experience for all.

Events such as performances, sporting occasions, visits and residential trips create opportunities for pupils to learn curriculum content and/or develop skills and personal and social characteristics. We view such events as important opportunities to develop new skills and attitudes at the same time as learning to get on better with other people.

## **TEACHING**

We believe that effective teaching will take place when teaching staff:

- have clear expectations and learning objectives linked to an understanding of how children learn
- manage time, resources, space, pupil groupings and classroom assistants effectively to develop the learning of skills, knowledge, and understanding
- provide opportunities for self reflection, evaluation and self expression; they endeavour to provide positive and constructive feedback, linked to the learning objectives
- aim to give immediate, verbal feedback to children whenever possible
- encourage high expectations with regard to behaviour, quality of presentation of work and personal effort
- make it known that individuals matter and they value children's contributions
- have clear and consistent expectations so that the pupils know what is expected of them and why – targets and success criteria for the children's learning are shared with them
- work in partnership with parents/guardians and consult with them on their child's development and progress

Teaching staff share ideas and reflect on what promotes effective teaching and learning. Teaching staff are resources for each other and they are encouraged to observe each other in the spirit of supportive, mutual observation.

## **Planning**

### **Little Pilgrims, Kindergarten**

A weekly planning overview sheet is completed showing the activities that have taken place indoors and outdoors during the week. The planning follows the children's personal interest and choices. The adult plans for special events and celebrations and these are added to the planning sheet. A learning journey board is added to each week. This includes photos of the activities and brings to life the planning sheet. A photo is taken of the board at the end of every half term and added to the planning folder. We follow the ethos of in the moment planning see appendix 5.

### **Pre School**

In Pre School, the curriculum is still largely play-based and is further enhanced through planned sessions in phonics, literacy, maths, ICT and PE. Skills are taught and developed through a mixture of play based continuous provision, open ended opportunities and adult-led tasks. Medium-term plans are produced to highlight the skills to be covered each term within each subject. Short term planning in Pre School identifies the learning objective, key vocabulary and questions for adult led/taught sessions.

## **Main School, Reception – Year 2**

Long term planning:

- The Creative Curriculum Topic Overview plots the learning journey for a child from Reception to the end of year 2 – appendix 6
- Subject Skills Lists, list the skills to be taught across the year for each subject and year group – appendix 7.
- These plans ensure progression, continuity and coverage of subjects across both the themed contextual topic approach and via discrete subject teaching.

Medium-term planning:

- The Creative Curriculum Topic Skills Planner (Appendix 8) is produced by each year group each term to highlight the skills to be taught across the topic. Year groups plan ideas to bring the theme to life and put the skills into context including visits, visitors, challenges and a range of exciting activities. Topics begin with a Wow Moment to excite and inspire the children's interest and conclude with a Fabulous Finish to end the theme. Thinking in a Social Context (TASC) activities are planned each term to encourage problem solving and higher order thinking skills (see Appendix 2).
- The Weekly Overview (Appendix 9) breaks down the theme into weekly titles over the term.

Once Year groups have created their medium-term topic plan, their theme is shared with the specialist teachers to establish possible links. Where necessary discrete skills and subjects are taught to ensure sufficient time and opportunity is given to all areas of the curriculum.

Short-term planning:

- The short-term planning outlines the lessons and activities for the week.
- The topic planning for Reception identifies the learning objective, key vocabulary and questions for adult led/taught sessions. In Key Stage One the short-term topic plans identify the learning skills, learning objective, key questions, success criteria, possible activities and learning outcomes/challenges/assessment opportunities.
- Subjects that are taught discretely (such as maths and computing) have their own separate short-term plans.

All planning documents may be annotated to inform further planning. Year group leaders lead weekly planning meetings for their department. They will also oversee all planning documents to ensure clear continuity, progression and coverage across the year group.

### **FEEDBACK AND MARKING**

We value all of the children's work and achievements. Work is marked in accordance with the schools Feedback and Marking policy.

### **ORGANISATION**

A range of teaching styles is essential to provide the children with a rich variety of experiences including:

- whole class didactic teaching
- individual exploratory work
- interactive group work
- interactive whole class teaching

The style of teaching, individual, group or whole class, will reflect the content of the lesson being delivered. Children may be grouped for a wide range of reasons. When grouping

occurs within the classroom its rationale should be clearly understood and based on objective criteria, which should be reflected in the planning. The grouping should be appropriate to the subject or task. Pupils should have opportunities to engage in collaborative tasks on a regular basis.

