

St Clare's Prep School

Curriculum Policy

Aims

The staff aim to:

- provide high quality teaching and learning experiences to enable all children to achieve the highest standards of which they are capable in all areas of the curriculum;
- encourage all children to acquire a sense of responsibility;
- ensure all children read fluently, accurately and with good understanding;
- provide many opportunities for children to communicate clearly and confidently in speech and writing;
- ensure all children learn to write legibly and present their work attractively;
- help all children learn to apply numeracy skills with speed and accuracy;
- provide all children with relevant experiences to help them understand and apply mathematical ideas in their learning within and outside the classroom;
- help all children to acquire self-discipline and achieve good standards of behaviour;
- help all children to develop an understanding of their own and other religions, and to demonstrate respect for, and tolerance of, other peoples' faiths;
- help each child to know and understand the world in which they live, where appropriate, through first hand experiences;
- help all pupils to develop their creative abilities and be able to express themselves physically, musically and artistically;
- help all pupils to acquire the skills necessary to become effective learners;
- welcome all parents into the school and to encourage them to work in partnership and harmony with the teaching and support staff.

Breadth

Children will experience a broad curriculum through the study of English, mathematics, science, information technology, history, geography, art, music, physical education, PSE and religious education. Welsh is taught in the Nursery class as part of the Foundation Phase and the Infants classes receive Welsh lessons on a half termly rota. Incidental Welsh is encouraged throughout the rest of the school. 'A taste of' Spanish/French is also taught by a specialist teacher from the Senior School. Environmental education, including the awareness of sustainable development is raised through a number of areas. Teaching and learning are enriched by appropriate visits so that children can learn from first hand experiences. Visits are planned to the village, the local park, the beach and local businesses in order to support and extend classroom learning. These initiatives not only provide relevant contexts for learning, but they help establish effective partnerships with industry. Key skills are considered during lesson planning.

Balance

Balance within the curriculum is fundamentally, though not exclusively, about quantifying and distributing time to the different subjects of the curriculum. Important matters affecting balance, such as resources, classroom organisation, teaching methods, groupings and the range of learning experiences offered to pupils are considered during the timetabling process.

Progression and achievement

Progression **within** subjects and **across year groups** is secured through detailed schemes of work which are currently being modified and will be systematically reviewed in the future and evaluated. These are working documents designed to provide practical support for teaching and learning. They sequence the content and specify clear learning outcomes. Tasks and activities designed to help pupils achieve the learning objectives are indicated, as are opportunities for assessment.

Pupils' learning outcomes are assessed regularly using a variety of strategies, including thorough and careful marking of children's work. The evidence collected from teacher assessment is used to give 'feedback' to pupils to help them make improvements in their work. A manageable system of record keeping is maintained that enables teachers to document pupils' progress during their time in the school. These records are used to provide parents with written reports which are distributed three times a year.

The schemes also provide the basis for planning learning activities that are matched to pupils' different abilities, they may indicate links with other subjects, where appropriate, and highlight the resources needed to support effective teaching and learning. Most importantly, the schemes of work are the foundation for monitoring and evaluating standards of achievement as well as the quality of teaching and learning within each subject.

Target setting and achievement

The school has a clear strategy for setting targets to develop the raising and maintenance of high standards of achievement. The evidence collected from careful monitoring, test results and teacher assessments are all carefully analysed. The information is used to set appropriate performance targets for each child. The process involves whole school discussion.

Patterns of curriculum organisation

The Foundation Phase

At St Clare's, the parents of children following the Foundation Phase in the Nursery are able to apply for funding from the LEA. The children from Reception to Year 6 will continue to follow the more traditional curriculum that has always been considered a strength of the school. This policy will be reviewed annually.

The curriculum for the Foundation Phase reflects the seven areas of learning identified in the Welsh Assembly Government framework:-

- Personal and Social Development, Well-Being and Cultural Diversity
- Language, Literacy and Communication Skills
- Mathematical Development
- Welsh Language Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

The experiences that our children meet enable them to develop a number of competences, skills and concepts across these areas of learning.

The staff in the Nursery baseline the children on entry to assess their levels of development. They continue to make further regular assessment of children's learning so that future planning reflects identified needs. Assessments take the form of observations which lead to the completion of individual

Learning Journeys. The Learning Journeys are put into an assessment folder and passed on to the Reception teacher at the end of the year. Further assessments are added to the folder from Reception to Year 6.

At St Clare's, we are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are taught and how well each child is progressing.

Each child has a folder containing the work the child has experienced. The work is filed in chronological order to show progression during his/her time in the Nursery. The folders are given to parents at the end of the year along with photographs of children's activities.

Parents of children in the Nursery receive three written reports each year. These offer brief comments on a child's progress in each area of learning. There are also two parents' evenings during the year.

Reception – Year 6

In general, the school organises the teaching of the curriculum on the basis of separate subjects or subject-focused topics where appropriate.

English

See Appendix 3
Phonics - RWI
Collins
Library session

Mathematics

See Appendix 4
Collins

Science

See Appendix 5

Each class receives one Science session per week. The time allocation given to Science is lower than that in state primary schools because:-

- We are not obliged to follow the National Curriculum
- The time allocation for Science in the Senior School is greater than in state secondaries. Therefore an effective balance is maintained.

The Scheme of Work has been written by a science specialist. The topics taught in Years 1 to 6 have been agreed following liaison and discussion with colleagues in the Science Department in the Senior School. The National Curriculum has been observed during the compilation of the Scheme of Work which covers the following aspects:-

- My body
- Materials and their properties
- Forces and magnetism
- Scientific enquiry and investigation

During the Science lessons, much emphasis is placed on practical and group work. The pupils in Years 2 to 6 are given one piece of written homework each week. As part of our KS2/KS3 transition programme, the pupils in Year 6 go to the Senior School for their lessons.

History and Geography

History and Geography are taught throughout KS1 and KS2 in blocked units of topic work, with the range of topics taught being taken from the National Curriculum. The Schemes of Work are written by the individual teachers using Skills Ladders. History and Geography may be either taught once a week by the class teacher or in larger 'chunks' less frequently, incorporating other subjects such as ICT, Literacy and Numeracy. Where appropriate, school trips are organised to enhance the children's learning of the topic being taught.

ICT

Each pupil receives one ICT lesson per week but classes have access to the ICT room throughout the week in order to transfer ICT skills to other subjects. The Scheme of Work followed is 'Smart Learning'

PSE

Each pupil receives a PSE lesson every other week.

All classes from Reception to Year 6 follow the 'Telling Tales' PSE Scheme of Work.

