

Teaching and Learning Policy and Procedures



St John's
CofE Primary School

Approved by:	AGC	Date: 7 th July 2021
Last reviewed on:	July 2021	
Next review due by:	July 2022	

Table of Contents

1.0 Aims and Scope	4
1.1 Writing and Reviewing the Teaching and Learning Policy	4
2.0 Curriculum	5
2.1 Basic principles	5
2.2 Curriculum intent model	5
2.3 Implementation	6
2.4 Impact	6
2.5 British Values	7
Democracy	7
Rule of Law	7
Individual Liberty	7
Mutual Respect and Tolerance of Those with Different Faiths and Beliefs	7
2.6 SMSC	8
Social	8
Moral	8
Spiritual	8
Cultural	9
3.0 More Able Pupils	10
3.1 Aims	10
3.2 Identification	10
3.3 Provision	11
3.4 Monitoring	11
3.5 Disadvantaged most able pupils	12
3.6 SEND	12
3.7 Disadvantaged pupils	12

4.0 Learning Environment	13
4.1 The intent of the learning environment.....	13
4.2 Implementation	13
Maths	13
English	14
Theme	14
Religious Education	15
4.3 Impact	15
5.0 Homework Policy	16
5.1 Rationale	16
5.2 When will Homework be set?	16
5.3 What does this look like for my child?	17
5.4 Clarification on Reading at home:.....	18
5.5 Doodle Maths, Doodle English and Times Table Rock Stars	18
5.6 Home Learning Menu	18
5.7 Extra Teacher Guidance:	19
YR and Y1	19
Y2.....	19
KS2.....	19
5.8 Links to School Values	20
6.0 Drop In Policy	21
6.1 Rationale.....	21
6.2 Purpose.....	21
6.3 Focus of drop ins	21
6.4 Drop in Structure	21
6.5 Feedback.....	21

6.6 Guidance for observers	22
6.7 Outcomes of the Drop in	22
6.8 Checklist	23
Appendix A: Long-Term Memory Model	24
Appendix B: Allocated time for subjects	25
Appendix C: Subject specific intent models	26
English (Reading)	27
English (writing)	28
Maths	29
Science	29
History	30
Geography	32
Music	33
Computing	34
Art and Design	34
Design and Technology	35
Religious Education	37
French	37
PSHE (Jigsaw)	38
PE	40

1.0 Aims and Scope

1.1 Writing and Reviewing the Teaching and Learning Policy

The Teaching and Learning Policy is reviewed annually and should be read in conjunction with other relevant Trust and school policies. These can be found on the school website. In particular, the Futura Teaching and Learning Policy highlights key principles that inform teaching and learning practices across the school.

- St John's Inclusion Policy
- St John's Positive Behaviour Policy
- St John's Relationship and Sex Education (RSE) Policy
- St John's SEND Policy
- Futura Early years Foundation Stage Policy
- Futura Equality and Diversity Policy
- Futura Online Safety Policy
- Futura Teaching and Learning Policy

2.0 Curriculum

2.1 Basic principles

1. Learning is a change to long-term memory (see appendix).
2. Our aims are to ensure that our students experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of procedural and semantic knowledge.

2.2 Curriculum intent model

1. Our 4 Curriculum drivers; environment, spirituality, morality and creativity shape our curriculum breadth. They are derived from an exploration of the backgrounds of our students, our beliefs about high-quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities.
2. Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.
3. Curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars.
4. Our curriculum distinguishes between subject topics and threshold concepts. Subject topics are the specific aspects of subjects that are studied.
5. Threshold concepts tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 'forwards-and-backwards engineering' of the curriculum, students return to the same concepts over and over, and gradually build understanding of them.
6. For each of the threshold concepts, three milestones (each of which includes the procedural and semantic knowledge students need to understand the threshold concepts) provide a progression model. Within each milestone, students gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for students is to display sustained mastery at the advancing stage of understanding by the end of each milestone and for the most able to have a greater depth of understanding at the deep stage. The timescale for sustained mastery or greater depth is, therefore, two years of study.
7. In the core subjects (English, Science and Maths) the timescale for sustained mastery or greater depth is one year of study. Further detail can be found in Appendix C (subject specific intent models).
8. Cognitive science tells us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long-term memory (See Appendix A). Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding, they must first master the basics, which takes time.

9. As part of our progression model we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep (working towards, expected and greater depth in the core subjects). This is based on the research of Sweller, Kirschner and Rosenshine who argue for direct instruction in the early stages of learning and discovery-based approaches later. We use direct instruction in the basic domain and problem-based discovery in the deep domain. This is called the reversal effect.
10. Also as part of our progression model, we use POP tasks (Proof of Progress) which show our curriculum expectations in each cognitive domain. In the core subjects the year group objectives outlined by the National Curriculum provide a progression model.

The time allocated for each subject can be found in Appendix B and the curriculum intent model for each subject in Appendix C.

2.3 Implementation

1. Our curriculum design is based on evidence from cognitive science; three main principles underpin it:
 - Learning is most effective with spaced repetition.
 - Interleaving helps students to discriminate between topics and aids long-term retention.
 - Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.
2. In addition to the three principles, we also understand that learning is invisible in the short term and that sustained mastery takes time.
3. Our content is subject specific. We make intra-curricular links to strengthen schema where we can.

2.4 Impact

1. Because learning is a change to long-term memory, it is impossible to see impact in the short term.
2. We do, however, use probabilistic assessment based on deliberate practice. This means that we look at the practices taking place to determine whether they are appropriate, related to our goals and likely to produce results in the long run.
3. We use comparative judgement in two ways: in the tasks we set (POP tasks, see point 9 of intent) and in comparing a student's work overtime.
4. We use lesson observations to see if the pedagogical style matches our depth expectations (see point 8 of intent).
5. In order to make learning memorable each half term starts with a 'hook' linked to that term's teaching. Amongst other activities this includes at least one trip out, one 'dress up' day when the children are immersed in the theme, one trip to the library and one trip to a museum.
6. Our curriculum also mirrors the trust wide Futura curriculum ensuring a seamless progression from primary to secondary.