- Ability grouping should be flexible and subject to regular review.
- Grouping should be consistent with the school's policy for equal opportunities.

## **CLASSROOM ENVIRONMENT**

The classroom environments should effectively support the children's learning. Careful consideration is required as to the arrangement and management of the room and this demands flexibility and constant review. Each classroom should be positive and welcoming and reflect the identity of the class and the current creative theme. It should also promote independence and responsibility. Within each classroom you should find:

Materials and resources appropriately organised and labelled

- Clearly displayed learning objectives and success criteria (Year 1 and 2 and from the summer in Reception where appropriate)
- Layouts which allow for children to work individually or in appropriate groupings
- Interactive displays for literacy and numeracy
- Current, relevant and creative displays including examples of children work
- Accessible ICT resources

Displays and resources are regularly reviewed to ensure that the classroom environment remains relevant and reflective of current practices and policies.

## **ABLE, GIFTED AND TALENTED CHILDREN**

The school aims to provide appropriate support and challenge for children who are particularly able, gifted and talented, and who may therefore require further differentiation to that provided within the normal classroom setting. In addition, teachers review their class on a termly basis and may highlight a child or put them on to the Gifted and Talented register. Those children on the register will have the opportunity, through a range of experiences including specialist games lessons, and masterclasses with external providers to develop their skills and enjoyment.

## **SPECIAL EDUCATIONAL NEEDS**

The school recognises that some children require one to one support to enable them to have equal opportunity of access to the curriculum. The school is able to assess children and then arrange for extra support for them. The support may be for academic or behavioural needs. There is close liaison between parents and the school and each child's progress is reviewed termly.

## **EQUALITY, DIVERSITY AND INCLUSION**

The school believes that every child is entitled to a broad, balanced and coherent curriculum. Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. The curriculum builds on pupils starting points and is differentiated to ensure the inclusion of all. Equality of Opportunity should inform the whole of the curriculum and we will make all reasonable adjustments to ensure that these aspirations are met. We cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture.

## **ROLE OF THE PARENTS/GUARDIANS**

We believe that parents have a fundamental role to play in helping children to learn. To keep parents informed we:

- Hold parent consultation evenings in the autumn and spring term (spring and summer term for Little Pilgrims)
- Send an annual report home explaining the progress made and indicating next steps required
- Provide termly curriculum overviews so that parents are able to support their child's learning
- Operate an open-door policy
- Hold annual transition meetings to support parents and children prior to their move to the next year group
- Hold curriculum information events in school
- Provide information regarding news and current events which is regularly updated through social media, the schools web site and letters in book bags

## **ASSESSMENT, MONITORING AND RECORD KEEPING**

All teachers keep detailed records of their work with their class and of individual children's activities and progress. The cycle of formal assessments undertaken during each academic year can be found in the assessment policy. All staff recognise that assessment, whether it be informal, observational or written is fundamental to all teaching and learning. Teachers use information from assessment to influence the planning for individuals or group needs. Teachers keep records to inform planning, to contribute to report writing and to build up detailed pictures of each individual's learning needs.

## **MANAGEMENT AND COORDINATION**

All of the teaching staff reflect on their strengths and weaknesses and plan their professional development needs with the support of their line managers. Staff development needs are identified through Performance Development Cycles.

The Deputy Headteacher and the Headteacher, as part of the school's Monitoring and Evaluation Policy, will monitor the implementation of the Teaching and Learning policy. Curriculum Co-ordinators and Year Leaders should use it as a basis for their observations of colleagues by choosing key aspects as a focus for their observations.

When evaluating teaching and learning we consider:

- Classroom observations / environment
- Lesson observations
- Sampling of pupils' work
- Internal moderation
- Displays

A regular slot will be timetabled at staff meetings to focus on the policy, the sharing of practice and pedagogical debate.

