

Teaching and Learning Intent for the Primary Department

Securing Successful Learning

What does this mean? Securing Successful Learning through teaching the fundamentals of Communication, Literacy, Numeracy, Creativity, Physical Development and Social Interaction. This is where it happens, in the Primary department.

Our Vision

Aspire, Believe, Enhance, Achieve

What does this look like in the Primary department?

Aspiration is ambition, wanting to get somewhere, having a role model, wanting to do better, giving it our best. The Primary department strives to motivate pupils to reach their goals and beyond.

Believe is opening the door to being able to let the aspiration of giving it our best.

Enhance is making every minute as good as it can possibly be - every minute, every day, every week, every term, every year.

Achieve- well this is what is going to happen when everything else is in place! And it will be to the best of our ability.

Aims- Primary specific aims:

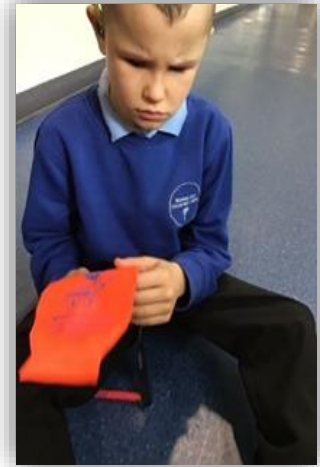
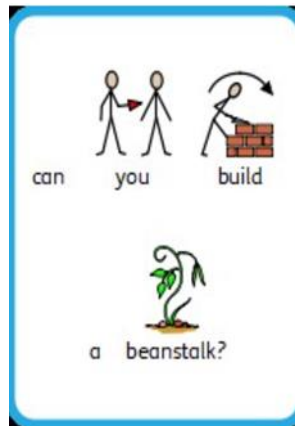
- * **Communication focused learning** - Every opportunity to develop interaction skills from greeting pupils as they arrive, to word banks for topics, to joining in with the signs to a favourite song, to asking for help.
- * **Safeguarding** - Understanding how to keep safe. Do as much for themselves as possible. Understanding about trusted adults in school and in the wider community.
- * **Importance of reading** - Love of reading for pleasure, reading for information, reading for memory. Favourite stories that are comforting, characters that stir emotion, surprises and astonishment in fiction and non-fiction. The news and keeping up to date with what is happening. We love to read.
- * **Importance of physical development** - Keeping healthy, balancing sensory needs, aerobic and muscle strengthening activity.
- * **Readiness to learn** - Promoting a positive attitude to learning and a thirst for wanting to explore and find out more. Encouraging pupils to question and investigate.
- * **Social and emotional development** - Making friends, developing relationships with adults and understanding how to be a good citizen.

Our aim is for all pupils to receive a high quality education that is aligned with their needs and prepares them for their future. We want the 6 years that they spend in key stage 1 and 2 to prepare them for their next stage of education, by giving them the self belief that they are a communicator, a problem solver, an artist, a performer, an investigator, and a good citizen.

At Warmley Park each pupil has their own **starting point** for learning.

Our Communication Led Curriculum

Speech, Makaton signing, on body signing, use of Grid, use of symbols, gesture, objects of reference, voice output communication aids, photos, real objects and more....



Why is communication so important?

- Being able to express needs
- Inclusion and social interaction
- Develops independence
- Human right *UNCRC article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.*
- It is relevant for everyone



Our Approach to Sequential Learning

Firstly we need to know how to teach our pupils. What strategies and approaches work and what will engage them to **maximise** learning.



Then we need to know the order in which we will teach the curriculum so that it is pitched with **challenge**, yet is realistic.



We need to know what we are looking for and what comes next. We work on developing pupil self-belief so that they see themselves as a learner.



This is identified in each of the Curriculum Intent and Implementation documents for each subject.



Our curriculum is based on the National Curriculum as we feel that this gives pupils a broad range of learning opportunities. The National Curriculum subjects provide a basis for communication, emotional wellbeing, relationships, identity, problem solving, reasoning, social interaction, safety, creativity, physical wellbeing, spirituality, and awareness of our world. We believe that the subjects of the national curriculum appeal to pupils, and therefore foster their love of learning.

At the end of key stage 2 we want to identify the impact of the previous 6 years. These are the key questions that we want to be able to answer.

- Have they **engaged** with their learning?
- Has it made a **difference**?
- Do they have **new** knowledge, skills, or understanding?
- Do they have something to base **future learning** upon?
- Have they **worked hard** and **applied** themselves to the best of their ability?
- Have they **enjoyed** their learning?