Topics are selected from the following themes:-

- KNOWING ME
- STAYING HEALTHY
- BEING WITH OTHER PEOPLE
- LIVING IN THE COMMUNITY
- PROTECTING THE ENVIRONMENT

In the Summer term, the pupils in Year 6 are invited to participate in an age appropriate discussion about the changes that occur during puberty.

Throughout the year, the school's Police Liaison Officer spends time with each class.

RE

Each pupil receives one RE lesson every other week.

All classes from Reception to Year 6 follow the 'Badger Religious Education' Scheme of Work.

Topics are selected from the following themes:-

- CHRISTIANITY
- CELEBRATIONS AND FESTIVALS
- JEWISH BELIEFS AND PRACTICES
- HINDU WORSHIP
- STORIES FROM THE BIBLE
- MUSLIM BELIEFS AND PRACTICE
- WORSHIP AND THE COMMUNITY

Art

All pupils receive one session of Art each week (with the exception of Year 6 - they alternate each week with music).

Teachers follow a skills based scheme. The work completed in Art is often linked with topics covered in other subjects eg:- Tudor houses, Celtic roundhouses and Viking longboats.

Music

The 'Musical Express' Scheme of Work is followed. All pupils receive approximately 15 lessons throughout the year.

There is a school singing session every week, an annual Christmas Concert, special assemblies and an active choir.

Taste of French/Spanish

The MFL teacher from the Senior School delivers an age appropriate scheme that she has written.

PE

All children from Reception to Year 4 receive a lesson each week taught by PE specialist from the Senior School.

In addition, children from Reception to Year 4 are taught once a week by their class teacher. The Val Sabin Scheme is followed:-

- Autumn Term - Gymnastics
- Spring Term - Dance
- Summer Term - Games

Pupils in Years 5 and 6 have 2 sessions per week with teachers from the Senior School.

Key Skills

These are considered during the planning process of all lessons.

Continuity of teaching and learning

Children make progress in learning more effectively when there is continuity of teaching between classes and year groups.

- **Teaching methods**

Teaching styles are chosen to fit the purpose of the subject and to meet the learning needs of the children. A combination of direct and indirect techniques is used to foster children's learning so that they have opportunities to learn through investigation and exploration, as well as through receiving instructions. When appropriate, demonstrations by the teacher and children are used to illustrate and reinforce particular teaching points. Teachers also intervene at strategic stages in lessons to make essential teaching points, to keep children on task and to maintain the pace of learning. At all times, children are given clear instructions of what is expected of them, especially to help them understand the quality and quantity of work to be completed by certain deadlines. Importantly, all teachers are expected to have high expectations of all pupils. In addition to using speech as a medium for teaching, teachers give careful consideration to the appropriate use of teaching resources such as work cards and worksheets, media, books, the whiteboard, computer software, visits, first hand experiences and tasks that require children to handle materials, all of which vary and enrich teaching. Through systematic monitoring and evaluation of the work being developed within the school, teachers know when to intervene and when to allow children to work on their own.

- **Classroom Organisation**

Space, furniture, resources and materials are carefully organised and, where necessary, clearly labelled to ensure that the three broad styles of whole class, group and individual teaching may take place efficiently and effectively. Time is devoted to training all children to collect and return resources they need to use, as well as expecting them to play their part in maintaining an orderly environment. It is expected that great care is taken to present and display children's work attractively.

- **Planning**

Work is planned over the long, medium and short term. Long term planning specifies the content and skills to be covered throughout the year. In the case of English, Maths, Science, History and Geography, the appropriate Skills Ladders are completed whereas for the remainder of the foundation subjects, the work to be covered is highlighted in the front of the teachers' guides. Medium term planning, which is undertaken on a termly basis, outlines the chronological order of the topics to be covered for each half term. Coverage of the content in each medium term plan is reviewed regularly and the work completed is highlighted. Short term planning is completed on weekly planning sheets and provides the basis for constructing lesson outlines that help teachers engage and sustain pupils' interest and ensure the learning proceeds at a brisk pace. Each lesson indicates the method used for differentiation and describes the context for learning, specifies resources where appropriate and pupil activities. The specific learning objectives, or outcomes, are used to make teacher assessments. Strategies such as marking, talking with children and observing them at work are built into planning and used to collect evidence for teacher assessment. This information is used to plan further learning and to give children feedback about their progress and achievements which they should be able to use to make improvements.

- **Resources**

The resources needed for teaching the various subjects are carefully organised to ensure easy and ready access for teachers and children. Labelling materials and equipment clearly and training children to take responsibility for obtaining and storing resources are important aspects of ensuring efficient management of resources. Throughout the school, some resources are held or located centrally. Priorities for spending are indicated during Staff Meetings and costs are aligned with curriculum targets.

- **Subject Coordinators**

There are subject coordinators for literacy, numeracy and foundation subjects who monitor the Schemes of Work in order to ensure there is appropriate progression.

- **Monitoring and evaluation**

The Head of Prep, Assistant Head and subject coordinators, with the support of all the staff are responsible for keeping the curriculum under review and for monitoring and evaluating the quality of teaching and learning. Planned time is set aside for monitoring which involves sampling children's work from across the curriculum, observing teachers teach and talking with children to establish what they know, can do and understand. The evidence collected is evaluated and provides the foundation for whole staff discussion which is part of the process of reviewing school development. Teachers are sometimes provided with written feedback following the monitoring process. On other occasions, they are given oral feedback.

Differentiation

Children in all year groups differ in their needs and abilities; teachers have to plan and use techniques which give all of them opportunities to show what they can do, know and understand at their different levels of ability. This is the process of differentiation. Some of the strategies teachers use to meet children's different needs include:

- providing common tasks that result in different outcomes;
- grouping children by ability to work on carefully matched tasks;
- providing different resources for individuals and groups;
- tailoring the teacher's support to individual or group needs;
- providing different children with more or less time to accomplish tasks;
- providing 'stepped tasks' where successive parts make increasing demands on the learner;
- pupils work at different stages or strands of a subject;
- more able pupils are given opportunities to study at a more challenging intellectual level;
- pupils are encouraged to pursue areas of particular interest through investigation and research;

Additional Learning Needs

A number of children have educational needs at some time during their school lives. Some have additional needs because they find learning difficult, some because of specific difficulties, impairments or disabilities and others have additional learning needs because they have high ability. The school strives to meet the needs of these children through careful planning, by the provision of additional support, when available, and especially by using the strategies for differentiation outlined above.

In the Nursery, Individual Play Plans are used when a child is identified as having an additional learning need and Individual Education Plans are completed from Reception to Year 6.