Policies to refer to:

- EYFS
- Assessment, Monitoring and Evaluating
- Curriculum
- SEN
- Able, Gifted & Talented

- Behaviour and Assertive Discipline
- Feedback and Marking policies
- British Fundamental Values at Pilgrims



## **APPENDIX 1: Assessment For Learning (AFL) at Pilgrims**

### **Assessment for learning is:**

- What good teachers do
- A powerful way of raising standards in school
- When teachers and pupils are both clear about the purpose of the learning and the expected outcomes
- An interactive process between teacher and pupils and pupils and pupils where learning is the key topic of conversation
- Using things such as effective questioning, clear learning intentions, quality questioning, dynamic group work and self-assessment
- Pupils having the confidence to take risks in learning and to ask and answer questions about their learning
- Ensuring that pupils know what to do next to improve
- Pupils knowing why they are learning something
- Knowing how to use or apply your learning
- Fine tuning and differentiating planning and teaching in response to pupils learning needs
- Using the potential of all assessment opportunities to move pupils' learning forward
- Changing teaching plans according to outcomes of a lesson
- Enabling pupils to know what they are learning, why they are learning it and how it fits into the big picture of the curriculum

### **Key AfL strategies which should be evident from Reception up are:**

- Sharing the 'Big Picture' – the learning journey and where a topic is going
- Assessing prior knowledge and understanding
- Involving children in the learning (What would you like to find out?)
- Sharing the Learning Objectives and Success Criteria (These should be written down from the Summer term of Reception onwards where appropriate)
- Effective questioning
- Providing feedback (verbal or written)
- The use of success and improvement marking (stars and a wish)
- Time given for improvement
- Self and peer assessment (Self from Yr 1 and Peer from Yr 2)
- Modelling of work / sharing examples of good pieces of work
- Talking partners
- The teaching of the principles of Growth Mindset (see appendix 2)



Kindergarten and Pre School will use strategies they feel are appropriate (for example talking partners, effective questioning and involving children in their learning)

AfL resources and copies of Shirley Clarke's books are kept in the staff room.

## APPENDIX 2: Growth Mindset

DEVELOPING A **GROWTH MINDSET**



Fixed Mindset	Growth Mindset
 Intelligence is static. I must look clever!	 Intelligence is expandable. I want to learn more!
Avoids challenges	Embraces challenges
Gives up easily	Persists in the face of setbacks
Sees effort as pointless	Sees effort as the way
Ignores useful criticism	Learns from criticism
↓	↓
<i>Likely to plateau early and achieve less than full potential</i>	<i>Reaches ever higher levels of achievement</i>

INSTEAD OF.....	TRY THINKING....
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

Carol Dweck's Growth Mindset:

### Growth Mindset Strategies used in school:

Little Pilgrims, Kindergarten, Pre School	Main School
<ul style="list-style-type: none"> <li>• Praising the children's effort and perseverance.</li> <li>• The Power of Yet – you just can't do it yet!</li> <li>• Celebrating mistakes and using them to develop children's learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Praising the children's effort and perseverance.</li> <li>• The Power of Yet – you just can't do it yet!</li> <li>• Celebrating mistakes and using them to develop children's learning.</li> <li>• Use of the 6 B's</li> <li>• Growth Mindset lessons</li> <li>• Use of Growth Mindset displays</li> <li>• The Learning Powers – Resilience, Reciprocity, Resourcefulness and Reflection</li> </ul>

### **APPENDIX 3: Thinking Actively in a Social Context (TASC) at Pilgrims**

In Reception and Year 1 we do at least one TASC activity each term. It can be a short one/two lesson activity or a longer topic-based challenge.

TASC is 'Thinking Actively in a Social Context'. It is a problem-solving framework created by Belle Wallace, which encourages children to solve problems independently and creatively. It can be used in any curriculum area. TASC encourages the children to be the thinkers and decision makers in the problem-solving process: What do I know about this? What is the task asking me to do? How could I do it? Which is the best idea? How well did I do? How could I improve it? What have I learned?

Children can work on problems as a class, in groups, in pairs or individually.



There are eight stages to the wheel which the children work through:

1. Gather/organise
2. Identify
3. Generate
4. Decide
5. Implement
6. Evaluate
7. Communicate
8. Learn from experience.

Year 2 complete similar problem solving work using STEM activities.

#### **Resources:**

The A,G&T cupboard in the French room has the TASC book by Belle Wallace, A TASC DVD, a class TASC resource pack with laminated planning wheels for the children to write on and a TASC file with ideas and activities.

On the 'Teachers Common' area on the computer there is a TASC file containing Pilgrims TASC planning grid and other TASC resources.