2.5 British Values

Our school reflects British values in all that we do. We nurture our pupils on their journey through life so they grow in to caring, responsible and tolerant adults who make a positive difference to British society and to the wider world. We encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and others in our school, our local community and beyond.

At St John's, we actively promote British values in the following ways:

Democracy

Pupils are encouraged to debate topics of interest, express their views and make a meaningful contribution to the running of the school. They are able to do this in a number of ways e.g., school council; eco council and class discussions.

Rule of Law

We have a clear positive behaviour policy which helps pupils to make good choices about their behaviour. Pupils are helped to distinguish right from wrong, in the classroom, during assemblies and in the playground. This is supported by a Restorative Justice approach.

Individual Liberty

At school, pupils are encouraged, and given the freedom to make choices, knowing that they are in a safe and supportive environment, e.g., challenging themselves in their learning. They are supported to develop self-knowledge, self-confidence and a growth mind set in all areas of school life. Pupils are taught to understand and exercise their rights and personal freedoms in a safe way, e.g., UNICEF Children's Rights within Jigsaw lessons. They have key responsibilities in school e.g., classroom monitors, playground partisans, spiritual leaders, school council and eco-council representatives as well as sports leaders.

Mutual Respect and Tolerance of Those with Different Faiths and Beliefs

Respect is one of our school values. Pupils understand that respect is shown to everyone, both adults and children. We help them to develop an understanding of, and respect for, their own and other cultures. Staff and pupils are encouraged to challenge prejudicial or discriminatory behaviour. Through the PSHE (Jigsaw) and RE curriculum pupils are encouraged to discuss and respect differences and similarities between people. We offer a culturally rich and diverse curriculum in which all major religions are studied. Through our thematic curriculum we learn about the world in themes such as Eco Warriors and Wonderful World.

2.6 SMSC

SMSC stands for social, moral, spiritual and cultural development. At St John's, we take great pride in our approach to SMSC across the school, feeling that pupils should develop into tolerant, caring individuals with a social conscience. SMSC feeds into several areas of life at St John's: collective worship during assemblies; charity and community outreach projects; school council; eco-council; online safety and mental health awareness days; as well as playtime partisans and spiritual and sport leaders.

Social

We teach and model a range of social skills to aid children's development of working with others. We believe it is important for children to be active members of the school and local community and provide opportunities to engage with this. Children learn to listen to diverse viewpoints, resolve conflicts and engage with the British values of democracy, the rule of law, liberty, respect and tolerance.

Moral

Children's moral development involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.

Spiritual

As school underpinned by Christian values, children are encouraged to develop a strong sense of spirituality to support their own well-being. We recognise that the development of spirituality is important for everyone regardless of their faith and background.

The four elements of spirituality consist of:

Self

- Awareness of feelings; ability to reflect and express
- Awareness of our uniqueness; happiness with who we are
- Gratitude for the things we have and the person we are
- Exploration of personal faith
- Development of imagination and creativity

Others

- Empathy and understanding; respect, tolerance
- To love and be loved (loving your neighbour)
- Making a difference; duty

Transcendence (Beyond Human Physical Experiences)

- Encountering/experiencing God (having a sense of what lies beyond the material/physical)
- Ability to formulate and discuss the 'Big Questions' (e.g., about life, death, suffering, nature of God)
- Opportunities for prayer, connecting with God
- Making sense of the world

Beauty

- Developing a sense of awe and wonder
- Enjoying the miracles of everyday life
- Taking time for what really matters
- Appreciating beauty in art, music, nature

Cultural

Cultural capital provides our students with the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values. Throughout the curriculum, children are exposed to different cultural influences enriching their learning and providing them with a broad and balanced curriculum, enabling them to take part in cultural experiences they may not otherwise be exposed to otherwise. Our engaging curriculum and hook days support these experiences.

3.0 More Able Pupils

At St John's, we value all pupils equally and ensure that each child has the opportunity to realise their full potential in a challenging and supportive environment. Our school will have, at any time, more able pupils, some of whom may be exceptionally able and this may be in one or more areas of learning. We believe that we can make a difference in enabling these pupils to achieve the greatest possible progress and recognise the value and importance of identifying and celebrating their achievements and successes. We are committed to the creating deep learning opportunities and enrichment surrounding the curriculum, in order to ensure the holistic progression of the most able pupil.

3.1 Aims

- Provide a high-quality curriculum that offers breadth, depth and challenge for all pupils.
- Provide quality first teaching.
- Provide opportunities to extend and challenge pupils through mastery tasks, independent learning, opportunities for creativity and higher-order thinking skills.
- Foster a culture of achievement by creating a climate of learning and excellence throughout the school and a culture of high expectations.
- Work in partnership with parents and carers to help them promote children's learning and development.
- Make use of links with other schools and the wider community to enhance learning opportunities.

3.2 Identification

We identify more able children in a variety of ways:

- Formative and summative assessment takes place against Age Related Expectations.
- Summative assessment is made through a combination of:
 - published tests
 - teacher assessment using age related outcomes
- Informal assessment is made by Class Teachers on a daily basis, using:
 - the marking of pupils' work
 - observation of pupils' performance in class
 - discussions with pupils about their work and interests

- Nomination by parents and other adults who know the pupils (e.g. their swimming coach or club leader). These are communicated to school through:
 - discussions during Parents' Evenings
 - informal conversations between parents and teachers
 - opportunities for pupils to display and discuss their talents and interests during classroom discussions
 - a year-round opportunity for pupils to bring in awards and trophies from extracurricular activities

3.3 Provision

Within the school, we provide:

- Mastery tasks which allow pupils to access the curriculum at a greater level of complexity and depth. These tasks could require problem solving, enquiry, critical thinking and research skills.
- Tasks and assessment which encourage metacognition and talking about the learning process
- Differentiated lessons that provide extension and challenge for the more able
- Enrichment opportunities, both within and outside the curriculum, exposing the more able pupils to experiences not usually encountered as part of the curriculum.
- Entering trust competitions e.g., Futura Performance Poetry Competition, Sports Competitions
- Encouraging participation in local events e.g., Keynsham Winter Festival, art competitions

3.4 Monitoring

Class teachers are accountable for the attainment and progress of pupils in their class. They will regularly monitor the progress of their pupils and are responsible for ensuring that provision, support and challenge meet the needs of their most-able learners. They liaise with parents as appropriate, on how they can support their child's learning. SLT use pupil tracking data, to identify pupils who do not make expected progress and evaluate the success of strategies implemented to support pupils in their learning. More able pupils are discussed at pupil progress review meetings.