Access

All children in the school have equal opportunities. Furthermore, every effort is made to ensure the whole curriculum is accessible to girls, boys, children with special educational needs and to children from different ethnic and cultural backgrounds.

Homework

Homework is provided on a regular basis for all children. At the appropriate age and stage of development, pupils are required to spend a modest amount of time on assignments that reinforce the work carried out in school.

Throughout the school, a home / school reading link aims to encourage parents to become involved in supporting their children's reading development. Parents are advised to read alongside their children at home and to hear them read for a short period of time each evening. Participating parents are expected to complete a reading record book that provides useful information about their child's development. On occasions, parents are expected to work with their child to produce a model/project linked to a specific piece of learning. At other times, they may be requested to complete work sheets or simple questionnaires associated with the work of the class.

Extra-curricular activities

The school provides a programme of extra-curricular activities which enriches children's Learning. Educational visits are undertaken throughout the year to support teaching and learning in a variety of subjects. Children are taken to the theatre, environmental centres and other appropriate venues. Drama groups visit, people from the community visit, including the police, fire service and the local clergy, to support curriculum developments.

We also offer the following extra – curricular activities at St Clare's:-

- Ballet
- Violin
- Piano
- Singing
- Guitar
- Flute
- Chess
- Netball
- Eco-Group
- School Council
- Cookery
- Cross Country
- Dance
- Drama
- Football
- Puzzle Club

Appendix 1

THE ORGANISATION AND TIME-TABLING OF TAUGHT TIME

Taught time

Session times - Infants

	Times	Duration
Registration	09:00-09:05	
Session 1	09:05-10:30	85 minutes
Break	10:30-10:50	
Session 2	10:50-12.00	70 minutes
Lunch	12-1.30	
Session 3	1.30-3.10	100 minutes
Total taught time	1275 minutes per week	21.25 hours per week

Appendix 2

THE ORGANISATION AND TIME-TABLING OF TAUGHT TIME

Taught time

Session times - Juniors

	Times	Duration
Registration	09:00-09:05	
Session 1	09:05-10.30	85 minutes
Break	10.30-10.50	
Session 2	10:50-12.20	90 minutes
Lunch	12.20-1.30	
Session 3	1.30-3.20	110 minutes
Total taught time	1425 minutes per week	23.75 hours per week

Appendix 3

Literacy Policy

Rationale

This policy reflects the school's values, philosophy and mission statement in relation to the teaching and learning of the English Language. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment. This document has been prepared in consultation and discussion with all teaching staff at St Clare's School.

It has been produced for all teaching staff and non-teaching staff.

Aims

- To develop pupils' abilities to communicate effectively in speech and language.
- To develop pupils' understanding of spoken and written language so that they become enthusiastic, responsive and knowledgeable speakers, readers and writers.
- To develop pupils' listening skills essential to communicating effectively in a range of situations.
- To help pupils understand how language enables them to experience and appreciate their world and the realms of the imagination through all media.
- To help pupils understand the part language plays in enabling them to express their ideas, feelings and experiences, and those of others.
- To help pupils understand the function and importance of Standard English.

Objectives

These objectives are derived from the aims and should inform planning, teaching and assessment:

To develop effective Oracy skills pupils should be taught to:

- Use, with increasing confidence, the vocabulary and grammar of Standard English.
- Formulate, clarify and express their ideas.
- Express themselves in a variety of situations using language which is appropriate to their needs and the intended audience.
- Listen, understand and respond appropriately to others.

To develop as effective readers, pupils should be taught to:

- Extend and develop as readers throughout their time in school.
- Read for purpose and pleasure so that they enjoy reading a variety of texts and become enthusiastic readers.
- Master their initial reading skills so that they become independent readers with the knowledge and experience of a wide range of reading strategies.
- Read a range of texts accurately, fluently and with understanding.
- Find out the information they need in order to research and answer the questions of others.
- Understand and respond to a wide range of books and media texts on paper and on screen.
- Understand the variety of written language, and the differences between fiction and non-fiction.
- Improve their abilities to read, analyse and evaluate a wide range of texts, including literature from other cultures and traditions.
- Develop higher order reading skills, enabling the use of inference and deduction.

To develop as effective writers, pupils should be taught to:

- Express themselves clearly and precisely for enjoyment.
- Use knowledge acquired from their range of reading texts to model their writing in the style of different authors and also in different genres.
- Demonstrate their understanding of how writing enables them to remember, communicate, organise and develop their ideas and information.
- Write for an increasing range of purposes, matching their language to the needs of the appropriate audience.
- Understand the appropriate use and purpose of an increasing range of written forms on paper and on screen.
- Develop ideas and communicate meaning to a reader, using a wide-ranging broad vocabulary and effective style.
- Write neatly with accurate spelling and expression.

Progression – Principles of Teaching, Learning and Progression

The Teaching and Learning of English at St Clare's School is based on progressive Skills ladders which cover the three strands of Reading, Writing and Oracy. It also works in conjunction with the Literacy Framework. Pupil provision is related to attainment, not age. The teaching of English is also applied through cross-curricular links with other National Curriculum subjects.

Grouping

English groups are organised by each individual teacher according to the abilities of the children in their class. Differentiated teaching is fundamental within teachers' planning and codes are used to identify how work has been adapted to meet the range of abilities within the class. Examples of this are DO, differentiation by outcome, DR, differentiation by resource and DS, differentiation by support.

Dyslexia

Additional consideration is given for children who have been diagnosed as being dyslexic, and an individual education programme is carried out for them. Each child has an individual education plan for each term, in which targets are set out including ways in how they must achieve them. The IEP's are reviewed at the end of each term and new/revised targets are set.

The school benefits from being an outpost for 'Dyslexia Action' (DA); pupils may attend private sessions during the school day where specific support for dyslexia is provided. Dyslexia Action staff communicate regularly with the pupil's class teacher to ensure continuity of progress and strategies from DA to the classroom and vice versa. Progress reports are shared with the class teacher and can be used to support individual education plans.

Alternatively, pupils may follow a school-based programme called 'Beat Dyslexia' and have a one to one 20 minute session four days each week. This support is provided by a learning support/teaching assistant and progress is reported to the class teacher to inform future planning. This work is completed alongside the English lessons carried out in class. Lessons are differentiated accordingly to account for pupils' needs.

The pupils are given an appropriate and relevant set of spellings each week, which they either complete in class or at home as part of the weekly spelling tests.

Support Teachers

Support staff work with children who are struggling within a particular aspect of English. This could be in any of the strands of Reading, Writing or Oracy. The children are either supported inside the classroom or are taken out of class for one to one sessions to work on a particular skill.