The Learning Environment

UNCRC Article 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

We believe that to truly implement knowledge and skills, pupils require a quality learning environment that is purpose built to be able to offer the resources that are needed.

For example, the teaching of dance should take place in a dance studio where there are mirrors for pupils to be able to see what they are doing and therefore maximise their learning.

For Forest School to be fully beneficial it needs to be accessible for all pupils.

All learning environments will cater for communication needs of students e.g. symbols used to label resources, objects of reference to support daily routines, photos used to support understanding, easy access to communication grids etc.

For pupils to find reading exciting and to want to engage with reading, we believe that they need to have a range of reading material to choose from; accessible for all learners e.g. sensory stories, recorded stories, stories with symbols to support understanding and to use technology including Kindles to support a love for reading.

In the Primary Department every classroom has direct access to an outdoor learning area.

To promote independence in PSHE, bathrooms are located close to each of the Primary classrooms. Social stories and symbols used to support independence in personal care.

All classrooms have a schedule for pupils to refer to in order to support daily routines. Communication aids for individual students are easily accessible. Pupils' information is always readily at hand.

Each classroom will be set up for the needs of the pupils. Some classes will have individual workstations for pupils, while others may have different zones for learning and interaction. Some classes will have extra space to support 1 to 1 learning and small focused group learning.

Every learning space is designed to support individual learners; specific to each class. It is designed to promote a love of learning, exploring and investigating. Learning spaces are safe environments to support pupils to take risks and promote independence.

Primary Classrooms

Each Primary Class has an outside space that can be accessed from the class.

Classrooms have a break out space or a small group space for focused learning.

Primary classes have access to a sensory room, small hall, main hall, rebound hall and a Hydro pool.

Each classroom layout will be set out for the needs of the individual pupils in the class. Each classroom is set out to support and enhance learning and communication for all pupils.

We want our pupils to feel safe and happy in their learning environment.

As a school we focus on developing communication, so you will find a mixture of photos, symbols, words and talking tiles to support a 'Total Communication Environment'.



As a department, we have high but realistic expectations for each individual pupil. We break goals into small achievable steps to obtain the target outcome. We are constantly monitoring and reviewing targets to ensure success and progression.

Promoting the spiritual, moral, social, and cultural needs of pupils in the Primary Department.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

We recognise the pupil as a unique individual and help encourage each child to express their needs, wants and desires through appropriate communication. We strive to develop each pupil's talents and abilities within the school environment.

Pupils engage with regular assemblies to socially join together as a Department, to explore topics and also celebrate the achievements of individual pupils, to build self-esteem and highlight an individual's progress.

Within the Primary Department, we ensure pupils engage with celebrations and festivals that are relevant to them and that can be accessed at the pupil's individual level. We are a multi-cultural school and have a wonderful wide range of faiths and nationalities that we can explore and investigate.



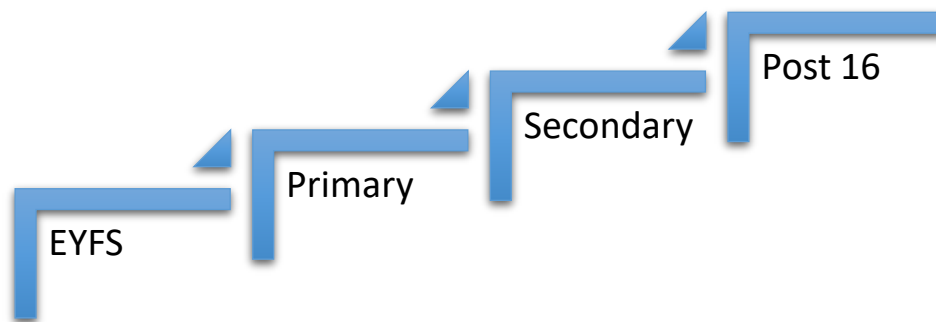
The Primary Department helps to equip pupils with the knowledge and cultural capital they need to succeed in life by:

- Developing positive experiences of the world around them in a safe environment;
- Supporting the building of strong, positive relationships;
- Supporting pupils on their path of learning;
- Building the foundation blocks for life.

We have a strong PSHE curriculum to support and promote Health in Schools and the Rights of the Child. The curriculum covers the importance of a healthy life style from diet to exercise and builds on developing pupil's awareness of their own rights and responsibilities. A selection of Primary pupils are School Council Representatives and join regular meeting to discuss relevant school topics and pupil issues.



How is the Primary Curriculum sequenced to build on the Early Years Curriculum and prepare pupils for the Secondary Curriculum?



