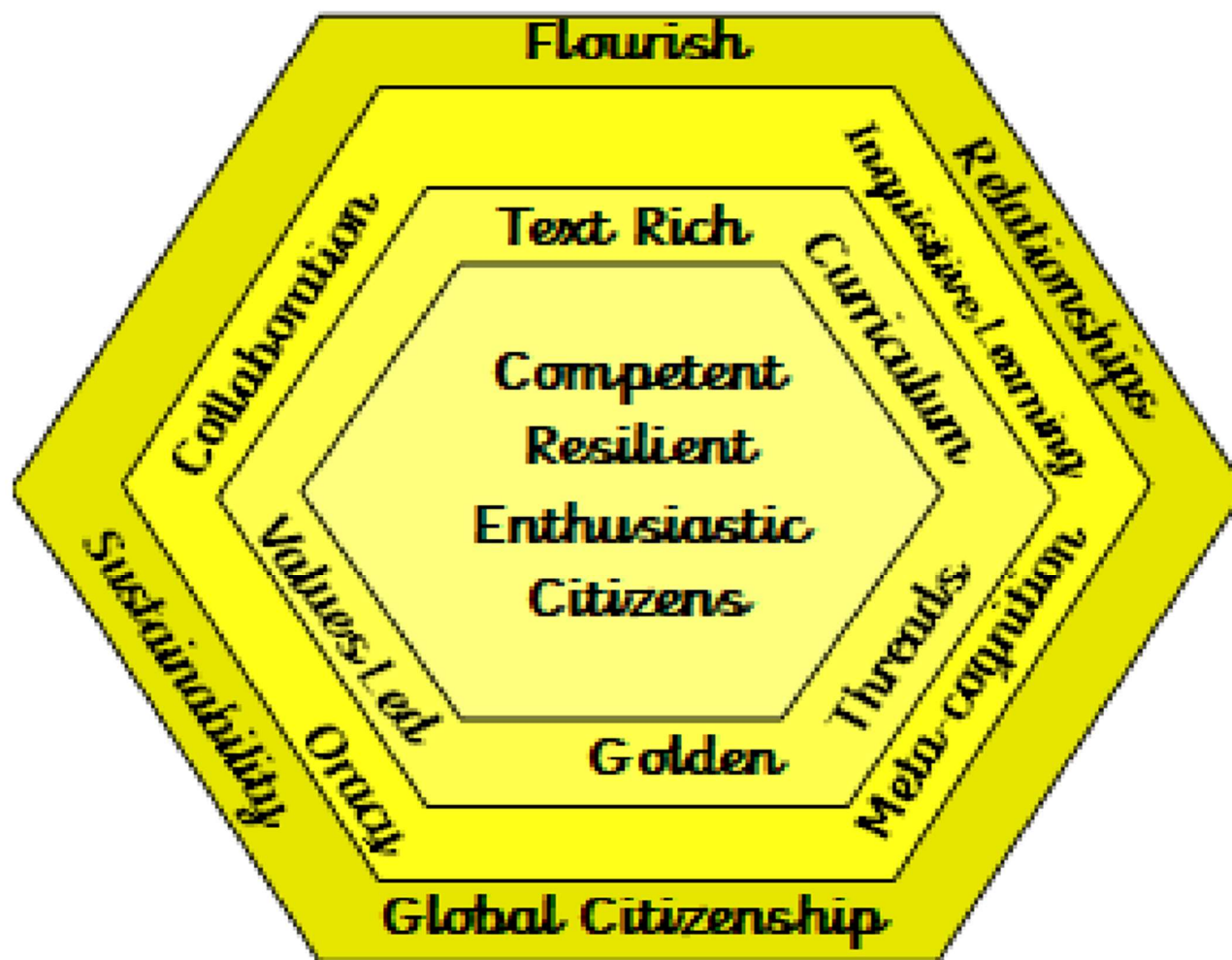


Welcome



Why have we changed the curriculum?

How did we go about changing the curriculum?

Toy Shop

The Golden Thread in this topic is...

Global Citizenship

In this topic the children will learn about how toys have changed throughout history; their own and in England. They will read books about toys, particularly those written by Mick Inkpen.

In History we will:

Share our first toys and talk about how the toys we play with have changed as we have grown.

Find out how toys have changed since our parents and grandparents were children.

Think about toys in the future.



New vocabulary we will learn:

Spinning top - a wooden toy that spins

China - a fragile, moulded material

Porcelain - a fragile, moulded material

Lifetime - the time someone has been alive

Marionette - a puppet controlled by strings

Glove puppet - a puppet that fits on a hand

Shadow puppet - a puppet that used behind a screen so only shadows are seen

Radio-controlled - a device controlled from a distance by a radio

In Geography we will:

Use world maps to find out where different toys that we play with are made.

Learn about toys that are played with around the world that are different to the toys that we play with.

In Design Technology we will:

Design and make a range of puppets: shadow, stick, glove and marionette.

Use split pins to make moving toys.

Find out about how different toys work.

Things you might like to do at home to enhance this topic at home...

Share toys that were played with by family members when they were younger.

Visit Build-a-Bear workshop and watch a teddy be made.

Texts that you could read at home...

"Dogger" By Shirley Hughes

"The Boy and the Toy" By Sonya Hartnett

"Little Bear Lost" By Jane Hisse

The Write Stuff

Transforming the Teaching of Writing



Our intent for writing

- Develop spoken language, composition and grammar
- Text-rich curriculum instead of all topic links
- A big emphasis on the development of vocabulary
- Collaborative, whole-class writing leads children to confidently write an independent piece

Our intent for writing

- Develop stamina for writing and resilience
- Children see the relationship between accurate grammar and successful writing
- Focus on development of spelling rules, not just a list of spellings to be learnt
- ... a desire to see children flourish as writers and to develop a love of writing!

Why choose The Write Stuff ?

- Research shows that pupils who enjoy writing are good writers – we need to encourage enjoyment of writing.
- Using The Write Stuff means that the writing process is taught explicitly and deliberately to pupils by teachers.

