



Curriculum & Education Handbook

The Handbook is divided into 2 parts and is a compilation of useful information for parents. It is updated when necessary and the definitive versions are available on the School website at www.croftschool.co.uk.

If you are unable to find the answer to your question, please contact the School Office.

Contents - 2

	Section
Starting School, Study Skills	1
School Structure	2
The School Day	3
Year Group Information	4
Early Years:	
Little Crofters – Butterflies, Frogs and Rabbits	
Reception	
Pre-Prep (Key Stage 1):	
Years 1 & 2	
Prep (Key Stage 2):	
Years 3 – 6	
Additional Useful Information for Parents	5

Section 1

Starting School

Helping develop a strong bond between Home and School is vital to your child's successful transition from the home environment into School. Ensuring your child's new teacher understands the individual needs, requirements and present ability, aids the foundations of focused learning, child-led interests and confidence to be involved in all their areas of learning.

The Croft School is keen to help your child settle into school quickly and start to enjoy a well-balanced education right from the start.

What is the Early Years Foundation Stage?

Early Years Classes (Little Crofters Butterflies, Frogs, Rabbits and Reception) are required by law to follow a national framework called 'The Early Years Foundation Stage' (EYFS)

The EYFS details seven Areas of Learning and Development, through which your child will learn skills, acquire new knowledge and demonstrate their understanding. These Areas are used as a basis to plan your child's learning and experiences in School.

Three of these Areas are called 'Prime Areas'. These are the ones children begin to develop from birth.

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

There are four further 'Specific Areas' which children progress through as they become older.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The EYFS also gives guidance on legal requirements, which include the number and qualification level of staff required in each age group.

Children in Early Years at The Croft learn by being active – playing and exploring using creative and critical thinking as well as teaching. Members of Early Years staff ensure activities are suited to your child's unique needs as well as engaging their interests.

Every child in Early Years is allocated a Key Person. This person is your main point of contact in School and will help your child to become settled, happy and safe. The Key Person also takes careful note of your child's progress and monitors your child's care, development and learning, in conjunction with other School staff. We use the 'Family' electronic Learning Journal system.

When can I expect formal updates about my child's progress?

Butterflies, Frogs, Rabbits and Reception teachers/group leaders hold termly Parents Evenings. Appointments are booked through the Engage Parents' Portal.

Reception parents will receive written reports about their child's progress towards the end of the Michaelmas and Summer terms.

Butterflies, Frogs, and Rabbits parents will receive a written report about their child's progress towards the end of the Summer Term.

Section 2

School Structure

CLASS/FORM STRUCTURE

Children entering the School are placed in their appropriate year group. For this purpose, the year is deemed to begin on 1 September and end on 31 August.

From January 2025, Children may enter Little Crofters 'Butterflies' any time during the academic year or their third birthday. . All Butterflies children are expected to attend for a minimum of 2 morning sessions per week, including lunch.

Children entering Little Crofters 'Pre-school' academic year (Frogs and Rabbits) are recommended to attend 5 mornings per week, including lunch. We expect children to attend a minimum of 3 mornings per week; this includes lunch.

Little Crofters 'Butterflies' 'Frogs' and 'Rabbits'

Age 2+

Fully qualified early years group leaders and other regular staff employed to achieve statutory ratios, plus input from specialist Music, French and Forest School Staff.

Reception Age 4+ up to 3 Parallel Classes 20 Children maximum per Class *

Fully qualified class teacher(s) and learning assistants plus input from specialist staff for French, Music, PE, Swimming and Forest School.

Year 1 Age 5+ 3 Parallel Classes 20 Children per Class *

Fully qualified class teacher(s) and 3 learning assistants, plus help from specialist Music, PE, French, PSHE, Drama, and Swimming.

Year 2 Age 6+ 3 Parallel Classes 20 Children maximum per Class *

Fully qualified class teacher(s) and 3 learning assistants, plus help from specialist Music, PE, French, PSHE, Drama, and Swimming.

Year 3 Age 7+ 3 Parallel Classes 20 Children maximum per Class *

1 full-time member of staff per class and 1 learning assistant, plus many specialist subject teachers.

Year 4 Age 8+ 3 Parallel Classes 20 Children maximum per Class *

Fully qualified class teacher(s) per class and 1 learning assistant, plus many specialist subject teachers.

Year 5 Age 9+ 3 Parallel Classes 20 Children maximum per Class *

Year 6 Age 10+ 3 Parallel Classes 20 Children maximum per Class *

1 member of staff per class in Years 5 & 6. All subjects are taught by specialist staff.

*Numbers are usually mid to high teens however, on rare occasions, it may be necessary to temporarily increase a class beyond these numbers. Parents would usually be notified of this in advance.

The children are set for English and for Mathematics. **For English**, the process begins in the Pre-Prep where Year 2 are set for Phonics from Michaelmas Term. From the Michaelmas Term of Year 3, the children are placed into 3 groups according to their ability for some of their Spelling and Comprehension lessons. This grouping then continues in Year 4. In Year 5 we are able to expand into 4 sets. As each year group moves up to the next year, meetings are held to discuss the settings to ensure that children are placed in the correct set. **For Mathematics**, the process begins in the Summer term of Year 1, but is very fluid at this stage and not always mixed according to ability. The children are grouped when they move into Year 2 into 3 groups and this grouping then continues until the end of Year 4. In Year 5 we are able to expand into 4 sets. As each year group moves up to the next year, meetings are held to discuss the settings to ensure that children are placed in the correct one. Reviews are also undertaken throughout the year to ensure pupils are appropriately grouped.

Core Values

The school operates a system of 6 Core Values. The Croft's Core Values are at the heart of everything that the children do each day. Children are given a wide variety of forums to examine these values in assemblies, PSHE lessons, the academic, musical and sporting curriculum and form time. Demonstration of these values are rewarded by presentation of Core Values stickers, Housepoints and, on occasions, Core Values awards. These form the basis of the rewards scheme throughout the school with termly presentations for the individuals and Houses who have received the most awards. The House trophy is awarded based on an average of total number divided by the numbers of pupils. Teachers, pupils and Governors all wear a Core Values badge as a constant reminder of the school's values.

The Core Values are:

Creativity - We use our imagination to solve problems in new and exciting ways

Excellence - We always give our very best to achieve excellence in everything that we do

Growth Mindset - We believe that we can 'grow' our talents and abilities with hard work, perseverance and learning from our mistakes

Friendship and Trust - We are trustworthy and honest to create strong friendships

Resilience - We use a positive approach when things are challenging; we never give up!