3.5 Disadvantaged most able pupils

As with all pupils, St John's is committed to ensuring that most able children are fully challenged and achieve their potential through quality first teaching. We ensure that disadvantaged most able pupils are provided with opportunities to not only access and embrace the curriculum but to experience learning and life skills that will develop their whole being as a child through our curriculum opportunities and enriching cultural capital experiences.

3.6 SEND

For further information on how we support children with special educational needs, please see SEND policy.

3.7 Disadvantaged pupils

For further information on how we support disadvantaged children, please see the Pupil Premium Strategy Statement.

4.0 Learning Environment

4.1 The intent of the learning environment

Learning environments will:

- Be positive and purposeful.
- Promote a culture of aspiration as well as recognise reward and effort
- Promote a consistent and effective application of the behaviour policy.
- Encourage and actively promote independence, resilience and motivation.

4.2 Implementation

1. Each classroom will display the following subjects:

Maths

	KS1	KS2
Maths area	<ul style="list-style-type: none">• Maths resources/draws labelled/organised• Marking Station area (Years 3,4,5 and 6 and from Summer term Year 2)• Maths tool kit to access manipulates for children• Challenge station/area	
Maths Working Wall (changed and reflective of current Maths unit)	<ul style="list-style-type: none">• Topic• Key Vocabulary• Our Learning journey• STEM Sentences• We will be able to (Exit card)• 2, 5, 10, 3 & 4 times tables displayed	<ul style="list-style-type: none">• Topic• Key Vocabulary• Our Learning journey• STEM Sentences• We will be able to (Exit card)• Marvellous mistakes• 4-12 times tables displayed

English

	EYFS	KS1	KS2
English Area	<ul style="list-style-type: none"> • Sound mats and keyword mats available each lesson 	<ul style="list-style-type: none"> • Sound mats and keyword mats available each lesson • Word mats available every lesson 	<ul style="list-style-type: none"> • Sound mats (where necessary) and keyword mats available each lesson • Word banks, dictionaries and thesauruses to be available every lesson (or in a clearly labelled drawer)
English Working Wall (changed and reflective of current Writing unit.)	<ul style="list-style-type: none"> • RWI flashcards • 'Red words' • RWI simple sound chart 	<ul style="list-style-type: none"> • WAGOLL • Spelling focus for the week • Vocabulary related to text type • Text type features • RWI complex sound chart • Learning journey to be displayed and include each stage of the teaching sequence • VIPERS 	<ul style="list-style-type: none"> • WAGOLL • Spelling focus for the week • Vocabulary related text type • Text type features • RWI complex sound chart • Learning journey to be displayed and include each stage of the teaching sequence • VIPERS

Theme

Theme Area	<ul style="list-style-type: none"> • Timeline • Maps of area being studied
Theme Display	<ul style="list-style-type: none"> • Theme heading • Hook day • Knowledge harvest • Display will show examples of children's learning across the curriculum using headings: As a writer; As a historian; As a geographer; As a designer; An an artist

Religious Education

Spiritual Area	<ul style="list-style-type: none">• Bible• Candle• Prayer jar• School prayer
RE Display	<ul style="list-style-type: none">• Examples of children's work updated termly

2. All classes will:

- Establish jobs for different areas of the classroom:
 - Book corner monitors
 - Spiritual area monitors
 - Cloakroom monitors
 - English monitors
 - Maths monitors
 - Theme monitors
- Keep surfaces clear, apart from the subject specific areas noted above.
- Only display work and other notices on display boards.
- Take responsibility for the communal areas around the school including the hall, library and cloakrooms.

4.3 Impact

- The school looks tidy and welcoming, which encourages pupils to respect and take pride in their school.
- Displays and learning areas help to communicate learning objectives and facilitate learning.
- Displays create an ethos of achievement by celebrating all success.
- Pupils can independently find and use resources to aid their learning.
- Pupil's attention is directed to the focus of the lesson.

5.0 Homework Policy

5.1 Rationale

As a school, we believe strongly that setting homework is an opportunity to reinforce and practise skills, building confidence and strengthening learning opportunities for all learners. This policy sets out a framework within which teaching staff can work and gives guidance on planning, teaching and assessment.

5.2 When will Homework be set?

	Writing	Reading	Maths	Theme
YR to Y6	Spellings/ phonics – uploaded to Seesaw on Friday, tested the following Friday. Doodle English – one ‘extra’ set each week on a Friday.	Daily - recorded on Go Read	Doodle Maths – one ‘extra’ set each week on a Friday. Times Table Rock Stars daily.	Home learning menu uploaded to Seesaw first Friday of each term – Children to submit at least one option by the final Monday of each term.

In Y2 and Y6 other learning tasks will be set, when deemed appropriate.