The Primary department covers key stage 1 and 2, a total of 6 years; so a lot happens in this time! That is potentially 1,140 days in school, as well as the learning that takes place at home. From 8:55- 3:15, Monday to Friday for 6 years is 433,200 minutes to fill to the edges with learning. This includes break times when there are a multitude of planned opportunities for each pupil to extend their independence, communication, and social interaction. Every minute of the day has potential for learning to take place.

When a child comes into year 1, they are absorbing learning, have established some positive relationships, developed their awareness of themselves and started to respond to routines.

In key stage 1, there is a strong emphasis on developing the early literacy skills - we hope that children will have already gained a love of reading in EYFS and now we are formalising their own reading through phonic knowledge. They should know that stories contain text that can be read aloud and show an interest in favourite books.

Their experiences with adults and other children whilst in EYFS have provided opportunities to respond to their name, to express likes and dislikes, to be still and listen, and maybe to use gesture, signing, symbols, or speech to interact with others.

Similarly, they will have experienced a wide range of mathematical concepts through their play - number, quantity, positions, measuring, patterns, shapes, and problem solving. They may have used their mathematical knowledge in different situations by sorting and grouping, filling and emptying, becoming aware of quantities, and the passing of time. The gross and fine motor development that started from a very early age will be built on to develop independence, with sitting up unaided, moving around, picking up and manipulating objects, and having intentionality in their movements.



In Primary, it is important to build and develop the key core skills of reading and writing to support each pupil to transition to Secondary and their next phase of learning.

Reading is important because it is a form of communication, a way to understand the world around us, a source to develop imagination and a fundamental building block for learning.

Listening (taking in the spoken or printed word), understanding (making sense of the spoken or printed word), imagining (creating mental images and connections), improving concentration (putting together thoughts and ideas), expression (improves vocabulary and language skills), social (enjoying reading together), cognition (improves learning in all areas of the curriculum and life).

Primary pupils are encouraged and supported to develop their skills in reading. Each pupil will be given opportunities to engage with books and stories to develop a love for reading. Every pupil will be supported to develop their awareness to sounds in their environment, then to move onto awareness and development in phonics to support reading and writing progression.

Pupils will have been introduced to mark making and may be already able to use their writing skills on paper or through technology, recognising that the marks and letters that they make have meaning. Writing is a form of communication, it is another way to receive and send messages.

Pupils in Primary are supported to develop their fine motor skills through a variety of activities to strengthen fingers, to develop a dominate hand and secure pencil grip. Alongside building strong fine motor skills, pupils are supported to develop letter formation, orientation and simple sentence writing.



In KS2 pupils are supported to further develop independence from personal care to learning. Pupils are being prepared to make the transition to move to the next phase of their school life. More emphasis is put on developing life skills and doing things for themselves, were possible.

Pupils are integrated slowly into the Secondary Department, learning through mixing with Secondary classes and teachers during their final year in Primary. This prepares for a smooth transition into the next phase as they are familiar with staff, mixing with older pupils, used to classrooms and some of the daily routines.

So the aim in Key stage 1 and 2 is to build on this - to put the structure in place that will strengthen these early achievements in EYFS and make sure that we use those 433,200 minutes well.

Individually we are unique, we communicate in our personalised ways, we have our own dreams, we all look different, we have our own pathways, we behave and interact in our own way, we have our own identity and personalities, and we see the world from our own view point. But collectively **WE ARE WARMLEY PARK** and this means that we are part of a community where we look out for each other, we know each other, and we celebrate together- diverse but included.

UNCRC article 8 (protection and preservation of identity) Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.



	8.55 - 9.25	9:25 - 9:40	9:40 – 10:30	10:30 - 11:00	11:00 – 12:00 Discrete subject followed by CIL	12:00 - 12:45	12:45 – 1:15	1:15 - 1:30	1:30 – 2:30 Discrete subject followed by CIL	2:30 – 2:45	2:45 – 3.15
Monday	Individual work (literacy, numeracy, IEP targets) Child-initiated learning (CIL)	PSHE: Circle time; Wake and shake	PSHE/Citizenship	Snack, toileting and Play	Maths	Lunch	Outside Play	Reading	Science	PSHE: Star of the day, snack, toileting	Child-initiated learning
Tuesday			Communication games		Art/DT				Topic (Animal habitats)		
Wednesday			Topic (Animal habitats)		Fun with numbers			Reading (1:15-2:00)	Assembly (2:00-2:30)		
Thursday			Maths		PE (including rebound)			Reading	Literacy		
Friday			Computing		Literacy				Swimming		