Teaching Methods and Organisation

Approaches to Oracy

Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

The school has worked hard to develop children's Oracy skills through partner work 'Talking Partners'. Children are encouraged to discuss their ideas and opinions with a partner throughout all subjects within the curriculum, in order for them to gain confidence when feeding back their ideas to the class.

Examples of other strategies used to support the development of oracy in the school are outlined below:

- Speaking Phrases/Talking
- Discussing/Conversations
- Greetings
- Questioning
- Instructional language
- Rhymes/Phonics
- Pupil feedback, peer assessment, self-assessment
- Assemblies
- Class, individual Presentations of work
- Reading work aloud
- Dictaphones
- Role Play/Drama
- School events- St David's day, St Francis, Christmas Concerts

Approaches to Reading

A range of different reading skills are taught and embedded throughout the curriculum, these included the following:

- Reading and decoding words
- Word Recognition
- Looking at books and listening to stories
- Gathering information
- Demonstrating understanding
- Delivering information correctly
- Reading aloud
- Developing reading skills

Individual Reading

During the summer term the children from Nursery 2 read every Monday and Friday with their class teacher. They read from a variety of picture books from schemes such as 'Rigby Star' before they move onto single worded books from the Ginn reading scheme.

Throughout KS1 and KS2 the Oxford Reading Tree scheme is used for individual reading and children read daily with their class teacher or support worker. Children must read all core books within each stage and are encouraged to read a variety of genres within each stage, such as non-fiction or poetry books.

As well as the core books within the Oxford Reading Scheme, children are also encouraged to read a variety of supplementary books to give them a wider breadth of reading. On occasion supplementary writing comprehension tasks are given.

Capable readers may select a ‘free reading’ book (from the library or home) once they have completed the reading scheme.

All children in the school from Nursery to Year 6 have a home school reading record in which comments are shared.

Library

Every class in the school from the Nursery up to Year 6 have an opportunity to visit the school’s library every other week, in which they are able to read a selection of books from a variety of authors and genres appropriate to their age. During their library sessions they are allowed to select a book to borrow and take home.

Phonics

The RWI scheme is used to teach phonics to the Nursery and KS1 classes.

Spelling

Spelling is taught on a weekly basis from Years 1 up to 6. Spelling lists are given based on a particular sound or spelling rule.

At times spelling lists are differentiated depending on the abilities of children within the class.

Approaches to Writing

Teachers plan and cater for a wide range of writing styles in their English lessons and skills ladders. They ensure they plan for the following:

- Supported writing
- Mark Making
- Guided writing
- Independent writing
- Modelled writing
- Extended writing
- Shared writing

Emergent writing

In the Nursery and KS1 classes there are opportunities for children to engage in emergent writing and mark making activities. They have free access to the continuous and enhanced provision areas in the classroom, in order for them to create their own independent writing activities from the resources available to them.

Phonics, Spellings and Grammar.

The RWI scheme is used to teach phonics and spelling in the Nursery and KS1 classes. In the junior classes the Haydn Richards scheme is used to teach grammar and spelling rules.

Handwriting

Every class within KS1 and KS2 has a regular handwriting lesson.

Breadth and Balance

Teachers should have a clear understanding of the knowledge and skills to be taught in the three strands of Oracy, Reading and Writing, which incorporate composition, handwriting, spelling, punctuation and grammar. It should be noted that these three language modes are inextricably interrelated and that a balance must be struck between them across Key Stage 1 and Key Stage 2.

A range of genres and texts are selected to ensure that children get a balance drawn from a variety of sources enabling cross-curricular links.

Variety

The English session will ensure that children will be engaged in a variety of activities appropriate to their specific needs. Child initiated activities, story telling, talking about their own experiences and ideas, drama and improvisation provide a sound base in the Nursery and are developed throughout Key Stage 1 and 2.

Teaching and learning styles incorporate direct instruction; group collaboration; paired work; practical activity; performance; individual research and investigation with other appropriate strategies all of which encourage effective learning through language.

Such is the importance of language to effective learning that this variety will be encouraged across all subjects and aspects of the curriculum. A wide range of resources (big books; picture books; stories; sound and film clips; fairy tales; myths; legends; poetry; nursery rhymes; songs; non-fiction; magazines; comics; multicultural resources;) are used to help children discover and explore the rich variety of linguistic experience.

Relevance

Language is relevant to all aspects of learning. This relevance is enhanced by enabling children to explore and express their own experience (e.g. family, pets, favourite toys), explore appropriate texts (e.g. fairy tales, nursery rhymes, television programmes), and express their thoughts, feelings and responses to an increasing range of styles and forms.

Cross-curricular skills and themes

Language pervades all aspects of our lives and culture. It is the driving force behind learning and across all aspects of the curriculum.

As a school we recognise and identify the aspects of language and language use which occur and encourage effective learning, across all studies, topics or subjects. Language makes a valuable contribution to cross-curricular elements in the development of key concepts, skills values and attitudes.

Planning

Nursery

The nursery aim to develop children's English language and development by following the Foundation Phase curriculum as set out by the Welsh Assembly Government Framework for children's learning, as well as following the learning objectives of the long term planning booklet provided by the Local Authority Foundation Phase support officer.

The focused, enhanced and continuous provision offers opportunities for children to learn through indoor and outdoor structured and child initiated play. Further development is promoted through a variety of activities including, stories, songs, games and imaginative play to encourage children to become independent learners.

The children learn through small group activities and the activities are differentiated by ability.

As well as adhering to the foundation phase style of teaching the nursery also embrace more formal methods of teaching in line with the tradition ethos of learning at St Clare's. This ensures a smooth transition for the more formal teaching that is taught in Reception.

KS1 and KS2

The long term plan for English is based on Skills Ladders, which have been designed to cover skills across the three strands of Reading, Writing and Oracy. Teachers are also mindful of the literacy framework in their planning and skills ladders. Published schemes of work such as Collins, Haydn Richards and RWI are used to feed into teacher's skills ladders as well as their own hand made

resources. Half termly projections are used to organise the English coverage on a half termly basis.

The English coordinator is responsible for monitoring the planning and teaching of English throughout each year group. Skills ladders are scrutinised to ensure consistent and clear coverage is made. Careful attention is also given to ensure that there is clear progression taught in every year group by referring back to the National Literacy Framework.

Differentiation and Special Needs

The development of children's language necessitates a variety of differentiated texts and approaches across the three strands (oracy, reading and writing). Careful planning will ensure that these resources and approaches are appropriately matched to individual pupils, including the more able and talented and children with particular learning needs, across year groups.