5.3 What does this look like for my child?

	Writing	Reading	Maths	Theme
YR	<p>Red words and Green words practice 'Fred talk' and write</p> <p>As part of their 10 minutes of reading</p> <p>Doodle English – one extra set each week.</p>	<p>Share Read, write Inc book - sounds, story green words, red words, speedy green words and comprehension questions.</p> <p>10 minutes each day, at least 5 times a week with an adult, recorded on Go Read.</p>	<p>Practise number formation to 20. Practise counting on/back from random numbers, initially to 10, then to 20 (up to 100 if appropriate).</p> <p>5 minutes each day, 3 times a week.</p>	<p>At least one activity from the Home Learning Menu each term (6 a year).</p>
Y1	<p>Weekly spellings with a mixture of words, following a phonic pattern and high frequency/ common exception words.</p> <p>Doodle English – one extra set each week.</p>	<p>Share Read, Write, Inc book and focus on improving instant recognition of red words in word pot.</p> <p>10 minutes each day, at least 5 times a week with an adult, recorded on Go Read.</p>	<p>Doodle Maths – one extra set each week.</p> <p>Times table Rock Stars - 10 minutes each day, at least 3 times a week.</p>	<p>At least one activity from the Home Learning Menu each term (6 a year).</p>
Y2	<p>10 spellings set each week – linked to a spelling pattern or high frequency words.</p> <p>Doodle English – one extra set each week.</p>	<p>10 minutes each day, at least 5 times a week with an adult, recorded on Go Read.</p>	<p>Doodle Maths – one extra set each week.</p> <p>Times table Rock Stars - 10 minutes each day, at least 3 times a week.</p>	<p>At least one activity from the Home Learning Menu each term (6 a year).</p>
Y3/Y4	<p>10 spellings set each week – linked to a spelling pattern.</p> <p>Doodle English – one extra set each week.</p>	<p>10 minutes each day, at least 5 times a week with an adult, recorded on Go Read.</p>	<p>Doodle Maths – one extra set each week.</p> <p>Times table Rock Stars - 10 minutes each day, at least 3 times a week.</p>	<p>At least one activity from the Home Learning Menu each term (6 a year).</p>
Y5/Y6	<p>10 spellings set each week – linked to a spelling pattern.</p>	<p>10 minutes each day, at least 5 times a week independently or</p>	<p>Doodle Maths – one extra set each week.</p>	<p>At least one activity from the Home Learning</p>

	Doodle English – one extra set each week.	with an adult, recorded on Go Read.	Times table Rock Stars - 10 minutes each day, at least 3 times a week.	Menu each term (6 a year).
--	---	-------------------------------------	--	----------------------------

5.4 Clarification on Reading at home:

In YR and KS1 we encourage Parents/ Carers to listen to their child read at least 5 x a week for at least 10 minutes each time. Reading to your child is also advised at this age to model expression and correct use of punctuation etc. If parents don't have time to read with their child daily we advise that they should read aloud near to them. Parents should record their child's reading on Go Read.

In KS2 children should be reading independently at home daily and parents should record their child's reading on Go Read. Parents should try and sit with them some days for a short while to check their reading and understanding. We also advise continuing to read to children and discussing books all through the school years. Reading at pace, with understanding and fluency is vital for secondary school readiness and for life.

5.5 Doodle Maths, Doodle English and Times Table Rock Stars

Teachers set one 'extra' on Doodle Maths and Doodle English each week as well as times tables on Times Table Rock Stars. Teachers expect children to have a go on their own, as it will be work they have been doing at school. Parents should check they try their best and can offer advice. When they submit their finished work, the teacher receives a notification and can see their scores to monitor over time. This informs teaching and future planning for Maths and English lessons.

5.6 Home Learning Menu

Teachers provide a Home learning Menu at the start of each new term. We ask that children select at least one activity from the menu and bring it into class at the end of the term to share with the class and as part of a celebration of learning.

Task Type	Option 1	Option 2	Option 3	Option 4
Thinking as a Writer				
Thinking as an Artist				
Thinking as a Scientist				

5.7 Extra Teacher Guidance:

YR and Y1

- Read, write Inc. - Green Words – ensure that your child uses ‘Fred Talk’ to read green words
- Read, write Inc. – Red words – ensure that your child knows not to use ‘Fred talk’ with these words, learn from memory
- Listening to adults read – stories and information books – and talking about what they have heard
- Learning nursery rhymes and simple poems off by heart
- Math’s activities for Reception - <https://www.oxfordowl.co.uk/for-home/kids-activities/fun-maths-games-and-activities/>
- Cooking and Maths games are brilliant for developing a range of skills.
- Practice addition bonds to 10 (then 20 when secure in Y1).
- Practice counting forwards and backwards in ones, twos, fives and tens (up to 100 and beyond).

Y2

- Please practise counting in 2’s, 5’s and 10’s with your child, leading on to them learning. their 2x, 5x and 10x tables, along with the corresponding division facts.
- Children need to be able to count forwards and backwards in 1’s from any number up to 100.
- Practise doubles to 12+12 and halves of even numbers to 24.
- Practise addition bonds for all numbers up to 20, and their corresponding subtraction facts.
- Maths games on Purple Mash and Doodle Maths will help develop children’s maths skills.

KS2

- Please practise times tables up to 12x12 by counting in each number.
- Give quick fire questions up to 12x12 to improve speed of recall.

5.8 Links to School Values

- Creativity - when presenting work.
- Family - learning together.
- Freedom and Peace - learning leads to freedom. With education we can influence positive change.
- Fun - fostering an interest in the world around us.
- Wisdom - develop the skills of enquiry, investigation, analysis, evaluation and presentation.

6.0 Drop In Policy

6.1 Rationale

Drop ins are purposeful and supportive “walk-throughs” of classrooms, with a whole school focus linked to a teaching standard. A drop in creates a school-wide picture made up of many small snapshots. It’s a supportive strategy for providing our staff with feedback about pupil learning and teacher practice.

6.2 Purpose

- To monitor or audit practice throughout the school. Providing a ‘snapshot’ view
- To share good practice and promote consistency.
- To check for progression e.g., drop ins focus on how phonics/ basic skills are taught throughout the school.
- To celebrate successes, provide next steps and to stimulate professional discussion.

6.3 Focus of drop ins

- The Senior Leadership Team will decide on a focus prior to each term’s drop in e.g., looking at lesson starters, establishing a calm climate, pupil engagement, group work, observing initiatives such as questioning.
- The purpose and the focus will be shared with the whole staff team including support staff in the week before each new term.

6.4 Drop in Structure

- Drop ins will take place in each classroom, usually once a week and never more than twice.
- Each classroom will be visited by staff, who will sometimes be accompanied by a governor. They will spend 5 minutes in each class.
- The observers will visit lessons individually or in pairs.

6.5 Feedback

- Feedback from drop ins will be recorded on an individual feedback form and shared with the teacher on the same day.