Weaknesses in Primary Age Writing



1. Sentence Structures
2. Completed piece 'The Whole'
3. Textual Cohesion



Vocabulary development

- Once children are ready to start writing, it is important to think about how to expand their vocabulary.
- As children get older and progress through the school, the language they use will become more precise and sophisticated.

Vocabulary development

- KS1 children might write a sentence such as:

The big dog with the red bow.

- KS2 children might then develop their vocabulary to write:

Straining frantically, the gigantic dusky grey dog pulled against the suffocating scarlet bow, wanting to pull it off completely.



In order to develop vocabulary, we provide different experiences for pupils.

Giving children **experiences** that **lead up to their writing** should help **build** their vocabulary **naturally**.

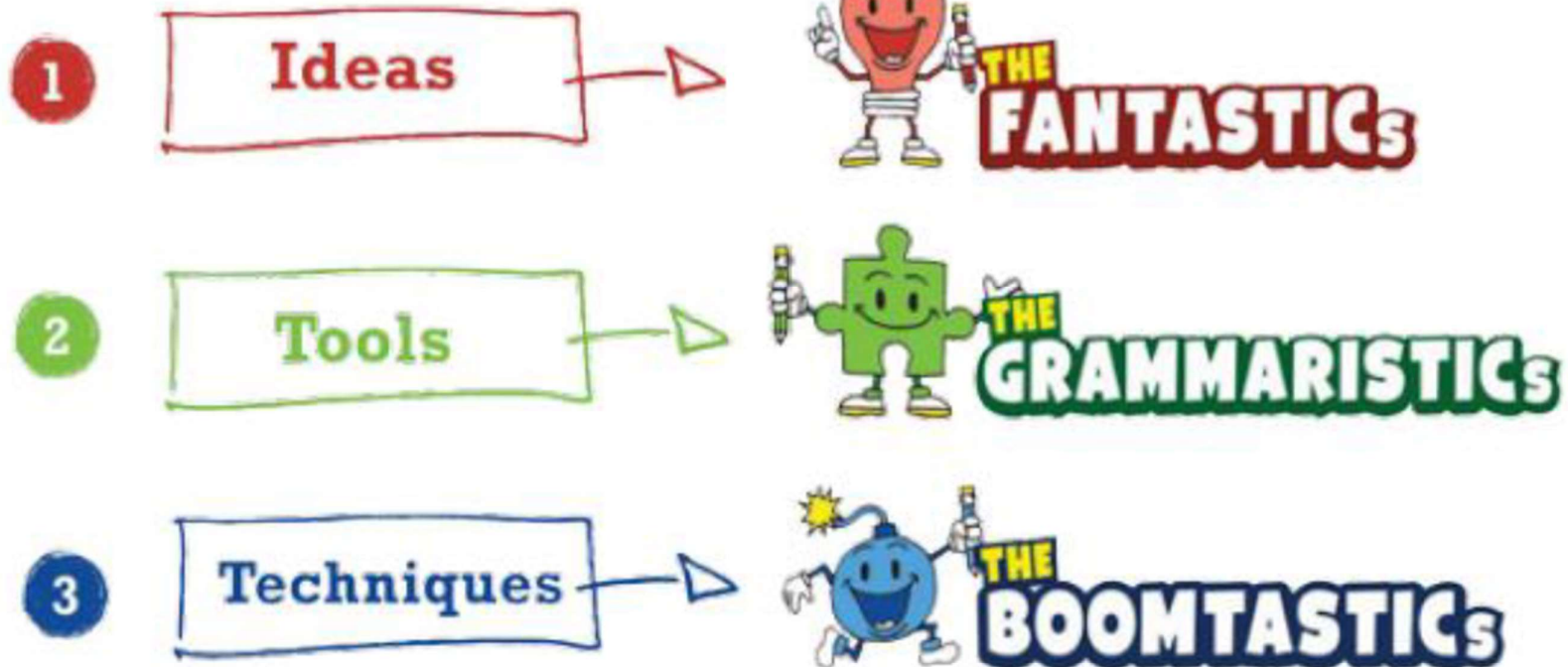
Experience lessons

- Some lessons might involve moments when children are able to explore and play around with their thoughts and ideas about a subject.
- They might also be able to play around with language and see what fits.

Experience lessons

- Films
- Images
- Development of word banks
- A trip outside of the classroom/ drama
- Reading real-life accounts
- Talking to children in different year groups
- Research
- Following instructions

The Three Zones Of Writing







Explore the forest using:





Mossy green roots

Dappled sunlight through the trees

Trees that are so tall they brush the sky





Mossy green roots

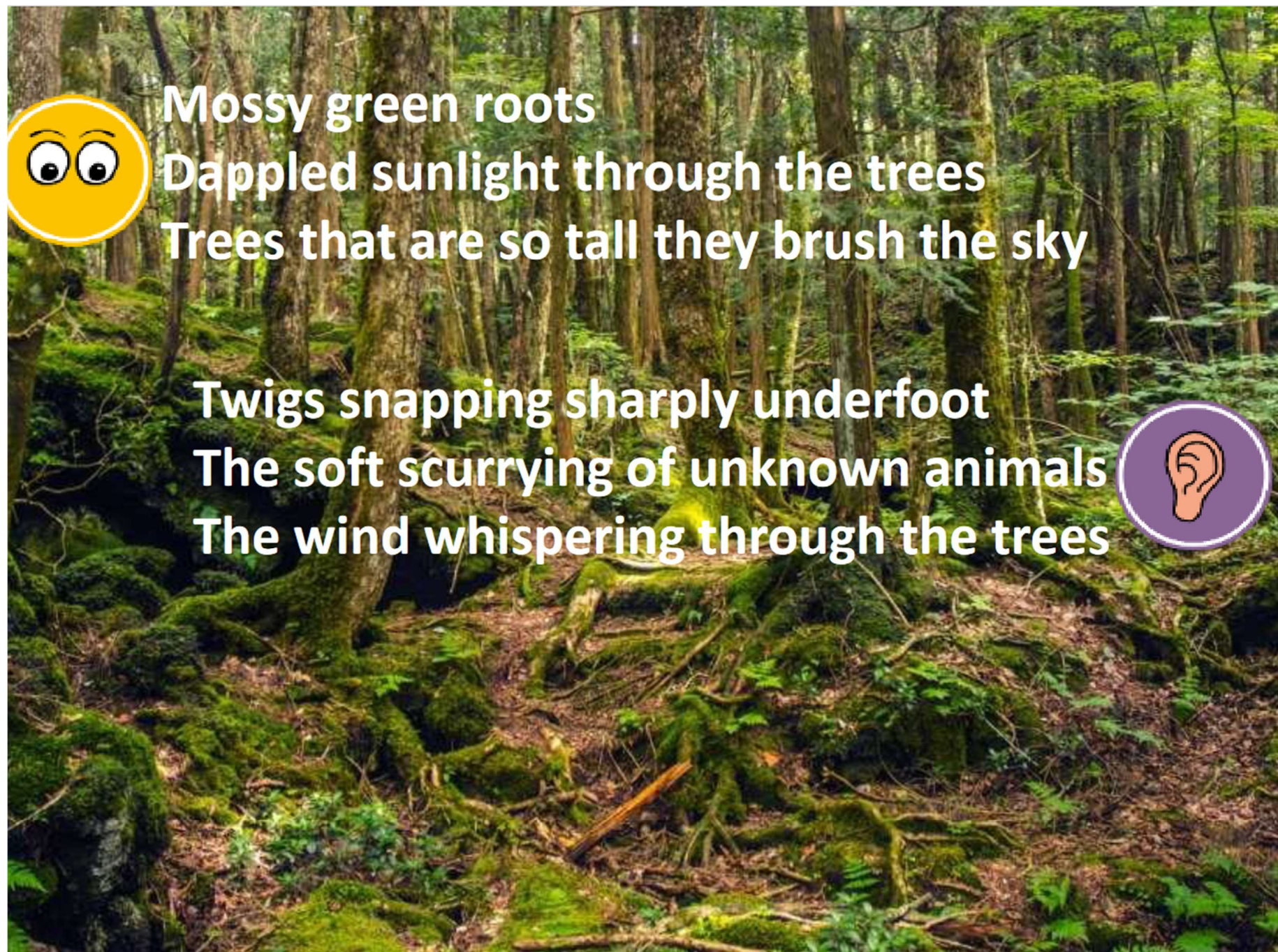
Dappled sunlight through the trees

Trees that are so tall they brush the sky

Twigs snapping sharply underfoot

The soft scurrying of unknown animals

The wind whispering through the trees





Mossy green roots

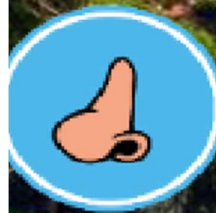
Dappled sunlight through the trees

Trees that are so tall they brush the sky

Twigs snapping sharply underfoot

The soft scurrying of unknown animals

The wind whispering through the trees



Fragrant flowers dancing in the wind

The scent of damp bark underfoot

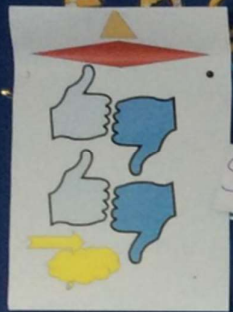
Trees with a sweet smell of fresh pine

Working Walls

- All year groups help children to develop their vocabulary and have it displayed on the wall for pupils to use in later lessons.
- It helps to reinforce new vocabulary and to show how it can be used in sentences.



English



Some people think homeschooling is a great idea ; others think it is ineffective.

Balanced arguments - key words and vocabulary
 • There are many reasons why you would also need to consider Personally, As a direct consequence of this, However, Although, Studies show, On the other hand,

Balanced arguments - key words and vocabulary
 On the other hand, However, I should, Such as, After, before, Finally, However, On the contrary, In contrast, Could, Would, Thus, Never halves, Even though, I strongly believe, Some believe,

Balanced arguments - key words and vocabulary
 Personally, As a direct consequence of this, However, Although, Studies show, On the other hand,

Balanced argument vocabulary

Balanced argument - key words and vocabulary
 However, For, Against, On the other hand, I also believe, Personally, In favour, will, Moreover, should, It, can be, In conclusion



• There are many views about homeschooling. Many people have different ideas about homeschooling. Some people believe... whilst others think... Here, I will explore the two sides. Focuses on one child instead of 32. Child can move at their own pace. Learning in peace. Focus on their own interests. Just children, not teachers' expectations.
 Evidence shows that Experts suggest Studies show In addition to this

Should homeschooling be allowed?
 There are many views about homeschooling. Some people believe that home-schooling can be detrimental. Others think it is more useful. Here, we will explore the two sides.
 On the one hand, some people believe that home-schooling is effective because children can move on at their own pace. In some instances, homeschooling can boost the child's mental health attributes because the child can have a personalised learning experience.

On the other hand, people believe that homeschooling is detrimental because... However, others think... Whereas... Despite the fact that some people think this... In contrast... Nevertheless...

Would Can
 May May not
 Will Ought to
 Should Will not
 Might Might not
 Could Must not
 Shall Would not

Despite the fact that some people view homeschooling as positive, others think not otherwise. For example, the adult or parent teaching may have to leave a job they love. Also, the adult would not be able to socialise as much because they would spend their day teaching.

However, other people say homeschooling is positive because you don't have to have set hours in the school day. For example, you could visit a waterpark during the day and learn about different animals. A more hands-on experience.

To conclude
 Some people believe... other think...

personally
 I strongly believe
 My own opinion is

Although people think home schooling is good, others think it is not. This is because it can cost a lot of money. For example, you have to pay for books, stationery and computers. Also, you would need a lot of room for DB and you would not be able to play team sports without other children.

Therefore, it is obvious that there are two sides of the argument. Some people think homeschooling is a great idea, others think it is ineffective. Personally, I believe homeschooling is detrimental because I think children would be lonely. It is hard to learn with friends.

I myself appreciate me and wanted to talk to me. I began to feel shapeful. However, because maybe (in the end) I might make (myself)

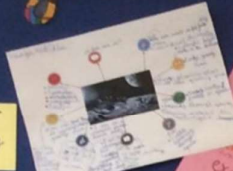
English

We are learning to write a narrative



This is how your handwriting should look!