An example of a KS1 Timetable

Basil timetable - Term 3										
	9:00	9:45	10:30	11:00	12:00	12:45	1:15	1:30	3:00	3:15
Monday										
	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths
	Break	Break	Break	Break	Break	Break	Break	Break	Break	Break
	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming
	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
	Play	Play	Play	Play	Play	Play	Play	Play	Play	Play
	Story	Story	Story	Story	Story	Story	Story	Story	Story	Story
	Topic	Topic	Topic	Topic	Topic	Topic	Topic	Topic	Topic	Topic
	Snack	Snack	Snack	Snack	Snack	Snack	Snack	Snack	Snack	Snack
	Home	Home	Home	Home	Home	Home	Home	Home	Home	Home
Tuesday										
	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths
	Break	Break	Break	Break	Break	Break	Break	Break	Break	Break
	Literacy	Literacy	Literacy	Literacy	Literacy	Literacy	Literacy	Literacy	Literacy	Literacy
	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
	Play	Play	Play	Play	Play	Play	Play	Play	Play	Play
	Topic	Topic	Topic	Topic	Topic	Topic	Topic	Topic	Topic	Topic
	Snack	Snack	Snack	Snack	Snack	Snack	Snack	Snack	Snack	Snack
	Home	Home	Home	Home	Home	Home	Home	Home	Home	Home
Wednesday										
	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths
	Break	Break	Break	Break	Break	Break	Break	Break	Break	Break
	Literacy	Literacy	Literacy	Literacy	Literacy	Literacy	Literacy	Literacy	Literacy	Literacy
	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
	Play	Play	Play	Play	Play	Play	Play	Play	Play	Play
	Story	Story	Story	Story	Story	Story	Story	Story	Story	Story
	PE	PE	PE	PE	PE	PE	PE	PE	PE	PE
	Snack	Snack	Snack	Snack	Snack	Snack	Snack	Snack	Snack	Snack
	Home	Home	Home	Home	Home	Home	Home	Home	Home	Home
Thursday										
	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths
	Break	Break	Break	Break	Break	Break	Break	Break	Break	Break
	Literacy	Literacy	Literacy	Literacy	Literacy	Literacy	Literacy	Literacy	Literacy	Literacy
	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
	Play	Play	Play	Play	Play	Play	Play	Play	Play	Play
	Science	Science	Science	Science	Science	Science	Science	Science	Science	Science
	Snack	Snack	Snack	Snack	Snack	Snack	Snack	Snack	Snack	Snack
	Home	Home	Home	Home	Home	Home	Home	Home	Home	Home
Friday										
	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths
	Break	Break	Break	Break	Break	Break	Break	Break	Break	Break
	Literacy	Literacy	Literacy	Literacy	Literacy	Literacy	Literacy	Literacy	Literacy	Literacy
	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
	Play	Play	Play	Play	Play	Play	Play	Play	Play	Play
	Topic	Topic	Topic	Topic	Topic	Topic	Topic	Topic	Topic	Topic
	Snack	Snack	Snack	Snack	Snack	Snack	Snack	Snack	Snack	Snack
	Home	Home	Home	Home	Home	Home	Home	Home	Home	Home

An example of a KS2 weekly timetable

To maximise learning, core subjects such as English and Maths are generally taught in the morning as pupils tend to be more receptive and focused. Afternoons are focused around foundation subjects.



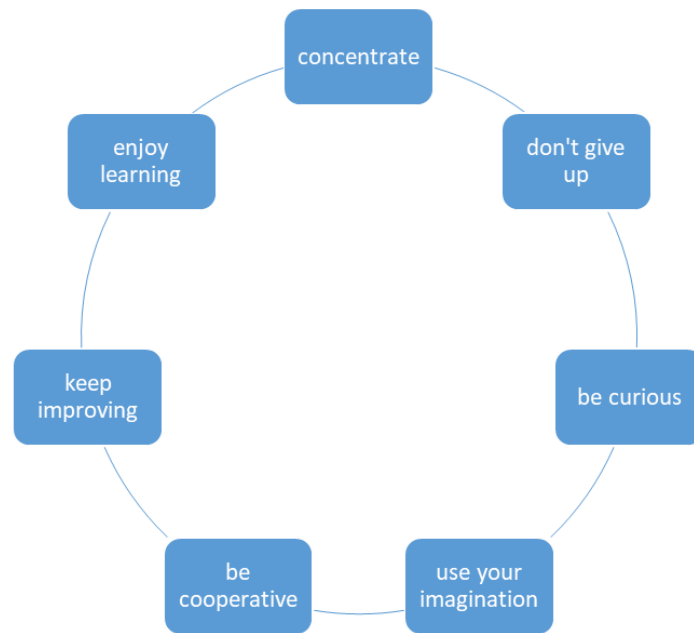
Attributes

What are the learning attributes that we are looking for in the Primary Department?