Respect - We are kind and respectful to everyone and look after our school environment

THE HOUSE SYSTEM

Children in Reception through to Year 6 are allocated a House - **St Andrew's (blue badge), St David's (yellow badge), St George's (red badge) or St Patrick's (green badge)**. Family members are always placed in the same House. The House System introduces the children to working as an individual and also as part of a team. From the Summer Term, Year 2 pupils are also awarded stars, these and the House Points they obtain, are included in the Prep count, for their respective Houses. Teaching Staff and Learning Assistants are also allocated to a House. The Houses provide a framework for work, sport and charity events. Also, we hope that this fosters a feeling of belonging.

FOREST SCHOOL

Forest School is a woodland-based Outdoor Classroom. It promotes team building, independence, self-esteem and emotional resilience. Individual children are encouraged, through the support of their peer group to develop trust in their own abilities, under the close guidance of their qualified Forest School teachers. Frogs,, Rabbits, Reception and Year One children attend Forest School weekly.

IAPS

IAPS stands for the Incorporated Association of Preparatory Schools. Through the Headmaster's membership of the association, it provides accreditation of the School's standards by way of regular inspection.

LEARNING SUPPORT DEPARTMENT

We aim to be an inclusive school. That means that our Class Teachers adjust their teaching to meet the needs of all the children in their classes, including those with additional needs such as dyslexia, dyspraxia etc. This excellent classroom teaching meets the needs of most children. Occasionally, some children may need a little more support and this can be supplied by individual or small group work during registration or at other suitable times in the week. For children who need dedicated one-to-one support we are fortunate to have a skilled and highly qualified team of specialist teachers. The full Special Educational Needs and Disability (SEND) Policy and information report is available on our website.

PARENT PARTNERSHIP AT THE CROFT

Baby and Toddler Groups

Tuesday afternoon 1.30pm to 3.00pm

We welcome parents/carers with their babies and toddlers to join us weekly during term time. Although our sessions are open to everyone, we especially welcome parents with children due to join the School. It allows both the parents and children to familiarise themselves with the School surroundings and to get to know our qualified members of Staff. In this relaxed environment we can discuss any concerns you may have about your child starting School.

The sessions are organised to meet the needs of both adults and children. We promote informal learning about parenting and mutual support during our relaxed sessions and offer good quality, safe, educational play with indoor and outdoor activities appropriate to the children's stages of development.

There is a nominal cost which includes refreshments for adults and a drink/snack for the child.

From September 2024 we are introducing 'Baby Massage at The Croft' on Friday afternoons 1.30-3.00pm. This will be run by Cotswold Baby Massage.

Additionally, we will be introducing Wednesday morning sessions 9.30-11.00am from after October half term 2024.

LATE DUTY – EARLY YEARS AND PRE-PREP PUPILS aged 3 and above

Early Years and Pre-Prep pupils with a brother or sister attending Y3-Y6, or those attending Wraparound, are entitled to a place in 'Late Duty' between 3.30pm and 4.00pm. This is held in Year group classrooms.

WRAPAROUND AT THE CROFT (Pre and Post School Care)

Children can access Wraparound on a regular weekly basis or on an ad hoc basis, provided there is space available.

Breakfast Club is available from 7.50am to 8.30am. In the afternoon Early Years and Pre-Prep children will be collected from Late Duty at 4.00pm and taken to Wraparound; at 4.30pm older children will arrive after their Prep session. Wraparound closes at 6.00pm.

Wraparound offer two meals - breakfast in the morning and tea at 4.45pm.

Section 3

The School Day

DROP-OFF AND COLLECTION ROUTINES

All pupils can be dropped off at school from 8:30 am. The school operates a drop-off system in the morning with designated drop-off zones and locations around the school site. Parents with multiple age children drop all children at the youngest child's zone. I.e. If a family has three children (one in Reception, one in Year 3 and a sibling in Year 6) all three children are dropped together at the Early Years drop off zone.

The following drop off areas are marked with 5 designated areas for pupils to alight the vehicles safely. Staff are present to enable a smooth hand-over from parents:

Early Years (Little Crofters 'Butterflies', Frogs, Rabbits and Reception) – Drop-off in **CASTLE CAR PARK**
Years 1 and 2 – Drop-off adjacent to **YEAR 1 and 2 PLAYGROUND**
Years 3, 4, 5 and 6 - Drop-off at far end of **THEATRE CAR PARK**

Disabled Parking: There are 2 designated spaces in the main car park which should **only** be used by cars displaying a current disabled badge or which have a disabled passenger.

At collection parents may park and collect pupils from the playground areas adjacent to their classrooms. Year 6 pupils will be collected from the Clocktower Playground outside the Theatre.

We respectfully request all parents observe the **5mph** limit on the school grounds and respect the disabled parking and drop-off zone.

PRE-PREP TIMETABLES

Early Years: 'Butterflies'

The Little Crofters 'Butterflies' learning environment comprises of a large creative room for arts/crafts, malleable materials and construction activities; a carpeted room for focused learning and small group activities and an area for role-play, sensory play, reading and small world. This space doubles as a sleep area, as required. There is also a large all-weather garden.

The minimum requirement for attendance is two morning sessions, including lunch. Children can be booked to attend as many sessions as required, to the maximum of five full School days.

Little Crofters 'Butterflies' (a sample weekly plan):

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.30 – 8.50	Car Park Drop off	Car Park Drop off	Car Park Drop off	Car Park Drop off	Car Park Drop off
8.55–9.15	Welcome and story	Welcome and story	Welcome and story	Welcome and story	Welcome and story
9.15 - 12.05	Continuous Indoor/Outdoor learning including focused adult-led activities Snack Music with Specialist Teacher	Continuous Indoor/Outdoor learning including focused adult-led activities Snack Physical Development in the Sports Hall	Continuous Indoor/Outdoor learning including focused adult-led activities Snack Science and Discovery activities	Continuous Indoor/Outdoor learning including focused adult-led activities Snack Cooking	Continuous Indoor/Outdoor learning including focused adult-led activities Snack Physical Development in the Sports Hall
12.05 – 1.15	Lunch followed by outdoor free play				
1.15	Morning only children are collected. Afternoon children are registered in the Quiet Room				

1.15 - 3.30	French with specialist teacher Continuous Indoor/Outdoor Learning in Pre-school environment Afternoon Sandwiches Story	Physical Development Activities Continuous Indoor/Outdoor Learning in Pre-school environment Afternoon sandwiches Story	STEM/Creative activities Continuous Indoor/Outdoor Learning in Pre-school environment Afternoon sandwiches Story	Continuous Indoor/Outdoor Learning in the Pre-school environment Cooking Afternoon sandwiches Story	Forest School with specialist teacher Afternoon sandwiches Story
3.30	End of School Day	End of School Day	End of School Day	End of School Day	End of School Day
3.30 – 4.00	Late Duty (for children with siblings in Y3-6, or those who are attending Wraparound Care)	Late Duty (for children with siblings in Y3-6, or those who are attending Wraparound Care)	Late Duty (for children with siblings in Y3-6, or those who are attending Wraparound Care)	Late Duty (for children with siblings in Y3-6, or those who are attending Wraparound Care)	Late Duty (for children with siblings in Y3-6, or those who are attending Wraparound Care)

Children bring fresh fruit or vegetables with a bottle of water in a plastic bottle or unbreakable flask for morning break time. Parents are asked to ensure that no sweets, chocolates, crisps, nuts, fizzy drinks, glass bottles or cans are brought into school. The School provides a sandwich snack to all pupils attending the afternoon session.