The TASC website [www.tascwheel.com](http://www.tascwheel.com) also contains many ideas, resources and a wealth of information.

## **APPENDIX 4: Accelerated Learning in Primary Schools (ALPS) at Pilgrims**

ALPs is 'Accelerated Learning in Primary Schools'. The heart of this teaching approach is to build and maintain a positive and supportive learning environment. There are strong links between assertive discipline and ALPs.

The list below is Pilgrims agreed list of ALPs strategies which should be evident in all classrooms to help create an optimum learning environment:

1. Classes can choose to have affirmation posters around the classroom to support growth mindset e.g. (never, never, never give up, getting stuck is not a problem staying stuck is. Please see the ALPS resource book)
2. Use of music as a tool to enhance learning – some possible uses include:
  - Using tunes to learn facts e.g. times tables, number bonds etc
  - Putting music on to get changed for PE as a timed challenge
  - Using music at the start of the day as children come in to set mood
  - Having music playing whilst children are working to create a calm atmosphere
3. The use of visual, auditory and kinaesthetic methods in our teaching as much as possible (VAK) – Pgs. 27-32
4. To make connections with previous learning at the start of each lesson, and to review at the end. Pgs. 27-32 and 167-169
5. To state the learning intentions of the lessons to the children.
6. To teach good sitting/listening positions on the carpet and on chairs
7. The use of mind maps – whole class, group or individual as appropriate. Pg 54
8. Use of brain breaks – Pgs 133-141
9. To monitor the classroom temperature to ensure it is not too hot or cold
10. Have free access to water for the children to help keep them hydrated

Page numbers refer to the alps resource book by Alistair Smith and Nicola Call. This can be found in the G&T resource cupboard in the staffroom.

## **APPENDIX 5: In the moment planning- Little Pilgrims and Kindergarten**

- A model that allows child-initiated learning through play, based on capturing the interests of the children through personalised learning.
- Practitioners will take into consideration the children's interests to create meaningful educational experiences through providing an enabling environment, using quality interactions and teachable moments.
- The core elements for in the moment planning are:
  1. Environment.
  2. Quality interactions.
  3. Observation.

### **What we will do:**

- We will provide an environment and opportunities that stimulate curiosity and challenge thinking.
- We will observe and listen closely to the children's play.
- We will work alongside parents to create environments that will spark the children's interest.
- We will praise and reinforce positive learning experiences.

### **Teachable moments:**

Teachable moments are about recognising that young children often learn in a more informal and creative way. Within this style of teaching we are looking for opportunities to allow learning to take place through child-initiated play alongside providing challenge and open-ended questioning when needed.

## APPENDIX 6: Reception – Year 2 Creative Curriculum Topic Overview

		Autumn	Spring	Summer
2019-20	Pre School	Knock Knock	Heroes and Villains	<b>Planned</b> - Olympics and Japan <b>Actual</b> – Stories related to phonics
	Reception	Me and My World (UW, PSED, C&L)	Animal Tails (Lit, EAD, C&L)	<b>Planned</b> - Olympics and Japan <b>Actual</b> - Wild and Wonderful (Lit, EAD, C&L)
	Year 1	I'm an explorer get me out of here (hist)	Pack Your Trunk (geog/sci)	<b>Planned</b> - Olympics and Japan (geog/sci) <b>Actual</b> – Stick together - adapted
	Year 2	Ahoy Me Hearties (geog/sci)	Mind the Gap! (hist)	<b>Planned</b> - Olympics and Japan (geog/sci/hist) <b>Actual</b> – <b>Forest Adventure</b>
2020-21	Pre School	<b>Planned</b> - Knock Knock <b>Actual</b> - In the Moment planning	<b>Planned</b> - Splish, Splash, Splosh <b>Actual</b> - In the Moment planning	<b>Planned</b> - Wild and Wonderful Footprints in the Forest <b>Actual</b> - In the Moment planning
	Reception	Me and My World (UW, PSED, C&L)	<b>Planned</b> - Tell me a Story (Lit, EAD, C&L) <b>Actual</b> – Wild and Wonderful (UW, Lit, EAD)	<b>Planned</b> - Wild and Wonderful (Lit, EAD, C&L) Footprints in the Forest <b>Actual</b> – Tell me a Story (Lit, EAD, C&L)
	Year 1	Oh What A Knight (hist)	<b>Planned</b> - Monkey Puzzle (geog) <b>Actual</b> – Into Africa (geog)	<b>Planned</b> - Wild and Wonderful (sci) Wild Child <b>Actual</b> – Stick Together
	Year 2	Pole to Pole (geog)	Upstairs Downstairs (hist)	<b>Planned</b> - Wild and Wonderful (sci) Robin Hood <b>Actual</b> – 1 <sup>st</sup> half - Into the Woods -Red Riding Hood 2 <sup>nd</sup> Half – Religions, science week, production week, healthy heart week, transition week.
2021-22	Reception	Me and My World (UW, PSED, C&L)	Around the World – Food Focus (UW, PSED, C&L PD)  <b>Actual</b> – Rumble in my Tum Food, from different countries	Animal Tales (Lit, EAD, C&L)