Handwriting practice sheet with cursive letters.



Key Vocabulary

pathetic
fallacy
adverbs
simile
alliteration
complex sentences

Feeling
excited
thrilled
amused

Smelling
delicious
foul
fragrant

Adjectives
dazzling
sparkling
extraordinary
shiny
powerful
reflective
exquisite

Noticing
examining
admiring
observing
studying
inspecting
glancing
analysing
staring

Adverbs
amazingly
excitedly
contently
intently
carefully
cautiously

We are learning to use ANTS



Class Checklist
-parentheses
-modal verbs
-paragraphs
-conjunctions
-adverbials including time adverbials
-degree of possibility
-link sentences for dialogue

We are learning to spell words with silent letters



don't
solemn
knickers
whistle
island
thriller
risky
delicious
lame
knight

Prepositional Phrases
In front of them
Behind the tall bearded salesman
Underneath the bright shining light
Next to the striking person
Besides the...

Internal
switches
levers
buttons
seats
doors
oxygen tank
dashboard

fire
launch pad
windows
smoke
engines
flames
lights

Tasting
Delicious burgers
Slush
Pudding
Ice cream
Smoothie

We are reading Cosmic written by Frank Cottrell Boyce



Checking
I could hear the...
I could hear the...
I could hear the...
I could hear the...

What is the big picture?
Audience: Everyone!
Purpose: tells a story
Genre: Narrative

Salesman word bank
winked
grunted
clapped
shrugged
laughed
smirked
stomped
shuffled

Spaced verbs
sped
shot
leaped
batted
zoomed
whizzed
rushed

R

Respect

- Shows respect for staff
- Shows respect for peers
- Accepts responsibility
- Seeks attention appropriately

E

Encourage

- Is appropriately confident
- Positive Role Model
- Uniform
- Is organised

A

Achieve

- Independent learner
- Creativity
- Extra-Curricular Activities
- Effective communicator

C

Care

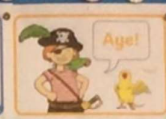
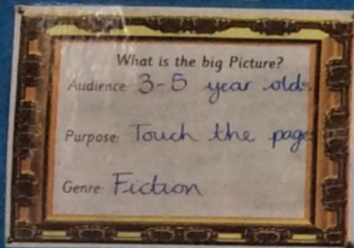
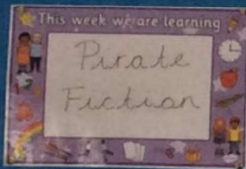
- Is physically peaceable
- Is verbally peaceable
- Has empathy
- Is happy
- Shows respect for property

H

Hard w

- Ownership
- Is attentive
- Curious
- Effective

English



bumpy

shiny

fluffy

smooth

hard

woolly

crinkly

prickly

glossy

velvety

squashy

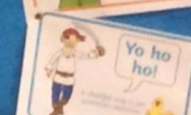
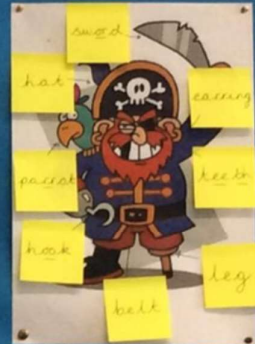
sparkly

rubbery

lumpy

rough

silky







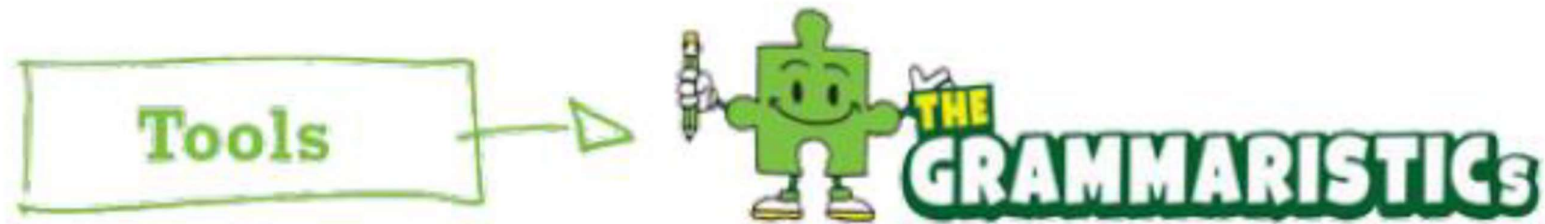
- Understanding the *fundamentals* of *grammar* is important for new writers, who need to understand the basics of grammar before they can begin to manipulate sentence constructions for effect.



- Poor grammar creates poor sentences.
- Children need to understand the structures of writing.