We feel that by building learning attributes, we are setting the foundation for powerful, meaningful, and embedded learning; the focus for our approach to metacognition (thinking about learning).


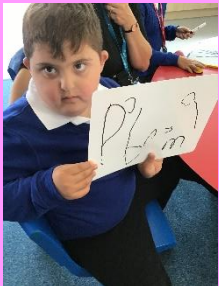

These are attributes that we expect all pupils to develop through planned teaching and opportunities for reinforcement.

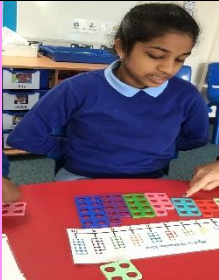

Some of them will occur through peripheral learning whilst other may need discrete teaching to embed.



They don't exist in isolation and all interlink- they also support the notion that in order to learn, you have to work at it.

Clarke's Learning Powers (2014)		What does it look like in the Primary Department?
Concentrate (disinhibit)	<p>Manage distractions. Get lost in the task. Do one thing at a time. Break things down. Plan and think it through. Draw diagrams, jot down thoughts or things that help you think. Be ready to learn.</p> 	<p>Child Initiated Learning where pupils are set a task that they work on. Classrooms are arranged to limit distraction. Pupils are prepared for their learning and know what is expected to do. Pupils are rewarded for their hard work. This could be: Completion of a task such as writing their name. Putting their bag in their locker and closing the door.</p>
Don't give up (persistence)	<p>Work hard. Practise lots. Keep going. Try new strategies. Ask for help. Start again. Take a brain break.</p> 	<p>Pupils go back and try again. Pupils accept feedback and act on it. Pupils try different strategies and methods.</p>
Be co-operative (work with others)	<p>Listen to others. Say when you do not understand. Be kind when you disagree. Explain things to help others. Be tolerant.</p> 	<p>Learning opportunities are set up with small groups and pairs working together. Incorporate the ideas of others. Take turns and share resources. Recognise the achievement of others. Delegate tasks to others, recognising their skills and own.</p>

Be curious (shift between ideas)	<p>Ask questions. Notice things. Look for patterns and connections. Think of possible reasons. Research. Ask “what if...?”</p> 	<p>Awe and wonder. Know and use question starters. Offer consistent responses to situations. Feel confident to explore. Anticipate responses and actions.</p>
Have a go (learn from errors)	<p>Think with a growth mind-set. Do not worry if it goes wrong. Learn from mistakes. Be excited to try new things.</p> 	<p>Adults modelling mistakes and errors. Developing an ethos of mistakes are a way of learning. Supporting and encouraging pupils to try new things.</p>
Use your imagination (think outside the box)	<p>Be creative. Let your imagination go! Think up new ideas and questions.</p> 	<p>Resources are used to promote creativity- anything can represent anything. Stories are used as a basis for imagination. Setting up adventures and exploration activities. Ideas link and build individually and in groups. Imagination yields energy, motivation and engagement.</p>
Keep improving (learn to learn)	<p>Keep reviewing your work. Identify your best bits. Improve one thing first. Try to be better than last time. Don't compare yourself to others, only yourself. Take small steps.</p>	<p>Sharing on Seesaw- looking back and planning forward. Reward systems to motivate. Have a plan for next steps. Setting personal goals.</p>

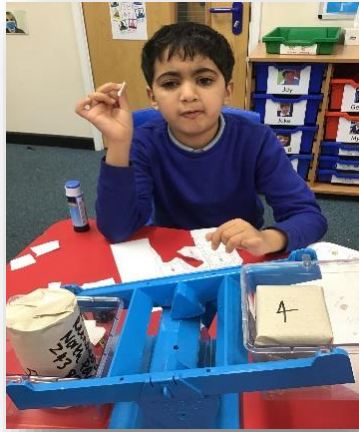
		
Enjoy learning (experience the joy of learning)	<p>Feel proud of all of your achievements. Feel your neurons connecting. Imagine your intelligence growing by the minute. Use what you have learned in real life. Know you can do it if you have input and you practise.</p> 	<p>Adults modelling love of learning-positivity. Adults learning alongside pupils. Inspiring and motivating activities. Resources to support understanding and communication tailored to the individual needs of a pupil. Positive praise identifying to the pupil what they have achieved.</p>

Different learning styles in the Primary Department.

Each individual child will have a preferred learning style or a way in which supports them to learn. We use a range of styles in our teaching to help support understanding for every pupil. Teachers will use a range of learning styles in a learning activity, so all needs are catered for.