Regular monitoring of assessment data enables us as a school to identify if a child is struggling within a particular area of English. If this is the case, procedures and interventions are put in place and highlighted on our schools tracking system. Children are monitored through school action and school action plus and if need be an Individual Education Plans is created for them.

Intervention Programmes

There are two registers in the English programme that highlight the More able and talented 'MAT' pupils within the school as well as the children with additional learning needs 'ALN'. The children highlighted on the 'ALN' register are given appropriate support in order to meet their needs. The MAT children are provided with opportunities to showcase their writing ability throughout the academic year, through school organised writing competitions and activities.

Equal Opportunities

Children of all ethnic and cultural groups, races, genders, sexual orientation and abilities, have equal access to the English Curriculum. Positive images in terms of all groups are promoted throughout the school, both in the use of language and in the provision of resources.

Resources

Funding for English will be included within the school budget plan for each financial year.

Assessment, Recording and Reporting

Assessment in English is continuous, to inform planning and diagnose strengths and areas for development. In Oracy this involves observing children using a variety of spoken language for different purposes.

In reading, this involves formal and informal observation and close monitoring of children's developing use of strategies and responses to texts. Summative assessment is gained through a midterm reading paper in the Autumn and Spring terms (PIRA) where a national curriculum level is given .

In writing, it involves effective marking which is positive, instructional and developmental. Feedback to children about their progress in English is through verbal comment, discussion and the marking of work. (See marking and assessment policy for further details)

Children are aware of the level at which they are currently working, their target level and what they need to do to achieve it. These are displayed in the front of their English books. They then have their target statements set out in the backs of the book, in order for them to know their next step to improve and progress in their writing.

As well as teacher assessments, children are encouraged to participate in self and peer assessment activities. They are able to do this as they are aware of the learning objective and success criteria for each lesson.

Writing assessments are carried out in pupils' books every half term from reception upwards. Children are expected to independently write in a particular genre, as decided by their class teacher. This writing is then levelled and monitored throughout the year.

A creative writing assessment is conducted at the end of each term. This is based on a particular image

shared throughout the school in which each class are to create and write their own story. These levels are recorded.

The levels gathered from all of the assessments conducted, along with children's classwork enable the class teachers to come up with an overall level of achievement in English for the end of each term. These levels are shared with the parents and recorded on the schools tracking system 'Pupil Asset'

Cross-Curricular Literacy Opportunities

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills gained to other areas of the curriculum.

ICT

ICT should be used to aid and support teaching and learning wherever possible. This may be in the classroom or ICT suite. Children should be actively engaged in developing their English skills through their own use of ICT.

The school has invested money into providing children with opportunities to enhance their English attainment through the use of ICT. The school has a range of resources, such as Dictaphones, Digicams, Projectors and iPads.

Health and Safety

Guidelines in the E-Safety Policy will apply with regard to the use of ICT.

The Role of the Subject Coordinator

The subject coordinator will be responsible for improving the standards of teaching and learning in English through:

- Taking the lead in policy development and the production of schemes of work
- Purchasing and organising resources
- Keeping up to date with developments in English and disseminate information to colleagues as appropriate
- Monitoring the delivery of the English Curriculum and advising the Head of Prep on any action needed
- Monitoring and evaluating pupil progress and the quality of the Learning Environment

Parental Involvement

Parents are encouraged to read with their children at home and home school links are made through the use of children's reading records in which comments are to be shared.

Parents are encouraged to support children in their English homework tasks as well as any out of school competitions.

During the year parents are informed of any English activities taking place such as book week and the travelling book fair.

Review

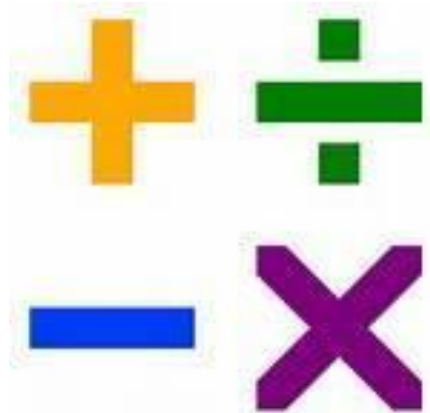
This policy will be reviewed as appropriate in response to local or national initiatives, evaluation of monitoring procedures and as detailed in the school improvement plan.

This policy was written by the English Subject Coordinator in Spring 2014 and reviewed in Spring 2015

It was approved by the Head of Prep of St Clare's School in Spring 2015

Appendix 4

St Clare's Prep School Numeracy Policy



Philosophy

This document is intended to provide a statement of purpose and clear guidance for the delivery and consistent approach of the mathematics curriculum throughout the Prep School and over the three stages: Early years, Key Stage 1 and Key Stage 2. It should offer guidance on how to foster effective learning by suggesting appropriate ways of organising mathematic experiences in the classroom and as expressed in the aims, the policy endeavours to reflect the needs of the children within the school and to establish an entitlement of mathematical experience for each and every child.

Aims

At St Clare's we aim to;

- To promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion.
- To develop logical thinking and reasoning skills through a natural curiosity and investigative approach.
- To promote confidence and competence with numbers and numbers systems.
- To develop the skills and knowledge to quick recall basic facts in line with National Numeracy Framework.
- Encourage the effective use of maths as a tool across the curriculum and a wide range of activities within school and subsequently, adult life.
- To develop the ability to solve problems independently through decision-making and reasoning in a range of contexts.
- To develop a practical understanding of the ways in which information is gathered and presented.
- To explore features of shape and space, and develop measuring skills in a range of contexts.
- To understand the importance of mathematical skills in everyday life.

Teaching and Learning Style

The school uses a variety of teaching styles to cater for the variety of learning styles of pupils in mathematics lessons. Our principle aim is to develop children's knowledge, skills and understanding in mathematics. We do this through a daily lesson that has a high proportion of whole-class, group and partner, direct teaching and interactive oral work. During these lessons we encourage children to ask, as well as answer mathematical questions. They have the opportunity to use a wide range of practical resources and apparatus to support their work. Wherever possible, we encourage the children to use and apply their learning across subjects and everyday situations.

In all classes there are children of differing mathematical ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies – Children are asked to undertake independent work that is suitable for their ability; in some lessons children participate in differentiated group work and in other lessons by organising the children to work in pairs where a more able child may support a less able child. In the junior department and where appropriate in the infant department children are set weekly homework tasks in order to strengthen their learning in mathematics. This task directly links with the current unit of learning and is differentiated for ability groups.