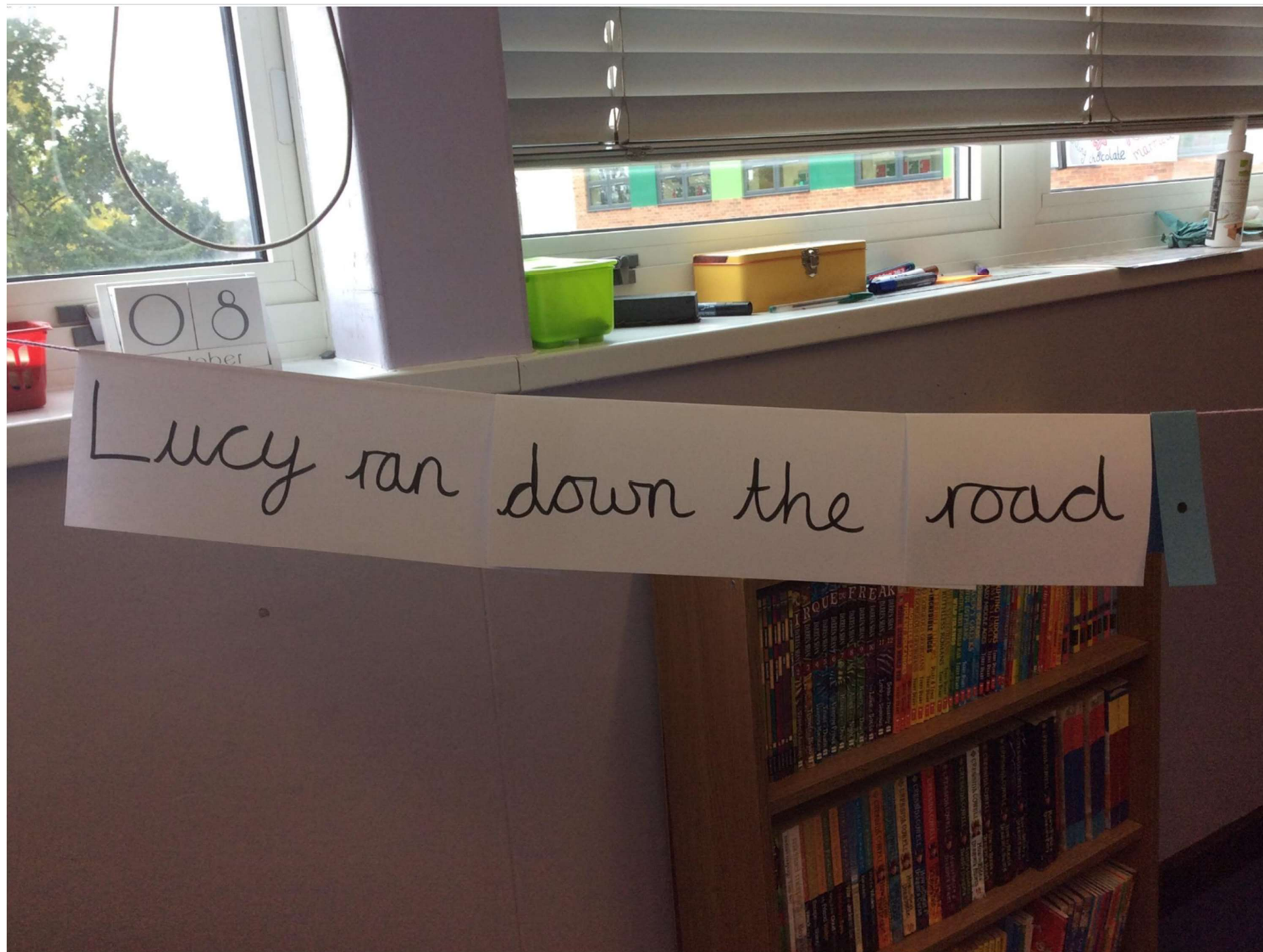


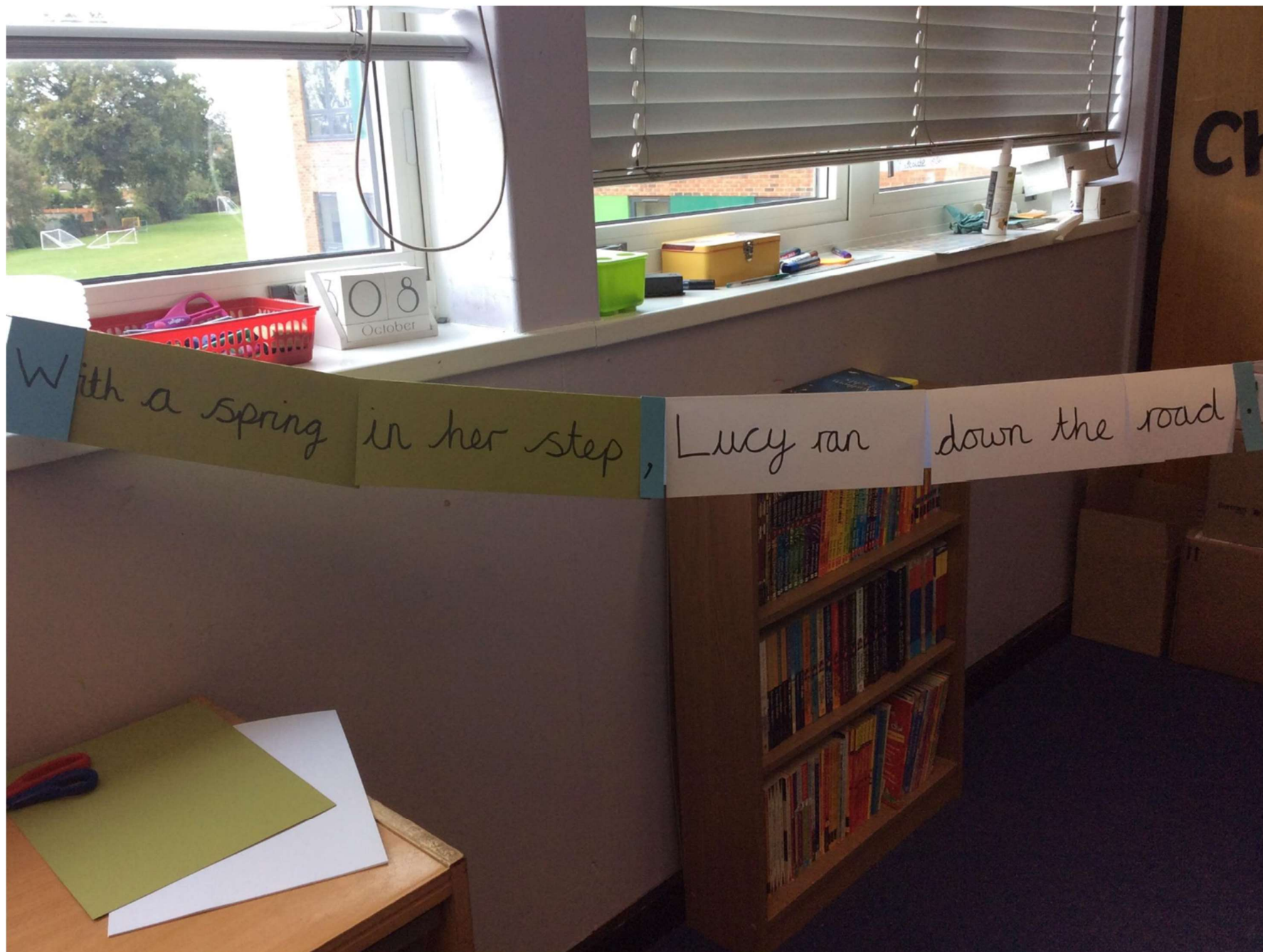
- Through our lessons at Paddox, grammar will be woven within a writing lesson, rather than a stand-alone lesson.
- The benefit is that children will see the grammar working 'in action', rather than separately.