All children eat the school lunch. There is a vegetarian option. Only if there is a strong medical/dietary reason, may children bring their own lunch. Staff oversee children at the dining tables to encourage sound eating habits, good social skills and table manners.

Early Years: Pre-school ‘Frogs’ and ‘Rabbits’

The Little Crofters Pre-school classroom space is divided into learning areas for creative, role-play, discovery, mark-making, phonics, fine motor, small world, construction, literacy, and mathematical activities. Children also have free-flow access to their own outdoor classroom. An adjacent Quiet Room allows for focused group learning activities with our specialist staff. Children also have opportunities to use the Reception playground.

Pre-school children are divided into key groups; Frogs and Rabbits with each key group led by an Early Years group leader. Each group has their own designated carpeted area for registration, circle and story time.

We recommend children attend a minimum of 5 mornings, however children are required to attend a minimum of three morning sessions, including lunch, but can be booked to attend as many/few other sessions as required.

Little Crofters Pre-school ‘Frogs’ and ‘Rabbits’ (a sample weekly plan):

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.30-8.50	Car Park Drop off	Car Park Drop off	Car Park Drop off	Car Park Drop off	Car Park Drop off
8.55 - 12.05	Music with specialist teacher Continuous Indoor/Outdoor Learning including focused adult-led activities Snack Key Group time	Library Continuous Indoor/Outdoor Learning including focused adult-led activities Snack Key Group time	Physical Development in Sports Hall Continuous Indoor/Outdoor Learning including focused adult-led activities Snack Key Group time	Forest School with specialist teacher Snack Key Group time	French with specialist teacher Continuous Indoor/Outdoor Learning including focused adult-led activities Snack Key Group time
12.05 – 1.15	Lunch followed by outdoor free play				
1.15	Morning only children are collected from the classroom. Afternoon children are registered in the Quiet Room				

1.15 - 3.30	French with specialist teacher Continuous Indoor/Outdoor Learning Afternoon sandwiches	STEM activities Continuous Indoor/Outdoor Learning Afternoon sandwiches	Creative activities Continuous Indoor/Outdoor Learning Afternoon sandwiches	Cooking Continuous Indoor/Outdoor Learning Afternoon sandwiches	Forest School with Specialist Teacher Afternoon sandwiches
3.30 3.30 – 4.00	End of School Day Late Duty (for children with siblings in Prep, or who are attending Wraparound Care)	End of School Day Late Duty (for children with siblings in Prep, or who are attending Wraparound Care)	End of School Day Late Duty (for children with siblings in Prep, or who are attending Wraparound Care)	End of School Day Late Duty (for children with siblings in Prep, or who are attending Wraparound Care)	End of School Day Late Duty (for children with siblings in Prep, or who are attending Wraparound Care)

Children bring fresh fruit or vegetables with a bottle of water in a plastic bottle or unbreakable flask for morning break time. Parents are asked to ensure that no sweets, chocolates, crisps, nuts, fizzy drinks, glass bottles or cans are brought into school. The School provides a sandwich snack to all pupils attending the afternoon session.

All children eat the school lunch. There is a vegetarian option. Only if there is a strong medical/dietary reason, may children bring their own lunch. Staff oversee children at the dining tables to encourage sound eating habits, good social skills and table manners.

Early Years: Reception (a sample daily plan)

8.30 - 8.45	Car Park drop off
8.45 – 8.50	REGISTRATION
8.55 - 10.25	Lessons
10.25 - 10.45	Form time/Assembly
12.05 - 1.05	LUNCH BREAK
1.10 - 12.05	Lessons
1.10 - 1.15	REGISTRATION
1.15 - 2.15	Lessons/Activities
2.15 - 2.25	AFTERNOON BREAK
2.25 - 3.25	Lessons and Story
3.30	End of School Day

Children bring fresh fruit or vegetables with a bottle of water in a plastic bottle or unbreakable flask for morning break time. Parents are asked to ensure that no sweets, chocolates, crisps, nuts, fizzy drinks, glass bottles or cans are brought into school.

All children eat the school lunch. There is a vegetarian option. Only if there is a strong medical/dietary reason, may children bring their own lunch. Staff oversee the children to encourage sound eating habits, good social skills and table manners.

Late duty is available from 3.30pm until 4.00pm for children with siblings in Years 3 – 6 or those attending Wraparound.

Key Stage 1: Years 1 and 2

8.30 – 8.45	Car Park Drop off
8.45 – 8.55	REGISTRATION
8.55 – 10.25	Lessons
10.25 – 10.45	Assembly
10.45 – 11.05	MORNING BREAK
11.05 – 12.05	Lessons
12.05 – 1.10	LUNCH BREAK
1.10 – 1.15	REGISTRATION
1.15 – 2.15	Lessons/Activities
2.15 – 2.25	AFTERNOON BREAK

2.25 – 3.25	Lessons/Activities
3.30	End of School Day

Children bring fresh fruit or vegetables with a bottle of water in a plastic bottle or unbreakable flask for morning break time. Parents are asked to ensure that no sweets, chocolates, crisps, nuts, fizzy drinks, glass bottles or cans are brought into school.

All children eat the school lunch. There is a vegetarian option. Only if there is a strong medical/dietary reason, may children bring their own lunch. Staff eat with the children to encourage sound eating habits, good social skills and table manners.

Late duty is available from 3.30pm until 4.00pm for children with siblings in Years 3 – 6 or those attending Wraparound

PREP TIMETABLES

Key Stage 2: Years 3 - 6

If it is raining, children should go to the Theatre

8.45 – 8.55	REGISTRATION
8.55 – 9.25	Period 1
9.25 – 9.55	Period 2
9.55 – 10.25	Period 3
10.15 – 10.45	Assembly
10.45 – 11.05	MORNING BREAK
11.05 – 11.35	Period 4
11.35 – 12.05	Period 5
12.05 – 12.35	Period 6
12.35 – 1.05	Period 7
1.05 – 2.10	LUNCH BREAK
2.10 – 2.25	REGISTRATION Form Period
2.25 – 2.55	Period 8
2.55 – 3.25	Period 9
3.25 – 3.55	Period 10
3.55 – 4.00	End of School Day Dismissal by classes
4.00 – 4.30	PREP

Children bring fresh fruit or vegetables with a bottle of water in a plastic bottle or unbreakable flask for morning break time. Parents are asked to ensure that no sweets, chocolates, crisps, nuts, fizzy drinks, glass bottles or cans are brought into school.