- Areas to celebrate and next steps will be linked to the focus, except in the following circumstance: A teaching standard or health and safety measure is not being met, this will be mentioned verbally in the first instance and recorded if seen again on a future drop in.
- Next steps will be achievable in one week. If two drop ins take place in a week, SLT will ensure that the combination of any actions are still achievable.
- Any actions will be reviewed and signed off where possible in drop ins the following week.
- It is good practice for teachers to engage in self-reflection of their teaching. The member of staff undertaking the drop in that day will be available in their room/office for an optional 20-minute slot on the day of the drop in to discuss any areas where either the teacher has decided they would like more guidance; or where the teacher wishes to discuss a next step
- Where actions have not been completed after 1 week, a professional discussion will take place to look at how to achieve it.
- A note will be made about what groups adults are supporting. Over the half term, all staff will usually work with a range of children.
- If a teacher would like support in any area of their teaching or with a child in their class, they can ask any member of SLT for an additional drop in to observe this area.
- A summary of the whole school strengths will be shared with all teachers and TA's towards the end of each term.

6.6 Guidance for observers

There are certain ways to behave on a drop in:

- Observers will smile as they enter the room and say 'thank you' as they leave.
- If the children are working independently or in groups, observers can either mingle, look at books and ask questions or simply be a 'fly on the wall'.

6.7 Outcomes of the Drop in

- Identification of good practice and a plan on how to extend that across the school.
- A change or tweaking of policy, practice or routine.
- Further information required to gain a more detailed picture.

Remember our aim is to enhance children's learning through providing a stimulating learning environment. A rich learning environment can enhance learning by:

- Stimulating children's creativity, curiosity and thoughts.

- Building self-esteem, self-worth and confidence.
- Informing, motivating, influencing and exciting the children about themes.

6.8 Checklist

Here is a basic classroom checklist that can be used when assessing the learning environment that you create.

- The room is clean, tidy and organised.
- Drawers and resources are clearly labelled.
- Materials/resources are in good working condition and appropriately stored.
- Display boards reflect the Learning Environment Policy (Section 4.0 within this policy).
- Side tables and tabletops are used for interest tables and to consolidate or to stimulate or further learning, not to pile books and papers on.
- The space in the room is utilised to encourage maximum learning potential.
- The focal point of the room (where the board is) is kept clean, simple and aesthetic.
- Music purposefully used at appropriate times.
- Water is readily available to learners.
- Resources are accessible and encourage independence, table trays containing a range of stationary etc.
- The areas outside of the classrooms are the responsibility of the class teachers and the children. i.e. coats / bags are stored in a way that is safe.

Appendix A: Long-Term Memory Model

Learning may be defined as a change to long term memory.

Long-term memory involves three main areas:

1. Procedural memory where procedures such as placing events in order and other skills are stored. Procedures, once fluent, become automatic and are referred to as non-declarative.
2. Semantic memory where facts and their meaning is stored.
3. Episodic memory where the activities to learn the processes and facts are remembered and act as memory cues. Both semantic and episodic memory involve conscious thought and are therefore referred to as declarative.

Appendix B: Allocated time for subjects

<i>Subject</i>	<i>KS1</i>	<i>KS2</i>
<i>Reading</i>	2 x 15 minutes oral comprehension 1 x 30 minutes written comprehension Story at least 3 times a week ERIC (Everybody reading in class) – 10 minutes once a week	2 x 15 minutes oral comprehension 1 x 30 minutes written comprehension 1x45/60 minutes written comprehension Class book – 3 x 10 minutes weekly ERIC (Everybody reading in class) – 10 minutes at least once a week
<i>Phonics</i>	30 minutes (daily)	
<i>Spelling</i>	Daily as part of RWI	15 minutes (3 x week) 30 minutes (1 x week)
<i>Writing</i>	1 hour (daily) 1 lesson linked to theme/science/RE	1 hour (daily) 1 lesson linked to theme/science/RE
<i>Maths (during COVID restrictions)</i>	1 hour (daily) 15 minutes catch up at least 4 times a week (during COVID)	1 hour (daily) 15 minutes catch up at least 4 times a week (during COVID)
<i>Science</i>	1 hour (weekly)	1 hour (weekly)
<i>RE</i>	1 hour (weekly)	1 hour (weekly)
<i>Music</i>	30 minutes (weekly)	30 minutes (weekly)
<i>Computing (not during COVID restrictions)</i>	1 hour (weekly)	1 hour (weekly)
<i>PSHE (Jigsaw)</i>	45 minutes (weekly)	1 hour (weekly)
<i>PE</i>	2 hours (weekly)	2 hours (weekly)
<i>French</i>	-	30 minutes (weekly)
<i>Daily mile (not during COVID restrictions – replaced with Cosmic yoga/go noodle 2 x 15 minutes a week)</i>	3 x 15 minutes Go noodle/active learning – 2 x week	3 x 15 minutes Go noodle/active learning – 2 x week
<i>Collective Worship</i>	15 minutes (daily)	15 minutes (daily)
<i>Art/DT</i>	1 hour weekly (DT and Art alternate each theme)	1 hour weekly (DT and Art alternate each theme)
<i>Theme</i>	1 hour (weekly)	1 hour (weekly)

At least 2 writing lessons should be 'Theme/Science/RE' based and therefore contain both a skills based objective for writing and a skills based objective for theme/Science/RE

Appendix C: Subject specific intent models

English (Reading)

KS1

Listen to traditional tales.
 Listen to a range of texts.
 Learn some poems by heart.
 Become familiar with a wide range of texts of different lengths.
 Discuss books.
 Build up a repertoire of poems to recite.
 Use the class and school libraries.
 Listen to short novels over time.

LKS2

Read and listen to a wide range of styles of text, including fairy stories, myths and legends.
 Listen to and discuss a wide range of texts.
 Learn poetry by heart.
 Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.
 Take part in conversations about books.
 Learn a wide range of poetry by heart.
 Use the school and community libraries.
 Look at classification systems.
 Look at books with a different alphabet to English.
 Read and listen to whole books.

UKS2

Read and listen to a wide range of styles of text, including fairy stories, myths and legends.
 Listen to and discuss a wide range of texts.
 Learn poetry by heart.
 Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.
 Take part in conversations about books.
 Learn a wide range of poetry by heart.
 Use the school and community libraries.
 Look at classification systems.
 Look at books with a different alphabet to English.
 Read and listen to whole books.