			(UW, PSED, C&L, PD)	
	<b>Year 1</b>	Commotion in the Ocean (sci/geog)	Around the World – Contrasting Environments (Savannah, Ice, Jungle...)(sci/geog)  Actual - Tall Tale (geog)	On the Move (hist)
	<b>Year 2</b>	POW! (hist)	Around the World – Contrasting Environments (Savannah, Ice, Jungle...)(sci/geog) <b>Actual – Out of This World! (Sci/geo/hist)</b>	Into the Woods - Red Riding Hood/Wolves (sci/geog)
<b>2022-23</b>	<b>Reception</b>	Me and my world (UW, PSED, C&L)	The Bear Necessities (UW, PD, CL)	Wild and Wonderful (UW, Lit, EAD)
	<b>Year 1</b>	Boots Bogs and Babies (sci)	(hist) I'm an Explorer get me out of here	Pack Your Trunk (geog)
	<b>Year 2</b>	Out of this world (sci/geog)	Mind the Gap! (Hist/Geo)	Tales of the Riverbank (sci/geog)
<b>Seasonal Events</b>	<b>Annually</b>	<b>Harvest, Bonfire Night, Diwali Christmas,</b>	<b>Easter</b>	<b>Happy Heart Week (PE - links with science and wellbeing)</b>

**APPENDIX 7: Example of a Long Term Subject Skills List**  
**Computing National Curriculum Statements KS1 Year 1**

	Computer Science			Information Technology	Digital Literacy	
Statement	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	Create and debug simple programs.	Use logical reasoning to predict the behaviour of simple programs.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Recognise common uses of information technology beyond school.	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
Outcome	Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that an algorithm written for a computer is called a program.	Children can work out what is wrong with a simple algorithm when the steps are out of order and can write their own simple algorithm. Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code.	When looking at a program, children can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program.	Children are able to sort, collate, edit and store simple digital content e.g. children can name, save and retrieve their work and follow simple instructions to access online resources.	Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between objects that use modern technology and those that do not e.g. a microwave vs. a chair.	Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. Children take ownership of their work and save this in their own private space.

Autumn Term Spring Term Summer Term Multiple Terms

**Note: The above table shows the terms where skills are primarily covered but several are also incorporated throughout the year.**



## APPENDIX 8: Creative Curriculum Topic Skills Planner

### PSHE:

Keeping/ Staying Safe  
 Assessment/ Introduction  
 NSPCC Pants Lesson  
 Road Safety  
 Keeping/ Staying Safe  
 Washing Hands  
 Tying shoelaces  
 Online relationships  
 On-line Reputation  
 Kipsy Club

**Literacy: Texts:** Bog Babies, Jeanne Willis, King of Tiny Things, Jeanne Willis, One Peaceful Food, Chris Butterworth, After the Storm—Nick Butterworth, Diwali—Katie Daynes, Places of Worship—Ruth Nasson  
**Writing:**  
 Punctuate sentences with capital letters and full stops  
 To leave spaces between words  
 Write from personal experience  
 Simple letters using the correct structure  
 Diary entries and recounts  
 Stories from recall and opportunities to sequence them correctly  
 A retell of familiar stories  
 Recognise and create rhymes using final blends  
 Create acrostic and riddle style poems  
 Pronouns, verbs, questions, adjectives  
**Speaking and listening:**  
 Drama: re-enacting the Diwali story  
 Take part in directed productions