All children eat the school lunch. There is a vegetarian option and other diets can be catered for if advised in advance. Only if there is a strong medical/dietary reason, may children bring their own lunch.

HOMEWORK

Please see separate Homework Strategy Handout.

RECEPTION CURRICULUM

	Michaelmas	Lent	Summer
English (Speaking & Listening)	<ul style="list-style-type: none"> • Listening to stories • Circle time activities • Listen to and follow instructions • Talking about feelings • Perform in Christmas Play to an audience 	<ul style="list-style-type: none"> • Listening to stories • Re-tell and act out stories using puppets and props • Introduce 'Show and Tell' • Listen to and follow instructions • Talking about feelings • Perform in fairy tale concert to an audience 	<ul style="list-style-type: none"> • Listening to stories • Talking about feelings • Listen to and follow instructions
Reading	<ul style="list-style-type: none"> • Individual reading of wordless books and phonic based readers using the Read, Write, Inc scheme • Reading comprehension 	<ul style="list-style-type: none"> • Individual reading of phonic based readers, fiction and non-fiction texts using the Read, Write, Inc scheme • Reading comprehension 	<ul style="list-style-type: none"> • Individual reading of phonic based readers, fiction, poetry and non-fiction texts using the Read, Write, Inc scheme • Reading comprehension
Literacy	<ul style="list-style-type: none"> • Mark making/pencil control • Introduce correct letter formation (lower case letters) • Daily name writing • practise • Re-telling stories • Begin word building activities • Begin emergent writing/ writing for a purpose (labelling, writing cards, lists) 	<ul style="list-style-type: none"> • Mark making/pencil control • Correct letter formation/Introduce letter families (lower case letters) • Begin to write surnames • Writing for a purpose/emergent writing • Re-telling stories • Introduce simple sentences • Begin to write simple sentences • Introduce rhyme 	<ul style="list-style-type: none"> • Mark making/pencil control • Correct letter formation and letter families (lower case and capital letters) • Writing for a purpose/emergent writing • Re-telling stories • Write simple sentences to include full stops and capital letters • Encourage independent writing
Phonics	<ul style="list-style-type: none"> • Learning initial sounds • Blending and segmenting of decodable CVC words • Reading of phase 2 high frequency words • Digraphs are introduced • Learn phase 2 phonemes • Begin phase 3 phonemes 	<ul style="list-style-type: none"> • Continue to teach phase 3 vowel digraphs • Blending and segmenting of decodable CVC words • Continue to learn Phase 2 and 3 phonemes • Reading and spelling of phase 2 high frequency words 	<ul style="list-style-type: none"> • Blending and segmenting of decodable CVC CCVC, CVCC, CCVCC • Continue to learn phase 3 vowel digraphs • Introduce phase 4 phonemes • Reading and spelling of phase 3 high frequency words • Consolidation of Phase 2 and Phase 3 phonemes
Mathematics	<ul style="list-style-type: none"> • Match, sort and compare • Introduce size, mass and capacity • Introduce pattern • Subitising numbers to 3 	<ul style="list-style-type: none"> • Compare, represent and composition of numbers to 5 • Subitising numbers to 5 • Introduce zero • Represent numbers to 5 • Mass and capacity • Doubling to 10 	<ul style="list-style-type: none"> • Building numbers beyond 10- up to 20 • Continue patterns beyond 10- up to 20 • Introduce addition and subtraction. • Shape arrangements

	<ul style="list-style-type: none"> • Compare, represent and composition of numbers to 3 • Shape recognition – 3 and 4 sided shapes • 	<ul style="list-style-type: none"> • Making pairs • Odd and even numbers to 10 • Combining 2 groups • Introduce number bonds to 10 • Explore 3D shapes 	<ul style="list-style-type: none"> • Manipulate and compose shapes (2D and 3D) • Sharing and grouping • Give and follow building instructions • Explore mapping • Describe positional language • Consolidation
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • All about me, friendships and family • See themselves as a valuable individual • Learning rules and routines • Identify and moderate their own feelings socially and emotionally 	<ul style="list-style-type: none"> • Protective behaviours • Express their feelings and consider the feelings of others • Build constructive and respectful relationships 	<ul style="list-style-type: none"> • Living in wider world • Health and Well-being • Show resilience and perseverance in the face of challenge • Manage their own needs
Physical Development	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills • Develop their small motor skills so that they can use a range of tools competently, safely and confidently 	<ul style="list-style-type: none"> • Combine different movements with ease and fluency • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop pencil control • Progress towards a more fluent style of moving 	<ul style="list-style-type: none"> • Develop the overall body strength, co-ordination, balance and agility • Confidently and safely use a range of large and small apparatus • Develop the foundations of a handwriting style which is fast, accurate and efficient
Expressive Arts and Design	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings • Develop storylines in their pretend play • Sing in a group or on their own, increasingly matching the pitch and following the melody 	<ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them • Develop storylines in their pretend play • Listen attentively, move to and talk about music, expressing their feelings and responses 	<ul style="list-style-type: none"> • Create collaboratively, sharing ideas, resources and skills • Develop storylines in their pretend play • Explore and engage in music making and dance, performing solo or in groups • Watch and talk about dance and performance art, expressing their feelings and responses
Knowledge and Understanding of the world	<ul style="list-style-type: none"> • Rehearsing the Christmas play • Celebrate Diwali/thanks giving/ Bonfire night • Describe what they see, hear and feel • Recognise that people have different beliefs and celebrate special times in different ways 	<ul style="list-style-type: none"> • Science experiments • Recognise some environments that are different from the one in which they live • Compare and contrast characters from stories, including figures from the past 	<ul style="list-style-type: none"> • Explore the world around us. • Understand the effect of changing seasons on the natural world around them • Draw information from a simple map
French	•	•	•
Music	•	•	•