Threshold Concepts

Read words accurately

Understanding texts

Milestone 1

Milestone 2

Milestone 3

Basic
Year 1

Advancing
Year 2

Deep
Year 2

Basic
Year 3

Advancing
Year 4

Deep
Year 4

Basic
Year 5

Advancing
Year 6

Deep
Year 6

English (writing)

KS1
Narrative

Stories set in places pupils have been.
Stories with imaginary settings.
Stories and plays that use the language of fairy tales and traditional tales.
Stories that mimic significant authors.
Narrative diaries.

Non-Fiction

Labels.
Lists.
Captions.
Instructions.
Recounts.
Glossaries.
Present information.
Non-chronological reports.

Poetry

Poems that use pattern, rhyme and description.
Nonsense and humorous poems and limericks.

KS2
Narrative

Stories set in places pupils have been.
Stories that contain mythical, legendary or historical characters or events.
Stories of adventure.
Stories of mystery and suspense.
Letters.
Plays.
Stories, letters, scripts and fictional biographies inspired by reading across the curriculum.

Non-Fiction

Instructions.
Recounts.
Persuasive writing
Explanations.
Non-chronological reports.
Biographies.
Journalistic style writing.
Arguments.
Formal writing.

Poetry

Learn by heart and perform a significant poem.
Haiku.
Cinquain.
Poems that convey an image (simile, word play, rhyme and metaphor).

Threshold Concepts								
Transcription			Composition			Analysis and presentation		
Milestone 1			Milestone 2			Milestone 3		
Basic Year 1	Advancing Year 2	Deep Year 2	Basic Year 3	Advancing Year 4	Deep Year 4	Basic Year 5	Advancing Year 6	Deep Year 6

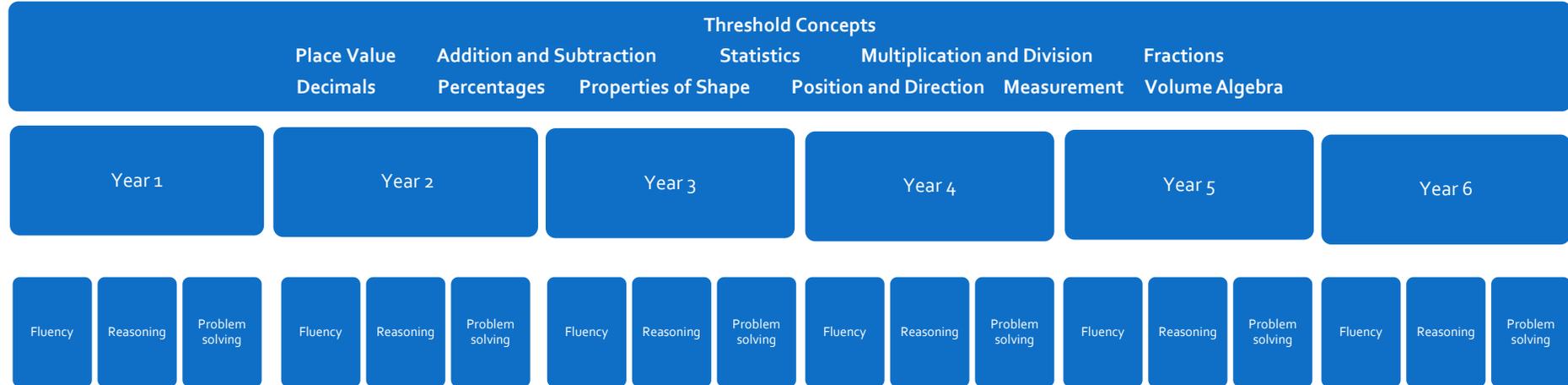
Maths

KS1

- Count and calculate in a range of practical contexts.
- Use and apply mathematics in everyday activities and across the curriculum.
 - Repeat key concepts in many different practical ways to secure retention.
 - Explore numbers and place value up to at least 100.
- Add and subtract using mental and formal written methods in practical contexts.
 - Multiply and divide using mental and formal written methods in practical contexts.
 - Explore the properties of shapes.
 - Use language to describe position, direction and movement.
- Use and apply in practical contexts a range of measures, including time.
- Handle data in practical contexts.

KS2

- Count and calculate in increasingly complex contexts, including those that cannot be experienced first hand.
- Rigorously apply mathematical knowledge across the curriculum, in particular in science, technology and computing.
- Deepen conceptual understanding of mathematics by frequent repetition and extension of key concepts in a range of engaging and purposeful contexts.
- Explore numbers and place value so as to read and understand the value of all numbers.
 - Add and subtract using efficient mental and formal written methods.
 - Multiply and divide using efficient mental and formal written methods.
- Use the properties of shapes and angles in increasingly complex and practical contexts, including in construction and engineering contexts.
 - Describe position, direction and movement in increasingly precise ways.
 - Use and apply measures to increasingly complex contexts.
 - Gather, organise and interrogate data.
 - Understand the practical value of using algebra.



Science

KS1

- Working scientifically

Plants

- Identify, classify and describe their basic structure.
- Observe and describe growth and conditions for growth.

Habitats

- Look at the suitability of environments and at food chains.

Animals and humans

- Identify, classify and observe.
- Look at growth, basic needs, exercise, food and hygiene.

All living things*

- Investigate differences.

Materials

- Identify, name, describe, classify, compare properties and changes.
- Look at the practical uses of everyday materials.

Light*

- Look at sources and reflections.

Sound*

- Look at sources.

Electricity*

- Look at appliances and circuits.

Forces

- Describe basic movements.

Earth and space

- Observe seasonal changes.

KS2

Plants

- Look at the function of parts of flowering plants, requirements of growth, water transportation in plants, life cycles and seed dispersal.

Evolution and inheritance

- Look at resemblance in offspring.
- Look at changes in animals over time.
- Look at adaptation to environments.
- Look at differences in offspring.
- Look at adaptation and evolution.

- Look at changes to the human skeleton over time.

Animals and humans

- Look at nutrition, transportation of water and nutrients in the body, and the muscle and skeleton system of humans and animals.
- Look at the digestive system in humans.
 - Look at teeth.
- Look at the human circulatory system.