Each child's maths book contains their personal end of year National Curriculum target and challenge target level, as well as level descriptions with child friendly language that specify the objectives and skills that each pupil should demonstrate to achieve them.

Mathematics curriculum and planning

The Foundation phase (Nursery only)

The Nursery aim to develop children's mathematical skills by following the Foundation Phase curriculum as set out by the Welsh Assembly Government Framework for Children's Learning, as well as following the learning objectives of the long term planning booklet provided by the Local Authority Foundation Phase support officer.

Children are given ample opportunity to develop their understanding of number, measures and money, shape, position and movement and handling data through a variety of focused, enhanced and continuous provision. This allows children to explore, practice and talk confidently about maths.

The focused, enhanced and continuous provision offers opportunities for children to learn through indoor and outdoor structured and child initiated play. Further development is promoted through a variety of activities including, stories, songs, games and imaginative play to encourage children to become independent learners.

The children learn through small group activities and the activities are differentiated by ability.

As well as adhering to the foundation phase style of teaching the nursery also embrace more formal methods of teaching in line with the traditional ethos of learning at St Clare's. This ensures a smooth transition for the more formal teaching that is taught in Reception.

(Reception – year 6)

We use mathematics skills ladders to plan long term which provide clear teaching objectives based on skills that are linked to National Curriculum levels. These skills ladders also provide progression of skills development in maths through the year groups. Alongside the skills ladders we use the Collins Primary Maths published scheme of work. The juniors enhance the maths scheme by incorporating a traditional approach to maths by using the modern comprehensive arithmetic books (by Watson and Freeland published by Holmes 1976) All key stages supplement the scheme with teacher made and other published resources. Furthermore, we are mindful of the National Numeracy Strategy Framework as a guide basis for implementing the national requirements to the programme of study for mathematics.

When delivering the Mathematics curriculum teachers will;

- Structure their lessons and maintain good pace within a stimulating environment.
- Provide oral/mental work to develop and secure each child's calculation strategies and rapid recall skills.
- Where appropriate use 'hands on' practical activities with a real-life context are used to provide learning context and create a fun and engaging attitude toward mathematics.
- Devote a high proportion of lesson time to direct teaching of whole classes, groups and partners.
- Make carefully considered use of textbooks, activity sheets and ICT resources to support teaching and learning;
- Demonstrate, explain and illustrate mathematical ideas, making links between different topics in mathematics and other subjects;
- Use and give access to number lines, hundred squares and other resources, including ICT to model ideas, concepts and methods.
- Use and expect children to use correct mathematical vocabulary and notation;
- Question children effectively, including as many of them as possible, giving time to think before answering, targeting individuals to take account of their attainment needs, asking them to demonstrate their methods and reasoning and exploring reasons for wrong answers;
- Involve and maintain their interest through appropriately demanding work, including some non-routine problems that require them to think for themselves;
- Ensure that differentiation is manageable and centred on work common to all the children in the class.
- Use AfL (Assessment for Learning) strategies.
- Ensure mathematics is enjoyable and fun and taught creatively.
- Provide positive support to help those who have difficulties with Mathematics;
- Where appropriate to involve pupils in self-assessment.

Resources

There is a range of resources to support the teaching of mathematics across the school. All classrooms have essential resources such as number lines, hundred squares and unifix cubes. All the topic based resources such as shape, time, weight etc. can be found in the central storage area. There is also a whole school resource list available.

Contribution of Mathematics teaching in other curriculum areas

Literacy

Mathematics contributes significantly to the teaching of Literacy in our school by actively promoting the skills of reading, writing, speaking and listening. For example, we encourage children to read and interpret problems in order to identify the numeracy involved. Children write about their ideas during investigation projects and they explain and present their work orally to others during plenary sessions. Younger children also enjoy stories and rhymes that rely on counting, size, time and sequencing.

Science

During science lessons, children are able to use and apply their data handling skills when creating tables and graphs of scientific measurements. Children are also have opportunities to read the scales on newton meters, measuring cylinders, weighing scales and a variety of other instruments.

History/geography

During history and geography lessons children have the opportunity to transfer and apply their mathematical skills through use of timelines and chronological ordering, problem solving with statistics or using coordinates and graphs and charts of all kind.

Information and communication technology (ICT)

When appropriate children use a variety of online ICT resources in mathematics lessons to enhance their learning, and assist in modelling ideas and methods. The school has subscribed to the 'My Maths' interactive online resource which is available for both children and teachers to set homework and use

during lessons. This resource offers us the opportunity to set tasks to the National Curriculum level that each child is currently working at.

Children with Additional Learning Needs (ALN)

The mathematics curriculum provides a broad and balanced education to all children. Through our mathematics teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment allows us to consider each child's attainment and progress against expected levels. When progress falls significantly outside the expected range or the child may have special educational needs our assessment process looks at a range of factors, such as, teaching materials or differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. Intervention through School Action and School Action Plus may lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. We enable pupils to have access to the full range of activities involved in learning mathematics and children with a specific mathematic need may be given one to one support within or outside their own class.

More Able and Talented Children

Able, Gifted and Talented children will be taught in their own class. They will be given the opportunity to make progress and be stretched through differentiated tasks, open-ended challenges and self-directed learning. Some year groups provide more able children with the opportunity to access teacher made challenge boxes, bags or books. 'Rising Stars - Maths for the more able,' a published resource, is used at teachers discretion to deepen the understanding of mathematics involved through applications and opportunities to reason at a higher level.

Assessment of Mathematics

At St Clare's we recognise that AFL lies at the heart of promoting learning and in raising standards of attainment. We further recognise that effective AFL depends crucially on actually using the information gained.

Strategies for assessing pupils' learning will usually involve:

- Using knowledge of previous teachers notes
- Using on-going pupils tracking records.
- Observation.
- Responding appropriately to pupils during 'day-to-day' teaching. These 'immediate' responses can be verbal and are not always recorded.
- Marking written work.
- End of week or topic class tests.
- Autumn and Spring teacher assessments
- NFER Maths standardised testing
- Using the information gained from testing.

The results of all assessments are used to plan the "next step" for individuals and groups and inform the reporting of progress to the children and parents. Information gained is used to set focused targets and challenge targets.

Children's mathematic books contain a target sheet and level descriptions based on their target which specify the types and range of performance that pupils should demonstrate at National Curriculum Level. Children use these in their own self-assessment for progression to identify, where they are now, where they need to get to and what they need to do to get there.

Review, Monitoring and Evaluation

Monitoring of the standards of children's work and of the quality of teaching in mathematics is the responsibility of the Assistant Head and the Mathematics Coordinator. The work of the Mathematics Coordinator also involves supporting colleagues in the teaching of Mathematics, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Mathematics Coordinator gives the Head of Prep and Assistant Head of Prep regular summaries in which s/he evaluates strengths and weaknesses in the subject and indicates areas for further improvement.