### Outdoor:

To value outdoor learning  
 To listen  
 To follow instructions  
 To observe how the environment changes  
 To observe  
 To use tools safely - clay

### Discrete:

Weekly grammar lesson  
**Handwriting**  
 Think Write Handwriting Scheme  
**Phonics & Spelling**  
 The Code  
 LA phase 3b  
 A – Phase 4b  
 AA -phase 5  
**Reading & Comprehension**  
 simple Cloze procedures  
 Verbal comprehension in reading sessions

### FOCUS: Science and Geography

**Plants and animals**— identify and name a variety of common plants, describe structure of plants, identify and name a variety of common animals, describe and compare the structure of a variety of common animals, identify, name, draw and label the basic parts of the human body and say which part is associated with each sense. Understand that animals should be treated with care and sensitivity. Know the difference between living and non-living— group living things according to similarities and differences, find out about different plants and animals and their environments, care for our environment (countryside code) Name and sort common materials and find out about their uses.

**GEOGRAPHY: Geog enquiry**—Investigate their surroundings, use info books/photos as sources of info. Express views about environment, make observations of where things are.

**Map work**- To draw simple maps. Use symbols on own maps.

**Fieldwork**—Answer questions, draw features they observe in environment, Knowledge and understanding.

**Weather** – identify seasonal changes and weather patterns

## SKILLS PLANNER

YEAR ONE

### Bogs, Boots & Babies

WOW moment: find BB

Fabulous Finish: Church Visit

TASK/STEM  
 Design and  
 make home  
 for the Baby

### Numeracy (topic link):

Collect data  
 Produce tally charts  
 and block graphs

### Take home tasks:

Make a Diwali card for  
 Pam – customs and  
 celebrations

### Computing:

Digital Literacy (Use technology safely and respectfully, keeping personal information Private):  
 Logins  
 Avatars  
 Information Technology: (Use technology purposefully to create, organise, store, manipulate and retrieve digital content):  
 Files; save and open  
 Frog image and text fact sheet  
 Christmas cards; create (images and text) & print  
 Computer Science (Understand what algorithms are)  
 Algorithms; Lego, similar pictures.

### PE: Gymnastics:

control and coordination,  
 travelling, basic actions on  
 floor and apparatus, tuck, pike  
 and straddle, dish, balancing,  
 jumping, linking sequences,  
 evaluating  
 Team Building:  
 communication, inclusion,  
 confidence, trust, decision  
 making, planning, balancing,  
 travelling

### Music:

Beginning rhythmic notation  
 using instruments and  
 bodies  
 Imitating rhythms correctly  
 Creating rain showers using  
 body percussion and  
 instruments using dynamics  
 Songs / pieces relating to  
 outdoor  
 Harvest and Christmas  
 songs

### French:

classroom instructions  
 numbers 1-10  
 say your name and how you are  
 describe the bog baby  
 seasons– link to weather and colours  
 revise shapes  
 say their age and ask others how old  
 they are  
 Christmas

**Art:** Investigate and use drawing media and techniques to communicate ideas.  
 Explore the use of line, e.g. thin, bold, feint, wavy, broken and incorporate into their work where appropriate.  
 Make use of lines to describe the main shapes observed.  
 Shape and join clay using simple tools, and techniques  
 Uses one colour of paint or ink on a block  
 Repeating patterns, random or organised, with range of blocks.  
 Explores images through polystyrene printing on a variety of papers  
 Make prints based upon different surfaces taken from the environment, natural and man-made objects.  
 Make use of natural and/or man-made materials to create

### Swimming:

Front crawl- introduction to  
 bilateral breathing. Back stroke  
 to maintain a flat body, straight  
 arms & propulsive kick.  
 Introduction to breaststroke arm  
 and legs coordination. Skills:  
 Perform a sitting dive (hold a  
 streamline position), Push and  
 glide from the wall  
 towards the pool floor.