For example a typical activity might use:

- Visual resources such as symbols, photos or pictures/diagrams;
- Sensory resources to enhance learning and support sensory learners;
- Minimal, simple language use so not to overload;
- Modelling of learning activity;
- Hands on engaging with learning;
- Using familiar skills already learnt.





How do we teach effective memory skills in the Primary Department?

Ofsted, in the School Inspection Handbook 2019 state:

Learning can be defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned. However, transfer to long-term memory depends on the rich processes described above. In order to develop understanding, pupils connect new knowledge with existing knowledge. Pupils also need to develop fluency and unconsciously apply their knowledge as skills. This must not be reduced to, or confused with, simply memorising facts.

The Warmley Park interpretation of this is that memory needs to be built through:


- Retrieval practice - using what has been committed to long term memory. It can use songs or rhymes, visuals.
- Distributed practice – short sessions on same concept over a long period of time.
- Interleaved practice – learning two or more concepts/skills at the same time alternating to strengthen memory association.
- Repetition – skills/concepts are reinforced through repeating daily to eventually commit to long term memory.
- Triggers – using visuals or prompts to support recall of information from memory.



Emotional Security

School has to **feel safe** for our pupils to be able to make the most of their learning. As Helen Townsend in her Inner World Work publication, What Survival Looks Like In Primary School (2019) identifies:

"When we think and feel we are in danger, our body automatically goes into survival mode. Survival mode is our fight, flight, freeze responses (hyper-arousal) and our collapse response (hypo-arousal)"



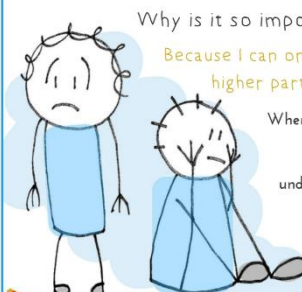
When I was little, I felt very unsafe a lot of the time and this has impacted the way my brain developed.

The lower part of my brain (my amygdala) doesn't always communicate with the higher part of my brain to help me to accurately assess the people and the environment around me. I often think and feel like I am under attack even when I'm actually very safe. My lower brain disconnects from my higher brain and activates survival mode to protect me.

I don't even know that I have gone into survival mode, I probably can't tell you what feels wrong. It happens so often that this part of my brain is really strong and rules over the calm part of my brain. I can't turn it off by myself.

Copyright Inner World Work 2009 | All Rights Reserved | www.innerworldwork.co.uk

What Survival Looks Like 2b, Primary School | Page 2



Why is it so important that you know this?

Because I can only learn effectively when the higher part of my brain is working well.

When I am in a survival state it disconnects my higher brain and I cannot reflect, understand, process information and learn.

If I don't feel safe, I won't be able to learn to the best of my ability.

Copyright Inner World Work 2009 | All Rights Reserved | www.innerworldwork.co.uk

What Survival Looks Like 2b, Primary School | Page 3

Spending just a small amount of time making me feel safe, activates the thinking part of my brain and I am ready for you to teach me again. I might need you to do this over and over again every day, but the more my brain gets to practice how to connect to my higher brain, the less likely I am to go into survival mode.

Helping me in this way will make safe and life changing differences to my brain.

Please remember, it is really important to look after yourself, to help me turn off my survival mode you will need to be connected to your higher brain.

Thank you, it is an amazing thing you're doing for me.



Copyright Inner World Work 2009 | All Rights Reserved | www.innerworldwork.co.uk

What Survival Looks Like 2b, Primary School | Page 4

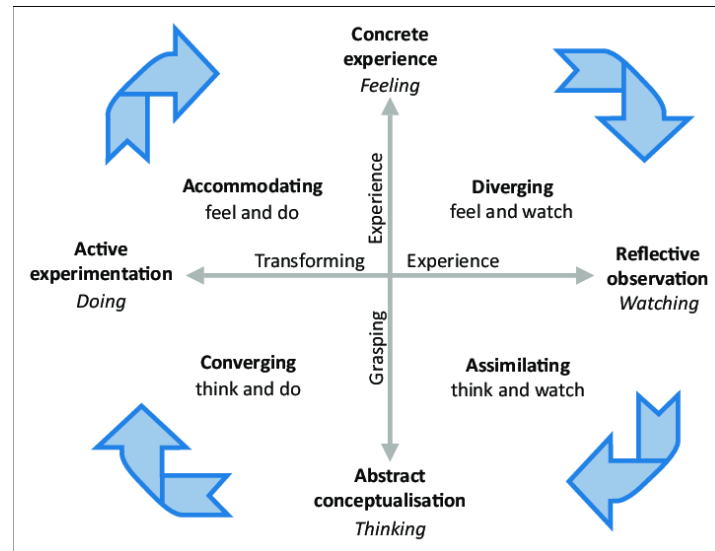
How do we help children to feel emotionally secure so that we **promote their learning** in the Primary Department?