Section 3

Year Group Information

YEAR 1 CURRICULUM

	Michaelmas	Lent	Summer
English Speaking & Listening	<ul style="list-style-type: none"> • Listening to stories • Re-telling a story • Acting out a story • Performing poetry • Present in front of an audience • Perform in Christmas Play to an audience 	<ul style="list-style-type: none"> • Listening to stories • Use drama to re-tell a story • Share stories with peers • Listen to and follow instructions • Listening to poems from other cultures and perform aloud 	<ul style="list-style-type: none"> • Listening to stories • Talking about feelings • Participate in a debate • Listening to stories and poems from other cultures
Reading	<ul style="list-style-type: none"> • Individual reading of fiction and non-fiction texts • Reading comprehension • Visit to school library – children encouraged to take out books of all varieties. 	<ul style="list-style-type: none"> • Individual reading of fiction and non-fiction texts • Reading comprehension • Visit to school library – children encouraged to take out books of all varieties. 	<ul style="list-style-type: none"> • Individual reading of fiction and non-fiction texts • Reading comprehension • Visit to school library – children encouraged to take out books of all varieties.
Writing	<ul style="list-style-type: none"> • Re-telling stories • Write own story • Describing characters • Write a stanza of a poem • Writing for a purpose (persuade, recount) • Correct letter formation (lower case letters) 	<ul style="list-style-type: none"> • Re-telling stories • Writing imaginative fantasy stories • Describing settings • Write a short poem • Writing for a purpose (instructions) • Correct letter formation (lower case and upper case letters) 	<ul style="list-style-type: none"> • Re-telling stories • Develop sentences using conjunctions • Editing work • Writing for a purpose (factfile, diary entry, recount) • Begin to introduce some joined letter formations
Phonics	<ul style="list-style-type: none"> • Progression through the RWI scheme to learn and review Set 2 and/or 3 sounds until completion of phonics scheme * Spelling common exception and high frequency words 	<ul style="list-style-type: none"> • Progression through the RWI scheme to learn and review Set 2 and/or 3 sounds until completion of phonics scheme * Spelling common exception and high frequency words 	<ul style="list-style-type: none"> • Progression through the RWI scheme to learn and review Set 2 and/or 3 sounds until completion of phonics scheme * Spelling common exception and high frequency words
Mathematics	<ul style="list-style-type: none"> • Number: Place value (within 10) • Addition and Subtraction (within 10) • Geometry: Shape • Consolidation 	<ul style="list-style-type: none"> • Number: Place value (within 20) • Addition and Subtraction (within 20) • Number: Place value (within 50) • Measurement: Length and height • Measurement: Mass and volume • Consolidation 	<ul style="list-style-type: none"> • Multiplication and division • Fractions • Geometry: Position and direction • Number: Place value (within 100) • Money • Time • Consolidation
PSHE (Personal Social Health education)	<ul style="list-style-type: none"> • Relationships: All about me, friendships, family and safeguarding • Secrets and surprises 	<ul style="list-style-type: none"> • Health & Wellbeing: Healthy me • Protective behaviours: similarities and differences in gender 	<ul style="list-style-type: none"> • Living in wider world: aspirations and jobs • Health and Well-being: Keeping safe

Technology	<ul style="list-style-type: none"> • Online safety • Technology around us • Creating Media Painting 	<ul style="list-style-type: none"> • Online safety • Creating Media Writing • Data and information 	<ul style="list-style-type: none"> • Online safety • Programming
Engineering	<ul style="list-style-type: none"> • Ornament creation 	<ul style="list-style-type: none"> • Moving pictures • STEM Day 	<ul style="list-style-type: none"> • Model making and clay
Art	<ul style="list-style-type: none"> • Painting techniques 	<ul style="list-style-type: none"> • Exploring colour 	<ul style="list-style-type: none"> • Art in Nature
Drama	<ul style="list-style-type: none"> • Children's picture book • Rehearsing the Christmas play 	<ul style="list-style-type: none"> • Exploring emotions: Mr Men/Little Miss characters • Using poetry as a stimulus 	<ul style="list-style-type: none"> • Drama from around the world
French	<ul style="list-style-type: none"> • Name • Counting to 12 • Age • Greetings • Colours • Le petit sapin story 	<ul style="list-style-type: none"> • Epiphany celebration • Body parts • Animals • Maman story by Mario Ramos 	<ul style="list-style-type: none"> • Counting to 20 • Fruits • La chenille qui fait des trous story by Eric Carle
Geography	<ul style="list-style-type: none"> • Exploring the UK – countries and capital cities 	<ul style="list-style-type: none"> • Wonderful weather - seasons 	<ul style="list-style-type: none"> • Map reading co-ordinates (links with computing) • Map reading • Aerial view
History	<ul style="list-style-type: none"> • Toys – old and new, rhymes, The Mop, Remembrance Day, Guy Fawkes 	<ul style="list-style-type: none"> • Houses & homes – features from different periods 	<ul style="list-style-type: none"> • The Seaside – comparison of old and present day seaside traditions, transportation and clothing • Grace Darling
Computing	<ul style="list-style-type: none"> • Online Safety • Systems and Networks • Creating Media 	<ul style="list-style-type: none"> • Online Safety • Creating Media • Digital Writing • Data and Information 	<ul style="list-style-type: none"> • Online Safety • Programming
Music	<ul style="list-style-type: none"> • Develop voice through Harvest song programme • Create musical accompaniment • Develop potential scale pitch • Develop pentatonic scale pitch • Preparation Christmas play • Christmas at the Croft and Christingle • Recorders Part 1 	<ul style="list-style-type: none"> • Fairy tales and weather plus percussion, OOA general songs and Easter Minor songs 	<ul style="list-style-type: none"> • The sea and percussion, OOA general songs + • French songs 2 • Explore rhythmic phrases • To organise sounds over a steady pulse
PE & Games: Girls Boys Mixed	<ul style="list-style-type: none"> • Net and wall games • Fundamentals • Swimming • Invasion games • Cross country 	<ul style="list-style-type: none"> • Dance • Gymnastics • Swimming • Invasion games • Cross country • 	<ul style="list-style-type: none"> • Target games • Athletics • Swimming • Striking and field games
Religious Education	<ul style="list-style-type: none"> • Caring for family and friends, with examples from a variety of world religions • Harvest 	<ul style="list-style-type: none"> • Friendship – what makes a good friend, how to be a good friend, how to resolve 	<ul style="list-style-type: none"> • The Church, and a brief look at other places of worship for comparison

	<ul style="list-style-type: none">• Christmas	disputes and to compromise <ul style="list-style-type: none">• Easter• Stories from a variety of world religions	<ul style="list-style-type: none">• Stories from world religions
Science	<ul style="list-style-type: none">• The human body• Seasonal changes• Materials 1	<ul style="list-style-type: none">• Materials 2• Seasons• Animals	<ul style="list-style-type: none">• Plants & growing• Seasons