All living things

- Identify and name plants and animals
 - Look at classification keys.
- Look at the life cycle of animals and plants.
- Look at classification of plants, animals and micro-organisms.
- Look at reproduction in plants and animals, and human growth and changes.
- Look at the effect of diet, exercise and drugs.

Rocks and fossils

- Compare and group rocks and describe the formation of fossils.

KS2 continued

States of matter

- Look at solids, liquids and gases, changes of state, evaporation, condensation and the water cycle.

Materials

- Examine the properties of materials using various tests.
- Look at solubility and recovering dissolved substances.
 - Separate mixtures.
- Examine changes to materials that create new materials that are usually not reversible.

Light

- Look at sources, seeing, reflections and shadows.
- Explain how light appears to travel in straight lines and how this affects seeing and shadows.

Sound

- Look at sources, vibration, volume and pitch.

Electricity

- Look at appliances, circuits, lamps, switches, insulators and conductors.
- Look at circuits, the effect of the voltage in cells and the resistance and conductivity of materials.

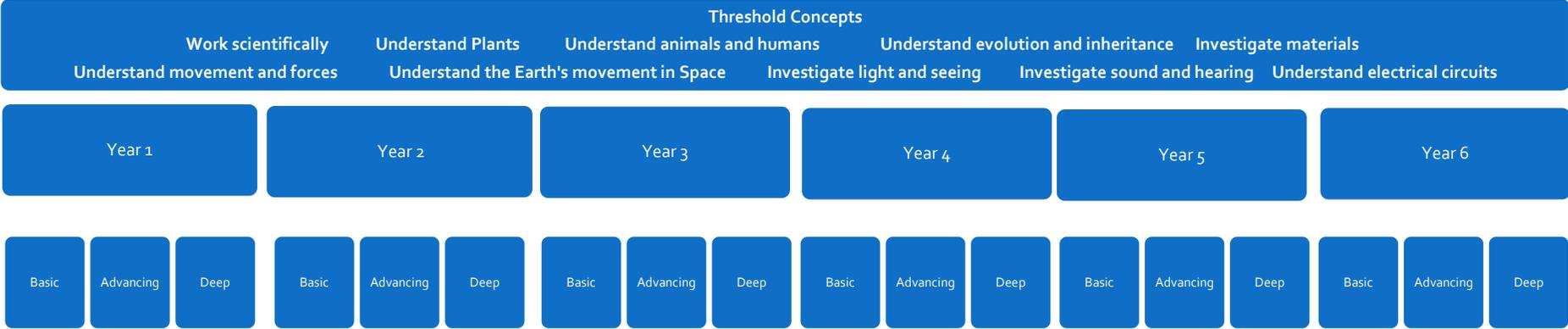
Forces and magnets

- Look at contact and distant forces, attraction and repulsion, comparing and grouping materials.
 - Look at poles, attraction and repulsion.
 - Look at the effect of gravity and drag forces.
- Look at transference of forces in gears, pulleys, levers and springs.

Earth and space

- Look at the movement of the Earth and the Moon

Explain day and night



History

KS1
 The lives of significant individuals in Britain's past who have contributed to our nation's achievements
 Significant historical events in own locality
 Key events in the past that are significant nationally and globally

LKS2
 Britain's settlement by Anglo Saxons, the Vikings and Anglo Saxon struggle for the Kingdom of England.
 Changes in Britain from the Stone Age to the Iron Age.
 Early Civilisation achievements and an in-depth study of Ancient Egypt
 The Roman Empire and its impact on Britain.
 Ancient Greece

UKS2
 A local history study
 A non-European society that contrasts with British history
 A study of a theme in British history
 History of interest to pupils

Threshold Concepts
 Investigate and interpret the past Build an overview of world history Understand chronology Communicate historically

Milestone 1

Milestone 2

Milestone 3

Basic
Year 1

Advancing
Year 2

Deep
Year 2

Basic
Year 3

Advancing
Year 4

Deep
Year 4

Basic
Year 5

Advancing
Year 6

Deep
Year 6

Geography

KS1

- Investigate the world's continents and oceans.
- Investigate the countries and capitals of the United Kingdom.
 - Compare and contrast a small area of the United Kingdom with that of a non-European country.
- Explore weather and climate in the United Kingdom and around the world.
 - Use basic geographical vocabulary to refer to and describe key physical and human features of locations.
- Use world maps, atlases and globes.
 - Use simple compass directions.
 - Use aerial photographs.
 - Use fieldwork and observational skills.

KS2

- •Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.
- Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.
- Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.
 - Locate the geographic zones of the world.
 - Understand the significance of the geographic zones of the world.
- Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).
- Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.
 - Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.
 - Describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle
 - human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.
 - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
 - Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.
 - Use a wide range of geographical sources in order to investigate places and patterns.
- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, photographs and digital technologies.



Music

KS1

- Use their voices expressively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
 - Make and combine sounds using the inter-related dimensions of music.

KS2

- Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.
- Improvise and compose music using the inter-related dimensions of music separately and in combination.
 - Listen with attention to detail and recall sounds with increasing aural memory.
 - Use and understand the basics of the staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.
 - Develop an understanding of the history of music.

Threshold Concepts

Perform

Compose

Transcribe

Describe Music

Milestone 1

Milestone 2

Milestone 3

Basic
Year 1

Advancing
Year 2

Deep
Year 2

Basic
Year 3

Advancing
Year 4

Deep
Year 4

Basic
Year 5

Advancing
Year 6

Deep
Year 6

Computing

KS1

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
 - Write and test simple programs.
- Use logical reasoning to predict the behaviour of simple programs.
- Organise, store, manipulate and retrieve data in a range of digital formats.
- Communicate safely and respectfully online, keeping personal information private and recognise common uses of information technology beyond school.

KS2

- Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selections and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.
 - Use logical reasoning to explain how a simple algorithm works, detect and correct errors in algorithms and programs.
- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.
 - Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Threshold Concepts

Code

Connect

Communicate

Collect

Milestone 1

Milestone 2

Milestone 3

Basic
Year 1

Advancing
Year 2

Deep
Year 2

Basic
Year 3

Advancing
Year 4

Deep
Year 4

Basic
Year 5

Advancing
Year 6

Deep
Year 6

Art and Design

KS1

- Use experiences and ideas as the inspiration for artwork.
- Share ideas using drawing, painting and sculpture.
- Explore a variety of techniques.
- Learn about the work of a range of artists, artisans and designers.