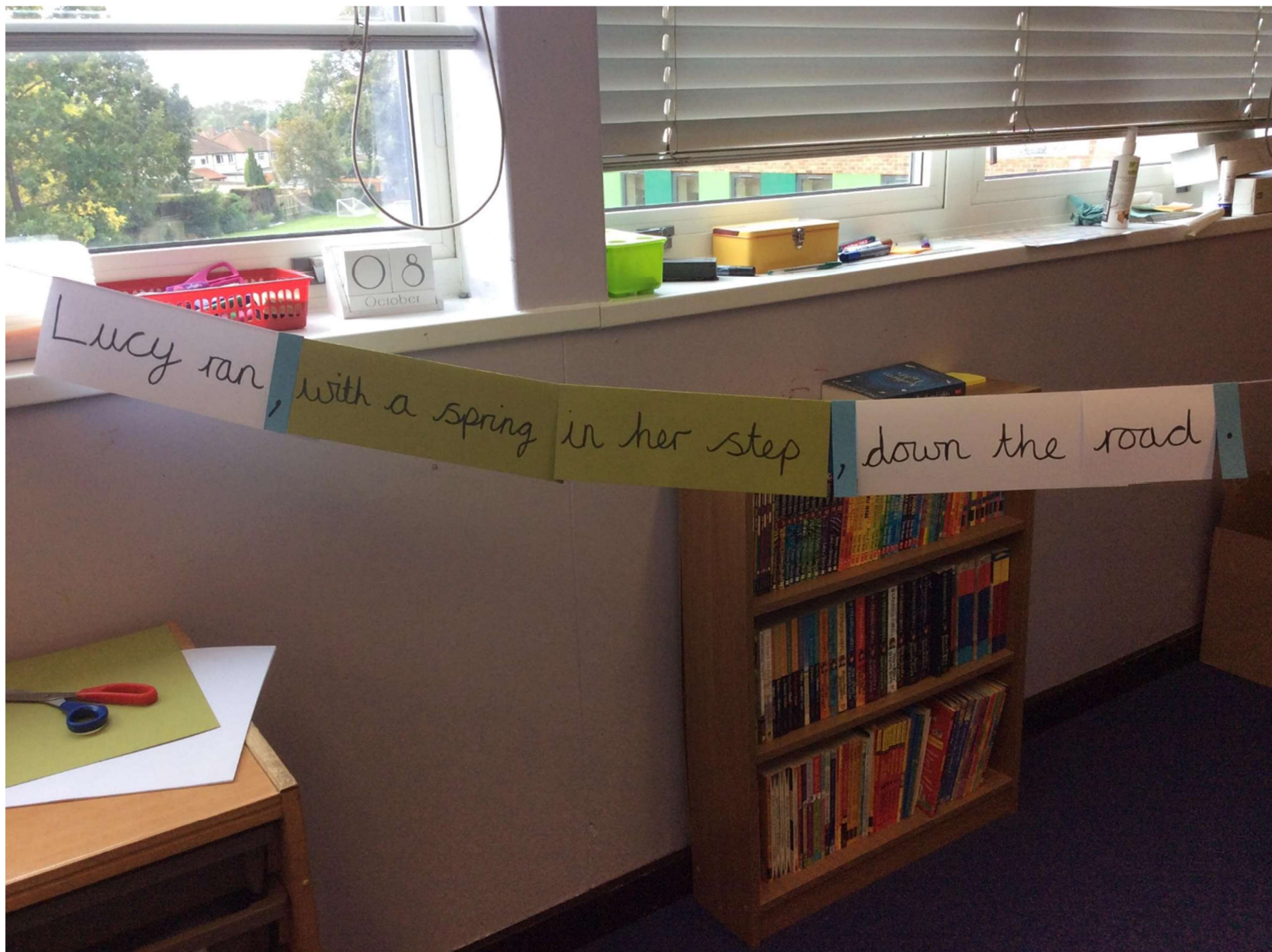
- One way to show grammar manipulation is through use of a washing line.

Lucy ran down the road .