YEAR 2 CURRICULUM

	Michaelmas	Lent	Summer
Phonics	<ul style="list-style-type: none"> Progression through the RWI scheme to learn and review Set 2 and/or 3 sounds until completion of phonics scheme * Once off RWI scheme, children will focus on comprehension skills: vocabulary, inference, prediction, explanation, retrieval, sequencing * Spelling common exception and high frequency words 	<ul style="list-style-type: none"> Progression through the RWI scheme to learn and review Set 2 and/or 3 sounds until completion of phonics scheme * Once off RWI scheme, children will focus on comprehension skills: vocabulary, inference, prediction, explanation, retrieval, sequencing * Spelling common exception and high frequency words 	<ul style="list-style-type: none"> Progression through the RWI scheme to learn and review Set 2 and/or 3 sounds until completion of phonics scheme Once off RWI scheme, children will focus on comprehension skills: vocabulary, inference, prediction, explanation, retrieval, sequencing * Spelling common exception and high frequency words
Speaking and Listening	<ul style="list-style-type: none"> Story telling Interviewing and asking questions 	<ul style="list-style-type: none"> Rules of speaking and listening 	<ul style="list-style-type: none"> To give their opinion and explain their reasons in a range of context
Reading	<ul style="list-style-type: none"> Individual, shared & guided reading Comprehension Visit to the school library - children encouraged to take books home of all varieties 	<ul style="list-style-type: none"> Individual, shared & guided reading Comprehension Visit to the school library - children encouraged to take books home of all varieties 	<ul style="list-style-type: none"> Individual, shared & guided reading Comprehension Visit to the school library - children encouraged to take books home of all varieties
Writing	<ul style="list-style-type: none"> Diaries and newspaper reports Instructions Poetry Folk tales from other cultures 	<ul style="list-style-type: none"> Descriptive writing Narrative Explanation text Persuasive writing 	<ul style="list-style-type: none"> Play/classic story Poetry Biographies
Grammar	<ul style="list-style-type: none"> Capital letters and full stops Statements, questions, exclamations and commands Past tense Expanded noun phrases Imperative verbs 	<ul style="list-style-type: none"> Commas in lists Expanded noun phrases Time connectives Coordinating conjunctions 	<ul style="list-style-type: none"> Adverbs Contractions Possessive apostrophes Plurals Past tense rules
Handwriting	<ul style="list-style-type: none"> Croft School Handwriting Scheme 		
Mathematics	<ul style="list-style-type: none"> Place value Addition and subtraction Shape 	<ul style="list-style-type: none"> Money Multiplication and division Length / height Mass / capacity and temperature 	<ul style="list-style-type: none"> Fractions Time Statistics Position and direction
PSHE (Personal Social Health education)	<ul style="list-style-type: none"> Relationships: emotional literacy, five senses Health and Well-being: drug education 	<ul style="list-style-type: none"> Living in a wider world: environmental awareness and impacts, including moral responsibilities Protective Behaviours: Private body parts 	<ul style="list-style-type: none"> Living in a wider world: where does money come from? Relationships: moving on to Year 3

Art & Design	<ul style="list-style-type: none"> • Printing African Animals 	<ul style="list-style-type: none"> • Line drawing and watercolours 	<ul style="list-style-type: none"> • Landscapes and painting techniques
Computing	<ul style="list-style-type: none"> • Online Safety • Systems and Networks • Programming 	<ul style="list-style-type: none"> • Online Safety • Creating Media • Making Music • Digital Photography 	<ul style="list-style-type: none"> • Online Safety • Creating Media • Data and Information
Engineering	<ul style="list-style-type: none"> • Moving pictures (pivots) 	<ul style="list-style-type: none"> • Design, make and evaluate a Healthy Wrap 	
Technology	<ul style="list-style-type: none"> • Online safety • Programming 	<ul style="list-style-type: none"> • Online safety • Creating media • Making music • Digital photography 	<ul style="list-style-type: none"> • Online safety • Creating media • Data and information
Drama	<ul style="list-style-type: none"> • At the Circus rehearsing the Christmas play 	<ul style="list-style-type: none"> • Understanding content and developing skills – Aesop’s Fables 	<ul style="list-style-type: none"> • Shakespeare – The Tempest
French	<ul style="list-style-type: none"> • Feelings • Personal information • Weather • Quel temps fait-il Berthe? story 	<ul style="list-style-type: none"> • Epiphany story • Days of the week • Numbers to 31 • Months • Birthday • L’année de Berthe story 	<ul style="list-style-type: none"> • Shops • Shopping for food • Berthe va au supermarché story
Geography	<ul style="list-style-type: none"> • Where is Kenya? • Simple maps • Physical and human features • Geographical similarities and differences 	<ul style="list-style-type: none"> • Name and locate the world’s continents and oceans • Identify weather patterns, different climate patterns and the environment 	<ul style="list-style-type: none"> • Local area and mapping • What is a map? • Compass directions • Planning a route, using an atlas • Physical features and aerial views
History	<ul style="list-style-type: none"> • Significant events in history • Life in the 17th century • The Great Fire of London • Firefighters past and present 	<ul style="list-style-type: none"> • Queen Victoria • George Stephenson • Victorian seaside holidays • Victorian schools 	<ul style="list-style-type: none"> • Significant people from the past including: Rosa Parks, Martin Luther King, Florence Nightingale, Mary Seacole, Emmeline Pankhurst, and Louis Braille
Music	<ul style="list-style-type: none"> • Develop voice through Harvest song programme • Create musical accompaniment patterns • Develop potential scale pitch • Preparation for the Christmas play • Christmas at the Croft and Christingle 	<ul style="list-style-type: none"> • Historical figures – songs and percussion, OOA general songs + • Recorder Stage 2 	<ul style="list-style-type: none"> • Songs of the sea and space • French songs 3 • Explore rhythmic phrases • To organise parts over a steady pulse • Maintain a simple ostinato pattern
PE & Games Girls Boys Mixed	<ul style="list-style-type: none"> • Net and wall games • Fundamentals • Swimming 	<ul style="list-style-type: none"> • Dance • Gymnastics • Swimming • Invasion games • Cross country 	<ul style="list-style-type: none"> • Target games • Athletics • Swimming • Striking and field games • Cross country

Religious Education	<ul style="list-style-type: none">• Stories Jesus told and stories from the New Testament• Parables	<ul style="list-style-type: none">• Compare and contrast places of worship, including a church, Synagogue, Mosque, Buddhist temple, Sikh Gurdwara and Hindu temple	<ul style="list-style-type: none">• Judaism: Passover, Bar Mitzvah, Torah Scroll
Science	<ul style="list-style-type: none">• Uses of everyday materials• Living things and their habitats	<ul style="list-style-type: none">• Life cycles and offspring• Looking after ourselves	<ul style="list-style-type: none">• How plants grow• Sustainability and wild life.