Maths books from each year group are reviewed and monitored in the Autumn and Spring term and maths lessons are observed throughout the academic year.

Signed _____ *C. Emanuel* _____ (Assistant Head of Prep)

Signed _____ *C. Vanderbrink* _____ (Maths Coordinator)

Appendix 5

Science

Progression table – Materials

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore a range of materials and understand terms such as soft, hard, bendy, shiny etc... Identify some common materials and group them according to properties. Understand that some materials are magnetic but others are not. State that not all metals are magnetic. Look at a range of materials to see if they are waterproof/transparent</p>	<p>Look at a range of common materials and try to explain why different objects are made from different materials. Understand that one object can be made from a selection of materials. Describe what happens to some materials when they are heated and cooled – bread, popcorn, water.</p>	<p>Know that materials are selected for making things according to their properties. Look at a range of natural and man made materials. Observe different samples of rocks. Look at the components of soil and compare different soils.</p>	<p>Describe an object and state why it is made from a certain material. Understand the concept of temperature and learn how to measure temperature accurately using a thermometer. Investigate materials and their potential for keeping things warm or cool. Recognise good insulators and conductors.</p>	<p>Recognise the differences between solids, liquids and gases. Understand that solids, liquids and gases are made from particles and describe how the particles are arranged. Know that solids in the form of powders sometimes behave in a similar way to liquids. Know the uses of some gases. Predict what will happen when ice is heated and cooled. Understand the terms melting, evaporation, boiling, condensation and freezing.</p>	<p>Understand that some substances will dissolve when added to water but others will not. Predict whether some common solids will dissolve or not. Carry out an investigation to see the effect of particle size on dissolving. Know that an insoluble solid can be separated from water by filtration and a soluble solid is separated from water by evaporation.</p>

Progression table – Life Processes and Living things - Ourselves

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Label a number of external parts of the body including the sense organs. Recognise familiar objects using the sense of touch. Recognise familiar substances using the sense of smell. Match objects to the correct senses both verbally and in a written form.</p>	<p>Label many external parts of the body and know why we need some parts. Describe ourselves and look at the ways that people may differ in appearance. Make comparisons about how we may look the same or how we may differ.</p>	<p>Label most external parts of the body and know why we need these parts. Understand that we need a balanced diet that includes foods for energy, growth, good health and warmth. Identify foods that we eat that belong to these four groups.</p>	<p>Recognise and label the main internal organs of the body. Know that the human skeleton is made of bones and that it has a number of functions. Label a number of bones in the skeleton. Understand that when we grow older our skeletons will change.</p>	<p>Locate and recognise the main internal organs of the body. Recognise the main parts of the digestive system. Know that we need five nutrients in the correct amounts plus fibre in order to stay healthy. Know the names of these nutrients and know that we also need water. Understand why we need each nutrient and give examples of foods containing these nutrients.</p>	<p>Know that we need a balanced diet, good hygiene and plenty of exercise in order to stay healthy. Understand that certain substances are harmful to the body eg:- drugs and tobacco smoke. Recognise the four types of teeth and understand what causes tooth decay. Know how we can prevent tooth decay.</p>

Progression table – Scientific Enquiry

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children should be responding appropriately to scientific ideas. They should communicate their findings using speech, drawings, words/sentences and simple charts. Continue to describe simple features of things they see using all their senses.</p>	<p>Respond to suggestions about how to find out. Encourage pupils to offer suggestions and make predictions. Use simple equipment in a safe way. Make observations and comparisons between things they observe. Use simple tables, tally charts and pictograms to record observations.</p>	<p>Respond to and suggest ideas. With help, decide how to carry out a fair test. Start to use a range of simple measuring equipment. Record and present findings in a number of ways including bar graphs. Discuss and write about findings using relevant scientific vocabulary. Explain observations and simple patterns discovered</p>	<p>Fair tests are done routinely, varying one factor while keeping others the same. Make a series of observations and measurements adequate to the task. Use bar charts and simple line graphs to present results. State what has been found out and begin to draw conclusions. Suggest how the work could be improved.</p>	<p>Encourage pupils to suggest ideas independently. Make a series of observations and more precise measurements adequate to the task. Plot points to form a simple line graph and use these graphs to point out patterns or trends. Begin to use patterns to draw conclusions and suggest how work could be improved.</p>	<p>Identify appropriate kind of enquiry. Plan an investigation and identify the key factors in a fair test. Observe and measure with appropriate precision. Present results as an appropriate graph and use it to identify trends. Use a range of units. Relate conclusions to knowledge and understanding</p>

Mid term Plans - Materials

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
wee k 1	Introduction to materials. Learn names and textures of common materials. Group hard and soft materials	Identifying suitable materials to make different objects. Pick and Mix game and H/W	Rev – Choosing the correct material. H/W Match material with objects and vice versa.	Rev – Match material with properties and uses. Complete task for H/W	Properties of solids , liquids and gases. H/W Classifying materials.	Do all substances dissolve? H/W research on the term dissolving and write up conclusion from results
wee k 2	Hard and soft plastics. Recognise materials that are made from plastic	What happens when we heat bread? Complete prac H/W - Heating materials	Where do materials come from? H/W Natural and man made materials. H/W name 3 examples of materials from plants, animals, ground man made	Estimate and measure temperature. H/W Mark the thermometers.	How particles are arranged in solids, liquids and gases. H/W Complete solid, liquid and gas sheet.	Will it dissolve? Fair test and prediction revision. H/W Fair test sheet. More practice on making conclusions.
wee k 3	Will certain materials stretch or break or go back? Match material with object.	What happens when we heat popcorn? H/W – write suitable instructions and results	Looking at different rocks and how to make careful observations H/W research on a suitable material.	Making a human bar graph. H/W do bar graph of temperature measurements and How Hot is it?	Measuring temperature of ice as it melts to form water then boils to form a gas. Recording results as a table. H/W describe and explain observations	Does the size of sugar grains effect the speed of dissolving H/W – Dissolving sugar
wee k 4	Which materials will stick to a magnet? Making a simple prediction	What happens when we heat ice and water and then cool the water again H/W – All steamed up	Fair test scramble game H/W fair tests using exercise on rocks and others	Do insulators really keep water warm? H/W Revision of fair tests	Rev - making a human line graph. H/W Plot results from last lesson as a line graph	Play making valid conclusions game to reinforce the concept. H/W – complete conclusions sheet
wee k 5	Sorting materials into magnetic/non magnetic groups	Grab a graph activity - intro to bar graphs H/W plot a simple bar graph	Looking at what soil consists of. Compare soils from different places. H/W – identify materials used to make different parts of a house	Do insulators really keep water warm? Revision of fair tests	Making Carbon Dioxide. H/W research questions on Carbon Dioxide	Separating chalk from water H/W – Alka seltzer sheet