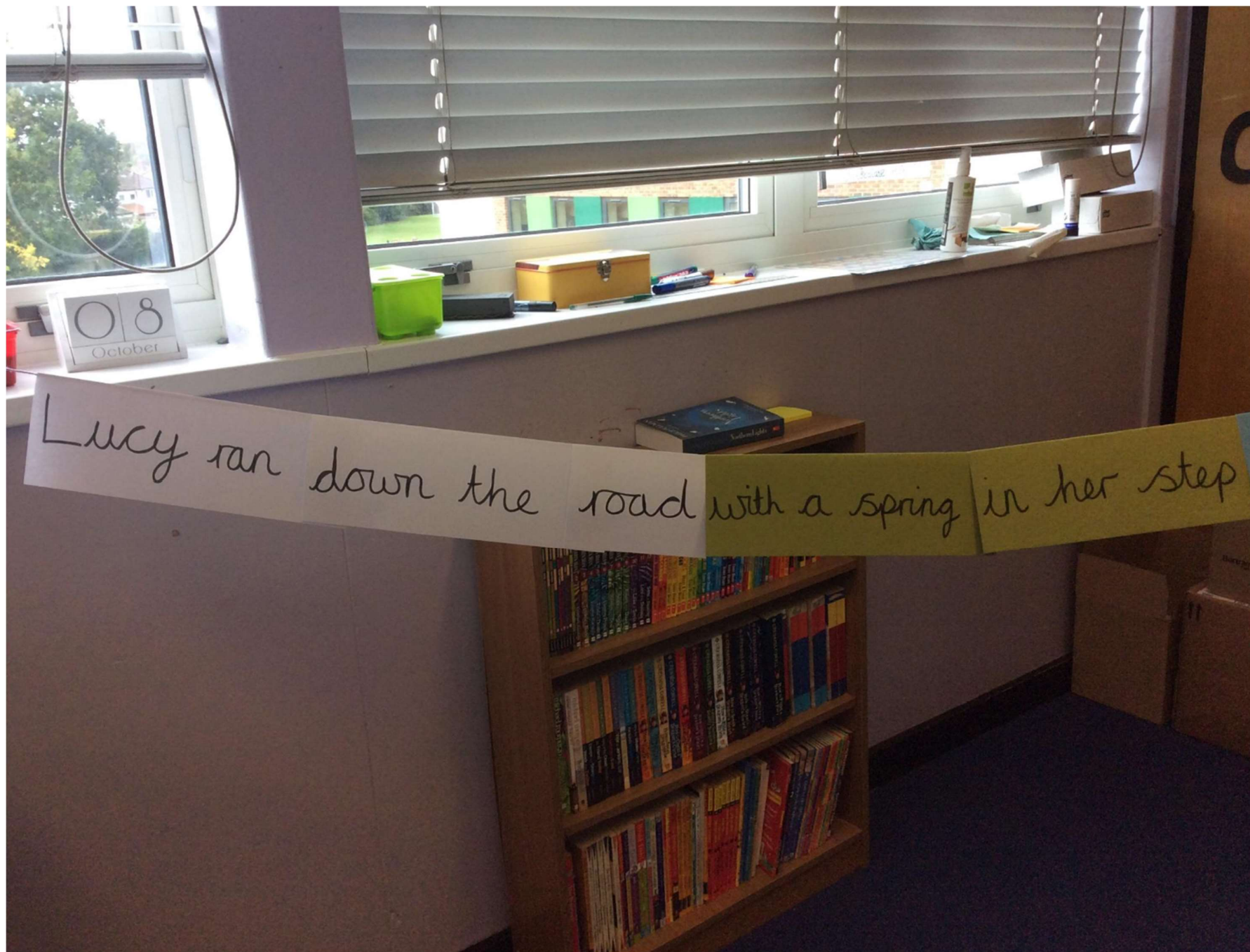




With a spring in her step, Lucy ran down the road.



Lucy ran, with a spring in her step, down the road.