YEAR 3 CURRICULUM

English Overview Michaelmas, Lent and Summer Terms										
Spellings	<ul style="list-style-type: none"> • Revision of Phase 5 GPCs • Past tense forms of verbs (regular and irregular) • Common suffixes • Common prefixes • Rare GPCs • Homophones • Apostrophe for contractions • Variation of 'ch'-French origin • Statutory and personal word lists for Year 3 and Year 4 • Weekly diction used to assess 									
Grammar and Punctuation	<ul style="list-style-type: none"> • Sentence punctuation, noun phrases, commas in lists, apostrophes for possession, adjectives, conjunctions, adverbs, prepositions, direct speech, verbs, nouns, clauses and phrases, subordinate clauses, paragraphs, root words, word families, word classes, pronouns • A range of literary techniques relevant to the chosen genre • Termly assessments 									
Comprehension	<ul style="list-style-type: none"> • A range of texts are used, both fiction and non-fiction. • Responses may be required in a variety of formats e.g., close, multiple choice and full sentence responses. • Retrieving information which may be literal or merely inferred and may experience using deduction or inference. • Opportunities for personal responses to matters arising within the text may be provided. 									
Poetry	<ul style="list-style-type: none"> • Read, analyse and create a variety of types of poem including shape poems • Poetry which uses the senses, and limericks 									
Creative Writing	<ul style="list-style-type: none"> • Half termly assessments • Narrative – adventure story – stone aged boy • Non-fiction – explanation text – Robot Dog 									
Speaking / Listening	<ul style="list-style-type: none"> • Listening comprehensions, discussions with actors/actresses, performance poetry, group roles, advertisements, persuasive language, how to give and receive instructions, nursery rhymes, persuade an opposition, present biographies / autobiographies, publishing and presenting independent writing, conscience alley, debate 									
Reading	<ul style="list-style-type: none"> • Individual reading book • Twice weekly comprehension focusing on a particular reading skill, e.g., retrieval, inference etc. • 'Class Reader' - related to topics • Building a love of learning through regular visits to the library, shared quality texts and book reviews • Termly Reading assessment 									
	<table border="1"> <thead> <tr> <th>Michaelmas</th> <th>Lent</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • Number: Place Value • Number: Addition and Subtraction • Number: Multiplication and Division • Consolidation </td> <td> <ul style="list-style-type: none"> • Number: Multiplication and Division • Measurement: Money • Statistics • Measurement: Length and Perimeter • Number: Fractions • Measurement: Mass and Capacity </td> <td> <ul style="list-style-type: none"> • Number: Fractions • Measurement: Money • Measurement: Time • Geometry: Property of Shapes • Statistics • Consolidation </td> </tr> <tr> <td> <ul style="list-style-type: none"> • Relationships: feelings and first impressions • Health and Well-being: hazards, safety first </td> <td> <ul style="list-style-type: none"> • Protective Behaviours: healthy relationships • Relationships: diverse families </td> <td> <ul style="list-style-type: none"> • Living in wider world: government • Relationships: strengths and areas of growth (Core Values) </td> </tr> </tbody> </table>	Michaelmas	Lent	Summer	<ul style="list-style-type: none"> • Number: Place Value • Number: Addition and Subtraction • Number: Multiplication and Division • Consolidation 	<ul style="list-style-type: none"> • Number: Multiplication and Division • Measurement: Money • Statistics • Measurement: Length and Perimeter • Number: Fractions • Measurement: Mass and Capacity 	<ul style="list-style-type: none"> • Number: Fractions • Measurement: Money • Measurement: Time • Geometry: Property of Shapes • Statistics • Consolidation 	<ul style="list-style-type: none"> • Relationships: feelings and first impressions • Health and Well-being: hazards, safety first 	<ul style="list-style-type: none"> • Protective Behaviours: healthy relationships • Relationships: diverse families 	<ul style="list-style-type: none"> • Living in wider world: government • Relationships: strengths and areas of growth (Core Values)
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PSHE (Personal Social Health education)	<ul style="list-style-type: none"> • Relationships: feelings and first impressions • Health and Well-being: hazards, safety first 	<ul style="list-style-type: none"> • Protective Behaviours: healthy relationships • Relationships: diverse families 	<ul style="list-style-type: none"> • Living in wider world: government • Relationships: strengths and areas of growth (Core Values) 							

Art & Design	Art from across the continents: <ul style="list-style-type: none"> • Kente Cloth, Frida Kahlo, Aboriginal Peoples Art, Japanese Cherry Blossom, North American Totem Poles 	Modern Art: <ul style="list-style-type: none"> • Giacometti sculptures, 3D drawing and Op Art, Keith Haring figures, Mosaics (History Link) 	Nature Inspired Art: <ul style="list-style-type: none"> • Observational drawing, Georgia O'Keefe shells, William Morris prints, Arcimboldo portraits, Andy Goldsworthy creations from nature
Computing	<ul style="list-style-type: none"> • Online Safety • Creating Media • Programming 	<ul style="list-style-type: none"> • Online Safety • Data and Information • Creating Media – Desktop Publishing 	<ul style="list-style-type: none"> • Online Safety • Programming • Systems and Networks
Technology	<ul style="list-style-type: none"> • Online safety • Creating media • Programming 	<ul style="list-style-type: none"> • Online safety • Data and information • Creative media • Desktop publishing 	<ul style="list-style-type: none"> • Online safety • Programming • Systems and networks
Engineering	<ul style="list-style-type: none"> • Hidden alarms –electronics, measuring, marking, cutting, joining, problem solving • Christmas decorations 	<ul style="list-style-type: none"> • Cooking and nutrition – food hygiene, planning, ingredients • STEM week – egg drop challenge 	<ul style="list-style-type: none"> • Lego We Do – programming and design creation • Knex challenge – tallest towers
Drama	<ul style="list-style-type: none"> • Exploring emotions – The Colour Monster (using zones of regulation) • The Jabberwocky 	<ul style="list-style-type: none"> • Preparing for May Day event, Maypole dancing • Shakespeare 	<ul style="list-style-type: none"> • Beatrix Potter
French	<ul style="list-style-type: none"> • Getting to know you • Name and question – responding to simple questions 	<ul style="list-style-type: none"> • Where you live and question – Age & Question • Easter story 	<ul style="list-style-type: none"> • Siblings and questions • Definite and indefinite articles • Possessive adjective 'my'
Geography	<ul style="list-style-type: none"> • The Continents of the World 	<ul style="list-style-type: none"> • Identification of countries of British Isles – oceans, mountains, counties by using Atlas, maps etc. • A coastal study, exploring features of a coastline 	<ul style="list-style-type: none"> • What is a settlement? (Rural and Urban) • Where to settle? How is land used? How are settlements linked? • Introducing a local area: Stratford upon Avon
History	The Stone Age <ul style="list-style-type: none"> • using evidence to build up a picture of what life was like in the Stone Age, hunter, gatherers, homes and Stone Age tools Ancient Egyptians: <ul style="list-style-type: none"> • placing the Ancient Egyptians in contexts of place and time, structure of society, Gods and Goddesses, pyramids, mummies, Ancient Egyptian artefacts, and Ancient Egyptian writing. Invaders and settlers. 	Invaders and Settlers- The Romans <ul style="list-style-type: none"> • why people move, the Celts and Boudicca, (in context of their presence at the time of the Roman invasion of Britain). Roman artefacts including the Ivory Bangle Lady, Hadrian's wall and Roman buildings. 	The Second World War <ul style="list-style-type: none"> • Declaration of war, air raids and propaganda, The Blitz, evacuation, rationing, Anne Frank, D Day.