- High structure/ low arousal learning environments
- Emotion coaching
- Sensory breaks
- Schedules
- Worry monsters
- Play therapy
- Sand tray therapy
- Outdoor learning
- Child initiated learning
- Social stories



Pedagogy

When introducing new learning to our pupils, we believe that for a high proportion of pupils, Kolb's experiential learning theory is highly appropriate, particularly for those who require kinaesthetic and sensory learning. We see it as an overlapping spiral process so that each new step of learning links sequentially, leading to mastery.



Bruner, J. S. (1960). *The Process of Education*, writes:

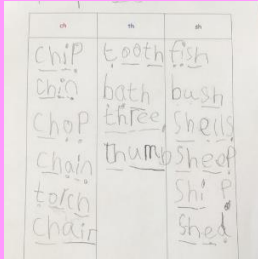




'We begin with the hypothesis that any subject can be taught effectively in some intellectually honest form to any child at any stage of development.'

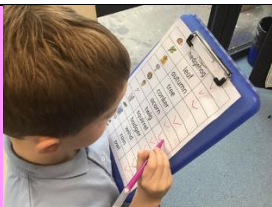



Bruner explained how this was possible through the concept of the spiral curriculum. This involved information being structured so that complex ideas can be taught at a simplified level first, and then re-visited at more complex levels later on.





Therefore, subjects would be taught at levels of gradually increasing difficulty (hence the spiral analogy). Ideally, teaching his way should lead to children being able to solve problems by themselves.



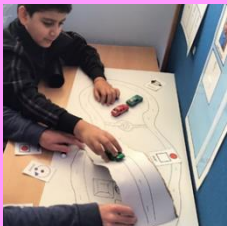

The role of the teacher should not be to teach information by rote learning, but instead to facilitate the learning process. This means that a good teacher will design lessons that help students discover the relationship between bits of information.


<https://www.simplypsychology.org/bruner.html>

	How is it taught and why?	How	Why	Requirement
English	Spoken language Reading- word reading Reading- comprehension Writing- transcription Handwriting Writing- composition Writing- vocabulary, grammar and punctuation	Makaton, speech, symbols. Stories and text with images Every child has at least 15 minutes of reading with an adult daily.  	All pupils need to develop their communication skills. Reading is a skill for life from a functional perspective but also the love of reading promotes interest and excitement.	National Curriculum subjects
Maths	Number- number and place value Addition and subtraction Multiplication and division Fractions Measurement Geometry- properties of shapes Geometry- position and direction	Numicon  	To be able to problem solve in everyday life through the application of Mathematical skills	
Science	Working scientifically Plants Animals including humans Everyday materials Seasonal changes	Investigating Exploring Questioning Experimenting Hands on What if? 	To encourage curiosity and allow them to ask questions and develop the skills they need to answer those questions. Science helps pupils to: ...	

			<p>develop an understanding of the world to test and explore theories</p>	
Design and Technology	<p>Design Make Evaluate Technical knowledge</p>	<p>Exploring materials Making and building using blocks, duplo, lego, junk Challenges Problems to solve Testing and evaluating</p> 	<p>To develop skills and knowledge in design, structures, mechanisms, electrical control and a range of materials, including food. It encourages creativity and to think about important issues.</p>	
PE	<p>Basic movements Team games Dance Swimming Rebound</p>	<p>Given opportunities to develop basic skills. Weekly PE/swimming sessions Regular opportunities to engage in physical movement/activities daily.</p>  	<p>PE gives chances for pupils to be creative, cooperative and competitive and to face up to diverse challenges both as individuals and in groups. A 'good workout' helps ease anxiety, tension and stress and will result in improved attention in class.</p> <p>Promotes healthy lifestyles, awareness of body</p>	

			as well as spatial awareness.	
Computing	Esafety Programming Email Research/Web Games/apps Awareness of how to use different devices	Using every day technology Controlling toys to move e.g. beebots, remote cars, sphero Using ipads, laptops, interactive boards etc 	An essential skill for life and enables pupils to participate more readily in a rapidly changing world. To raise awareness around the dangers of social media and giving out personal information. To give pupils the skills to stay safe whilst online.	
Art and Design	Materials Drawing, painting and sculpture Work of artists	Exploration of the media and techniques 	To develop understanding of themselves as creators and to develop appreciation of creativity. Enhances well-being and self-esteem.	
Music	Perform Sing including use of technology Explore music	Listening to music Singing songs Exploring instruments Creating own music 	Music helps pupils learn across subjects and can help to build social and cultural values, too. Pupils acquire the skills, knowledge and understanding of rhythm, instruments and how music makes them feel.	
History	Changes within living memory Event beyond living memory Lives of significant individuals Significant historical events	Topics/Artefacts Drama, stories 	History provides an explanation of why things are the way they are today. Builds an awareness of significant events and the effect on society.	