Mid term Plans - Ourselves

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
wee k 1	Match name of body part to drawing using coloured key. Ex - add other body parts that you know.	Label Y2 sheet on body parts. H/W – ‘Know Your Body’ sheet.	Complete Y3 sheet on the body. H/W – try to find 4 reasons why we need food.	Complete Y4 sheet about internal organs of the body. H/W – try to find 4 reasons why we need a skeleton.	Complete the main parts of the digestive system. H/W find out the proper names of the main food groups and why we need them.	How can I keep my body healthy? H/W put pictures into correct group BEFORE, AFTER, FOR DISCUSSION.
wee k 2	Introduction to Our Senses. Match sense with correct part of body. Ex –handwriting practice to reinforce correct sense organs.	Complete ‘We Are Different’ in pairs. H/W – ‘About Me’	Why we need food. Foods for energy and growth. H/W – complete sheets re foods for energy and growth.	Why we need a skeleton and the main bones in the skeleton. H/W – complete skeleton sheet.	The main food groups and why we need them. H/W – True and False exercise.	Apple browning experiment. H/W - Food Poisoning
wee k 3	Play Senses game as a class. Complete ‘Our Senses’ sheet.	Measuring my hand span. H/W – Measuring Differences	Foods for good health. H/W – stick in pictures of ‘good health’ foods from magazines.	Are skeletons all the same size? Measuring the area of our hands. H/W – how do we grow?	Putting the correct food pictures into the correct groups.	Structure of a tooth and types of teeth and their functions
wee k 4	Read story about the ‘ROBO’. Draw picture of a ‘ROBO’ Ex – label the picture.	Eye colour pictogram. H/W – What can I do with my body?	Looking at a packed lunch and identify the energy, growth healthy and warmth foods. H/W – food research.	Record results of hand size on a table. Was my plan successful?	Food groups star chart. H/W – Ben’s Burger.	Tooth decay and the stages of tooth decay. H/W – how often do I brush my teeth.
wee k 5	Sniffer Dog Auditions. Testing sense of smell.	Complete ‘Can I roll my tongue?’ exercise	Pictogram – What do we eat at break? H/W – complete a food pictogram	Recording the size of feet in the form of a bar graph. H/W – growing up.	Which foods contain starch? H/W Do I eat a balanced diet?	The tooth fairy story.

week 6	Name the Senses sheet.	How we grow.	Fridge Fight comprehension.	Recording growth chart in the form of a line graph	How to record food information as a pie chart and bar graph.	How does exercise effect my pulse rate? H/W – The Fun Run line graph.
week 7	ICT lesson	ICT lesson	ICT lesson	ICT lesson	ICT lesson	ICT lesson
week 8	ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT

Mid Term Plans - Forces through Scientific Enquiry

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Week 1	Introducing pushes and pulls. Which toys move easily when pushed?	Revision of pushes and pulls. Introduce 'twist'. Put pictures in to groups – push, pull, both, twist	Revision of push, pull, twist. Introduce magnetic forces. Predict and test which objects will be attracted to a magnet. H/W – 4 ways magnets may be used	How to measure the size of a force using a Newtonmeter. H/W – research questions on Isaac Newton	Introduce the force of gravity. 'How long do certain objects take to fall. H/W – record results as a bar graph.	Start 1 st investigation – 'What happens when we add weights to a PREDICT AND PLAN Newtonmeter. H/W – write up the plan
Week 2	Predict which object will float or sink and check to see if correct	Investigate – Will a car travel further down a ramp if the ramp is raised. PREDICT AND PLAN H/W – write out the plan	Investigate – Which magnet is the strongest? PREDICT AND PLAN AND CARRY OUT. H/W – write out plan	Continue activity from last week. H/W – Record results as a bar graph.	Investigate – Does a small paper helicopter fall slower/faster than a bigger one? PREDICT PLAN. H/W – write out plan	Investigation – CARRY OUT TWICE MORE AND CALCULATE AVERAGES
Week 3	Write out findings from last lesson.	Investigate – Will a car travel further down a ramp if the ramp is raised. CARRY OUT INVESTIGATION AND RECORD RESULTS ON A TABLE	Investigate – Which magnet is the strongest? RECORD RESULTS AS A BAR GRAPH	What is the meaning of the term Friction? Which surfaces and materials provide the most friction?	Investigate – Does a small paper helicopter fall slower/faster than a bigger one? CARRY OUT THE PLAN. H/W	RECORD RESULTS AS A BAR/LINE GRAPH.
Week 4	Will different shapes float or sink? Part 1 testing different shapes	Investigate – Will a car travel further down a ramp if the ramp is raised. RECORD RESULTS IN THE FORM OF A BAR CHART	Investigate - What happens to a spring when we add more weights to it? PREDICT AND PLAN	Investigate – will different types of shoes travel further down a ramp? PREDICT AND PLAN. H/W write out the plan.	Investigate – Does the size of a piece of paper effect how quickly it falls to the ground? PREDICT AND PLAN	Investigate – Does the shape of an object effect how quickly it will fall? PREDICT AND PLAN

Weeks 5, 6, 7	Will different shapes float or sink? Part 2 finding a shape that floats. CARRY OUT SIMPLE ACTIVITY, RECORD RESULTS, WRITE SENTENCES TO STATE FINDINGS.	Class investigation – do large cars travel further down a ramp than smaller cars? PREDICT and CARRY OUT , RECORD RESULTS AND START TO STATE WHAT HAS BEEN FOUND OUT.	Investigate - What happens to a spring when we add more weights to it? CARRY OUT AND RECORD RESULTS, START TO MAKE A SIMPLE CONCLUSION.	Investigate – will different types of shoes travel further down a ramp? CARRY OUT AND RECORD RESULTS, START TO MAKE CONCLUSIONS AND LINK LEARNING.	Investigate – Does the size of a piece of paper effect how quickly it falls to the ground? CARRY OUT AND RECORD RESULTS, MAKE CONCLUSIONS AND START TO GIVE EXPLANATIONS	Investigate – Does the shape of an object effect how quickly it will fall? CARRY OUT AND RECORD RESULTS, MAKE CONCLUSIONS AND GIVE EXPLANATIONS.
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