### Design Technology:

To work safely and hygienically  
 To measure and weigh using non-  
 standard measures  
 talk about their plan in the order it  
 is to be done  
 To use existing knowledge of  
 materials and products to create  
 their design

### RE:

Celebrations:  
 harvest,  
 festivals of light; diwali,  
 Christmas  
 Christmas  
 Compare Diwali and  
 Christmas  
 How do people celebrate  
 Compare religions  
 Religious art

### History:

Jar of me  
 Identify changes and sequence  
 events within living memory  
 Sequence objects that are  
 clearly from different time  
 periods  
 recognise the difference  
 between past and present in  
 their own and others lives

### Diversity

TEXT - Our Class is our  
 Family  
 Diversity scavenger hunt  
 Compare homelives – jar of  
 me  
 Compare families – jar of  
 me  
 Compare religious festivals  
 MUST DO – discussion  
 tasks

## APPENDIX 9: Weekly Overview

RECEPTION		WEEKLY THEMES, TEXTS, SEASONAL, ASSESSMENT AND DISCRETE WEEKS							
TERM	THEME								
AUTUMN	Me and My World	<b>Wk 1 5/9/22</b> <b>WELCOME</b> WOW Introduce class pet Jobs in the Classroom Recycling Introduce yourself to class pet 1st MONTH BOOKS I am ... I am 45	<b>Wk 2 12/9/22</b> <b>BABIES</b> Baby Photos S&L I liked ... (Speech Bubbles) Timeline of a person I live in ... READING BOOKS HOME ON FRIDAY MATHS ASSESSMENT	<b>Wk 3 19/9/22</b> <b>FAMILIES/HOMES</b> Family Boxes Where do you live? Our family home I live in ... START PHONICS WRITING ASSESSMENT	<b>Wk 4 26/9/22</b> <b>FAMILIES/CELEBRATIONS</b> Discuss photos—I am at ... Watch CBeebies 'Let's Celebrate' START HANDWRITING	<b>Wk 5 3/10/22</b> <b>SCHOOL COMMUNITY</b> Meeting People in school Jo, Pam, Glen/ Hayden/Lucy, Sara 1st MONTH BOOKS It is ... RadioPhonic As-	<b>Wk 6 10/10/22</b> <b>JOB S</b> Jobs in the wider world Parents/Visitors visit school to share their job Rosie is a vet	<b>14.10.22</b> <b>MARVELLOUS MIDDLE</b> What I want to be when I grow up dress up day. Parade in hall. Sp&L—I want to be	<b>TAKE HOME TASK</b> Autumn Hunt
		<b>Wk 7 31/10/22</b> <b>AUTUMN</b> Autumn Hunt and signs of Autumn 1st MONTH BOOKS Guy Fawkes (British Values) Firework Safety	<b>Wk 8 7/11/22</b> <b>AUTUMN</b> Hibernating Animals Sorting Activity in pairs Remembrance Day	<b>Wk 9 14/11/22</b> <b>AUTUMN</b> Nocturnal/Diurnal Animals Sorting activity	<b>Wk 10 21/11/22</b> <b>SEASONS</b> Identify The Four Seasons Sort picture clues into correct season—justify why	<b>Wk 11 28/11/22</b> <b>CHRISTMAS</b> Read Christmas Story Play performances Christmas Cards Christmas Calendars	<b>Wk 12 5/12/22</b> <b>CHRISTMAS</b> Write about part in Christmas play Christmas Party		
SPRING	Bear Necessities	<b>Wk 1 2/1/23 (3 Days)</b> Stunning Start Going on a Bear Hunt Focus: Story Maps	<b>Wk 2 9/1/23</b> Going on a Bear Hunt Focus: Story Writing	<b>Wk 3 16/1/23</b> Old Bear Stories Focus: Character Descriptions	<b>Wk 4 23/1/23</b> Old Bear Stories Focus: Super Sentence	<b>Wk 5 30/1/23</b> Goldilocks and the 3 Bears Focus: Story retell	<b>Wk 6 6/2/23</b> Marvelous Middle Focus: Oldie Locks & the 3 Bears Theatre Production 1st of the Month	Take Home Task Make a Story Box Bear Story	
		<b>Wk 7 20/2/23</b> Let's be an Author Focus: Story Writing	<b>Wk 8 27/2/23</b> Let's be an Author Focus: Story Writing	<b>Wk 9 6/3/23</b> I'm a Poet & didn't know it! Focus: Write a Poem 1st of the Month	<b>Wk 10 13/3/23</b> I'm a Poet & didn't know it! Focus: Write a Poem	<b>Wk 11 20/3/23</b> Easter Fab Finish Teddy Bears Focus: Invitation		Rousseau	
SUMMER								Father's Day 18/6	