KS2

- Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.
 - Develop and share ideas in a sketchbook and in finished products.
 - Improve mastery of techniques.
- Learn about the great artists, architects and designers in history.

Threshold Concepts

Develop Ideas

Master techniques

Take inspiration from the greats

Milestone 1

Milestone 2

Milestone 3

Basic
Year 1

Advancing
Year 2

Deep
Year 2

Basic
Year 3

Advancing
Year 4

Deep
Year 4

Basic
Year 5

Advancing
Year 6

Deep
Year 6

Design and Technology

KS1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home and school, gardens and playgrounds, the local community, industry and the wider environment.

When designing and making, pupils should be taught to:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria.
- generate develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Make

- select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.
 - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Evaluate

- explore and evaluate a range of existing products.
- evaluate their ideas and products against design criteria.

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable.
- explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.

Cooking and nutrition

- use the basic principles of a healthy and varied diet to prepare dishes.
 - understand where food comes from.

KS2

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment.

When designing and making, pupils should be taught to:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Make

- select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Evaluate

- investigate and analyse a range of existing products.
 - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
 - understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
 - understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages.
- understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors.
 - apply their understanding of computing to programme, monitor and control their products.

Cooking and nutrition

- understand and apply the principles of a healthy and varied diet.
 - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

Threshold Concepts

Master practical skills

Design, make, evaluate and improve

Take inspiration from design throughout history

Milestone 1

Milestone 2

Milestone 3

Basic
Year 1

Advancing
Year 2

Deep
Year 2

Basic
Year 3

Advancing
Year 4

Deep
Year 4

Basic
Year 5

Advancing
Year 6

Deep
Year 6

Religious Education

KS1

- Study the main stories of Christianity.
- Study at least one other religion. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.
- Study other religions of interest to pupils.

KS2

- Study the beliefs, festivals and celebrations of Christianity.
- Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.
- Study three of the major six religions not studied in depth in order to gain a brief outline.
- Study other religions of interest to pupils

Threshold Concepts

Understand beliefs and teachings Understand practices and lifestyles Understand how beliefs are conveyed Reflect Understand Values

Milestone 1

Milestone 2

Milestone 3

Basic
Year 1

Advancing
Year 2

Deep
Year 2

Basic
Year 3

Advancing
Year 4

Deep
Year 4

Basic
Year 5

Advancing
Year 6

Deep
Year 6

French

KS2

- In the chosen modern language:
 - Speak
 - Read
 - Write
- Look at the culture of the countries where the language is spoken.
- If an ancient language is chosen, read, translate and explore the culture of the time.

Threshold Concepts

Read fluently

Write imaginatively

Speak confidently

Understand the culture of the countries in which the language is spoken

Milestone 2

Milestone 3

Basic
Year 3

Advancing
Year 4

Deep
Year 4

Basic
Year 5

Advancing
Year 6

Deep
Year 6

PSHE (Jigsaw)

KS1 and KS2

Being Me In My World: A sense of belonging; Welcoming others; Building the positive and nurturing ethos of the class/school; Being part of a school community, a wider community, a global community; Rights (UNCRC) and responsibilities; Working and socialising with others; School Council and pupil voice; The Learning Charter: rights, responsibilities, rewards and consequences.

Celebrating Difference: Similarities and differences – diversity; Appearance, disability, racism, power, friendships, conflict; Accepting everyone’s right to ‘difference’, regardless of their circumstances or choices; What is ‘normal’?; Bullying – what it is and what it isn’t, including cyber and homophobic bullying.

Dreams and Goals: Hopes and dreams; Goals to success; Learning and personal strengths; Challenges – team work skills and tasks; Overcoming obstacles; Enterprise and fundraising; Experiencing and managing feelings of pride, ambition, disappointment, success; Aspirations – jobs and careers; Dreams and goals of others in different cultures/countries; Dreams for the world .

Healthy Me: Emotional health (Relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (Eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid).

Relationships: Families; Friendships; Love and Loss; Memories; Grief cycle; Pets and animals; Safeguarding and keeping safe; Attraction; Assertiveness; Conflict; Own strengths and self-esteem; Cyber safety and social networking; Roles and responsibilities in families; Stereotypes; Communities; Wider communities

Changing Me: Life cycles; How babies are made; My changing body; Puberty; How babies grow; Growing from young to old; Becoming a teenager; Assertiveness; Self-respect; Safeguarding; Family stereotypes; Self and body image; Attraction; Change; Accepting change; Looking ahead; Moving/transition to secondary.

Threshold Concepts

Being Me in My world Celebrating Difference Changing Me
 Dreams and Goals Healthy Me Relationships

Milestone 1

Milestone 2

Milestone 3

Basic
Year 1

Advancing
Year 2

Deep
Year 2

Basic
Year 3

Advancing
Year 4

Deep
Year 4

Basic
Year 5

Advancing
Year 6

Deep
Year 6

Threshold Concepts

Develop competence to excel in a broad range of physical and activities Are physically active for sustained periods of time Engage in competitive sports and activities Lead healthy, active lives

Milestone 1

Milestone 2

Milestone 3

Basic
Year 1

Advancing
Year 2

Deep
Year 2

Basic
Year 3

Advancing
Year 4

Deep
Year 4

Basic
Year 5

Advancing
Year 6

Deep
Year 6

KS1

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.

LKS2

use running, jumping, throwing and catching in isolation and in combination.

- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.
 - develop flexibility, strength, technique, control and balance.
 - 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 and water safety (Lower KS2 and intervention in upper KS2)

- swim competently, confidently and proficiently over a distance of at least 25 metres
 - use a range of strokes effectively
- perform safe self-rescue in different water-based situations

UKS2

use running, jumping, throwing and catching in isolation and in combination.

- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.
 - develop flexibility, strength, technique, control and balance.
 - 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.