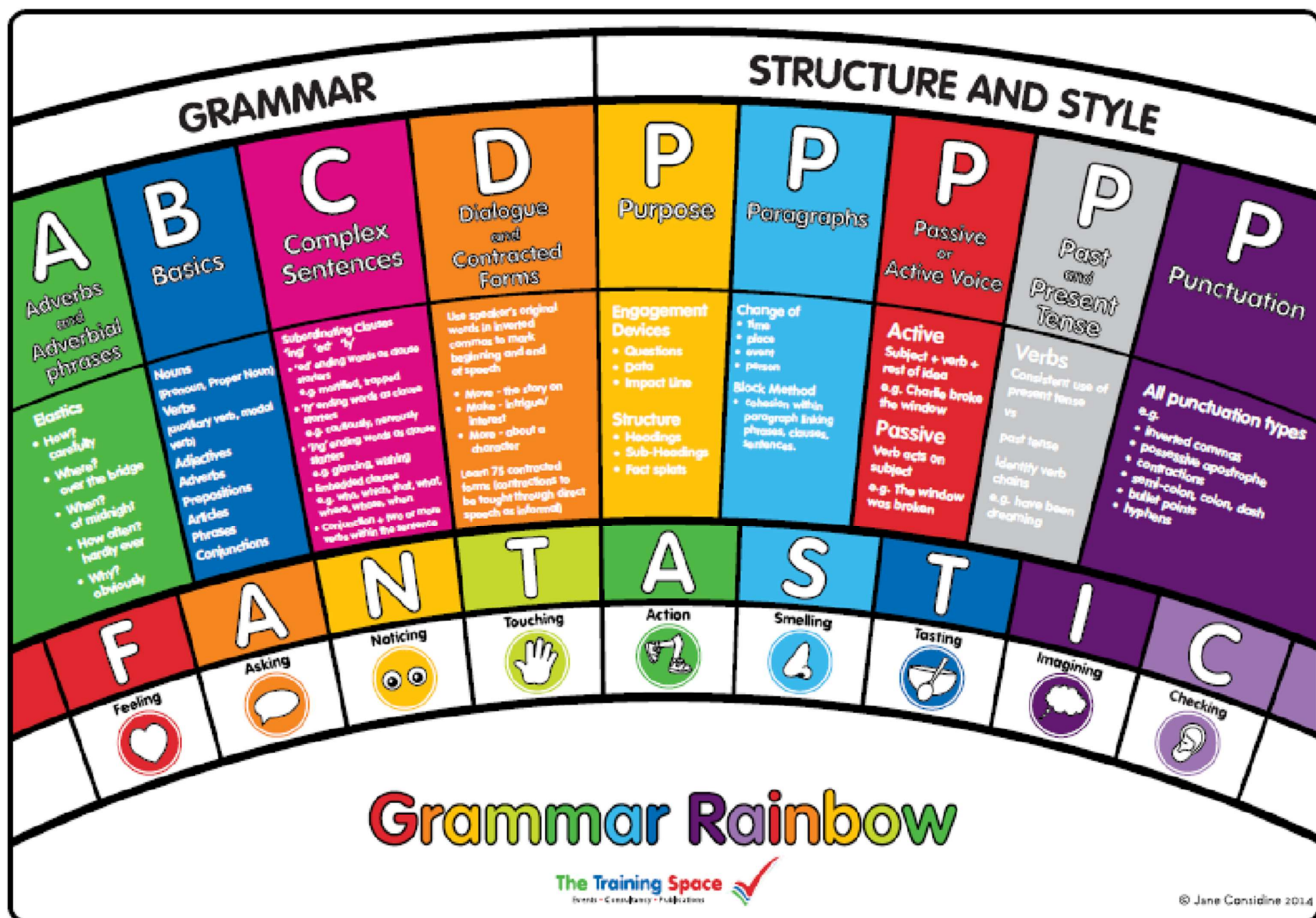


Lucy ran down the road with a spring in her step

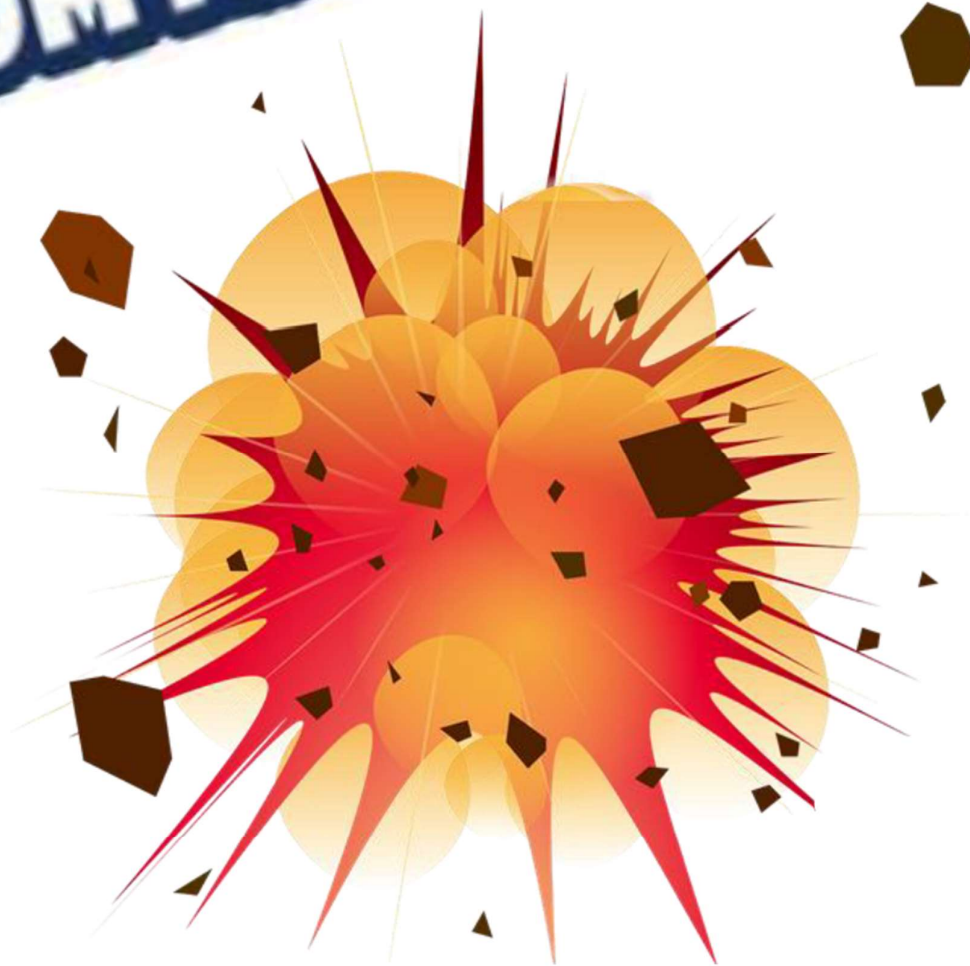
With a spring in her step, Lucy ran down the road.

Lucy ran, with a spring in her step, down the road.

Lucy ran down the road with a spring in her step.



Grammar Rainbow





- Children need to see **lots** of good writing from published authors.
- They need to learn about the things they do and what works well in order to be able to spot how they achieve their aims in their writing.
- Children can then start to replicate and mimic their styles before branching out on their own.



- Authors try to use vivid and precise words and phrases that appeal to the senses.
- Pupils need to be encouraged to use their imaginations to form 'mental images' from authors' work so they can do this themselves later on.

Techniques



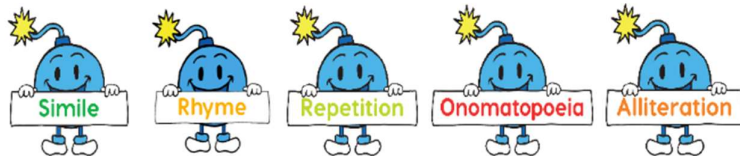
- When children understand the repertoire of devices at their disposal, and are able to use them in a skilled way, they can become competent, confident writers.





- Key Stage One:

- Onomatopoeia
- Alliteration
- Rhyme
- Repetition
- Simile



- Key Stage Two:

- Onomatopoeia
- Alliteration
- Rhyme
- Repetition
- Simile
- Metaphor
- Pathetic fallacy
- Pun
- Personification
- Symbolism

Types of writing

Fiction	Non-fiction	Poetry
Story writing Diary entry Play scripts Myths and legends Fairy tales Fables Traditional tales	Letters Biography Autobiography Balanced arguments Persuasive writing Newspapers (years 5 and 6 only) Explanation texts Instructional texts Non-chronological reports Recounts	Free verse Structured poems Visual poems

How to support your child

- When working at home, try to use the language of the Write Stuff:
- FANTASTICS
- Grammaristics
- Boomtastics

How to support your child

- When out and about, ask your child to describe their setting, using different FANTASTICS

e.g. in the supermarket:

I can see people eagerly stretching up to reach the top shelves.



How to support your child

- When reading, ask which **grammaristics** have been used in different sentences.
- If you notice a **boomtastic**, such as a simile, ask if your child has spotted it too.
- Do authors have a favourite **boomtastic**?

How to support your child

- You could build up a bank of vocabulary that you have gathered together as a family.





National Non-Fiction November

A national initiative to celebrate all things factual. Non-fiction can be a great way to boost your child's love of books, even if they are reluctant readers.

Assessment

Statutory and Non-statutory Assessments

- Reception Baseline (language, communication and literacy, mathematics)
- No numerical score will be shared, and the data will only be used at the end of year 6 to form the school-level progress measure
- Year 1 Phonics (Summer Term)
- Year 2 SATs (Summer Term)
- Year 4 Times tables (Summer Term)
- Year 6 SATs (Spring Term)
- 3 assessment points for each year group
- Writing, spelling, reading, maths, GPS and Science.

Assessment Terminology

- HNM – has not met expected standard
- WTS – working towards expected standard
- EXS – working at expected standard
- GDS – working at greater depth
- The children will be assessed using the national curriculum objectives/expectations.
- Tests as well as children's work in books will be used to assess.