			Develops skills in comparing and evaluating.	
Geography	Locational knowledge Place knowledge Human and physical geography Geographical skills and fieldwork	Topics, walks, Forest school, local area  	An important aspect of the primary geography curriculum is the development of Pupils' spatial awareness in and about the environment. To learn about local community and other countries and cultures.	
RE	Linked with topic learning and celebrations e.g. Easter, Christmas, Chinese New Year, and Diwali.	Stories, videos, artefacts, photos, books, Celebrations, assemblies, Church assemblies. 	Religious Education contributes to children's spiritual, moral, social and cultural development. It can also help to prepare them for life. RE is relevant to all children, regardless of their religious or cultural background.	Agreed syllabus used for our own scheme of work.
Personal, Social, and Health Education	Reinforced daily with school life routines and relationships. Linked to other subjects e.g. topic, PE	Stories, videos, photos, role play, assemblies, celebrations and also linked with other curriculum subjects.	PSHE education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their	School agreed syllabus PSHE Association Planning Frame work.

			ability to learn, such as anxiety and unhealthy relationships.	
Ancient and Modern Languages	We have decided that it is more appropriate to learn about the languages of our school community to enable pupils to be aware of each other.			

How do we deliver sequential learning when all pupils are at a different starting place?

Firstly, not diagnosis led, but what does learning look like in different classes - learning environment along with expectations for enabling environments. Then using assessment effectively to see what learning has already taken place, for example, not teaching fractions before teaching number values- because it won't work! We value and offer opportunities that promote the role of peer to peer interaction- social skills, modelling, reinforcing, paired and small group working. So having a clear sequence as to what has been before and what learning will be next is essential in being ambitious as well as achievable.

Quality Teaching and Learning in the Primary Department

- In the best teaching and learning, we see happy, safe, and emotionally secure children.
- The best teaching and learning makes use of the child's previous learning and builds on it in a systematic way, with enough challenge to make a difference but within the balance of what is realistic and relevant so as to build confidence.
- The best teaching and learning, utilises every opportunity to develop communication skills so that expression, questioning, reasoning, social interaction, enriching vocabulary and prepares the child for future learning.
- The best teaching and learning promotes independent learning. Adults stand back and allow children to investigate, problem solve, hypothesise, and they scaffold the learning experiences through modelling, questioning, and the arrangement of resources to promote independent learning.
- The best teaching and learning uses the power of awe and wonder to enthuse and bring exhilaration through discovery.
- In the best teaching and learning, children are focused and any disruption as a result of behaviour is understood, planned for, and managed effectively so as to reduce impact on learning. This includes sensory processing needs.
- The best teaching and learning uses the whole of the school day and beyond for promoting progress.



The Role of the Adults

The role of the adult is to model, scaffold and question to help support learning. Adults use different resources and strategies to enable individual pupils to learn and develop skills, to become more independent learners. An important part of the role of an adult is to take time to observe pupils engaging in their learning environment to gain insight on their understanding and to identify next steps in learning.

<u>In the Primary Department you will see adults...</u>	<u>So that children...</u>
Using emotion coaching	Learn to understand their emotions and to communicate effectively.
Using Makaton	Develop their expressive and receptive communication including extending their vocabulary.
Modelling respect	Develop awareness of everyone is important and valued.
Modelling and scaffolding positive relationships	Develop their social and relationship skills to establish and maintain positive relationships with adults and peers.
Using verbal/visual prompts	Can build skills to become independent learners.
Supporting learners	Can make progress in all areas of learning.
Encouraging learners by building self-esteem and confidence	Believe in themselves and their abilities building resilience in learning.
Helping to develop independent learners	Can use resources/skills taught to access learning with independence.
Using open ended questions	Use their natural curiosity, challenging them to think for themselves, and inviting them to share their view of the world.
Supporting communication	Deepen their knowledge and understanding.
Giving pupils time to respond	Process information effectively.
Have high expectations	Achieve and reach their full potential.
Consistent behaviour expectations	Know the boundaries and feel safe.



UNCRC Article 28 (right to education) every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.