Music	<ul style="list-style-type: none"> • Harvest Festival preparation • Develop understanding of major scale • Hand bells Harvest • Preparation for the Christmas service and drum kit 'Christmas at the Croft' 	<ul style="list-style-type: none"> • Arts Showcase May pole and folk • Dalcroze music and movement • Recorders • Topic-based group song – pitching and expression 	<ul style="list-style-type: none"> • Arts Showcase, May pole, folk song and dance • Pulse and rhythmic reading • Summer Concert preparation • Recorder • Extended reading and note learning
PE & Games	<ul style="list-style-type: none"> • Tennis • Dance • Games: Netball, Hockey, Football, Rugby • Cross country 	<ul style="list-style-type: none"> • OAA • Gymnastics • Games: Netball, Hockey, Football, Rugby • Cross country 	<ul style="list-style-type: none"> • Athletics • Games: Rounders, Cricket
Religious Education	<ul style="list-style-type: none"> • Creation • The story of Joseph 	<ul style="list-style-type: none"> • Moses / refugees • The Easter Story 	<ul style="list-style-type: none"> • Judaism (history of Judaism, Jewish celebrations and how Jews live)
Science	<ul style="list-style-type: none"> • Movement / Growth in animals and humans • Healthy bodies • Rocks 	<ul style="list-style-type: none"> • Fossils • Soils • Light and shadows 	<ul style="list-style-type: none"> • Plants • Forces and magnets

SAMPLE YEAR 4 CURRICULUM

	English Overview Michaelmas, Lent and Summer Terms		
Spellings	<ul style="list-style-type: none"> • Develop a range of personal strategies or learning new and irregular words. • Develop a range of personal strategies for spelling at the point of composition. • Develop a range of strategies for checking and proof-reading spellings and writing. • Use further prefixes and suffixes and understand how to add them. • Spell further homophones. • Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. • Use the first two or three letters of a word to check its spelling in a dictionary. • Write from memory simple sentences dictated by the teacher, that include words and punctuation taught so far. • Differentiated weekly spelling. 		
Grammar	<ul style="list-style-type: none"> • Revision of word classes and how to apply these including nouns, adjectives, verbs, conjunctions. • Understanding how to use precise, ambitious vocabulary, and how to build sentences in a variety of ways (including structures and lengths). • Introduction of adverbs and adverbial phrases. • Paragraphs, the correct use of tense and formal and informal prose. • Introduction into literary techniques, including similes, metaphors, onomatopoeia, pathetic fallacy. • The correct use of determiners, articles (a or an). • Pronouns and collective nouns, including how to avoid repetitive pronouns. 		
Punctuation	<ul style="list-style-type: none"> • Review of punctuation: full stops, capital letters, question marks, exclamation marks. • Parenthesis including brackets and commas. • Understanding when to punctuate with a comma – after a fronted adverbial, to punctuate a relative clause, in a list, to demarcate clauses. • Inverted commas for direct speech and inner thought. • Apostrophe for possession and contraction. 		
Comprehension	<ul style="list-style-type: none"> • A range of texts are used, including those focused on: sequencing techniques; discussions; recounts; extended clauses; opinion and evidence; poetry; multiple choice; story starter; simile poetry; letters; non-fiction; character analysis; play scripts; advertisements; informative texts; instructions; reports; Haikus; biographies, autobiographies and listening comprehensions throughout the year. • Comprehension assessments. 		
Poetry	<ul style="list-style-type: none"> • Pupils read and analyse poetry and learn poetic techniques which they can use in their own poetry writing. • Studying a range of poems from a diverse range of authors. 		
Creative Writing	<ul style="list-style-type: none"> • Descriptive writing, fictional character descriptions (linked to a range of quality texts), story endings, book reviews, letters, free writing, learning how to plan a story, editing our work (with the use of guidelines), persuasive writing, recounts, character analysis, newspaper reports, non-fiction writing linked to real life events, writing for purpose. 		
Speaking and Listening	<ul style="list-style-type: none"> • Listening comprehensions, discussions with actors/actresses, performance poetry, group roles, advertisements, persuasive language, how to give and receive instructions, nursery rhymes, persuade an opposition, present biographies/autobiographies, publishing and presenting independent writing, conscience alley, debate. 		
Reading	<ul style="list-style-type: none"> • A range of texts are used linked to the curriculum, current affairs, interests of the class and key authors. • Reading age tests. 		
	World Book Day author/illustrator/storyteller visit		
	Michaelmas	Lent	Summer
Mathematics	<ul style="list-style-type: none"> • Number: place value • Number: addition and subtraction • Measurement: area • Number: multiplication and division 	<ul style="list-style-type: none"> • Number: multiplication and division • Measurement: length and perimeter • Number: fractions • Number: decimals 	<ul style="list-style-type: none"> • Number: Decimals • Measurement: money • Measurement: time • Geometry: shape • Statistics

	<ul style="list-style-type: none"> • Consolidation 	<ul style="list-style-type: none"> • Consolidation 	<ul style="list-style-type: none"> • Geometry: position and direction • Consolidation
PSHE (Personal Social Health education)	<ul style="list-style-type: none"> • Relationships: Happy minds, Happy people • Living in Wider World: Social media and Fake news 	<ul style="list-style-type: none"> • Living in Wider World: Stereotypes and discrimination, respect of rights • Protective Behaviours: Safe/unsafe secrets 	<ul style="list-style-type: none"> • Health and Well-being: Drug education – smoking, alcohol • Relationships: Emotions dealing with change
Art and Design	<ul style="list-style-type: none"> • Joseph Turner • David Hockney • Observational drawings 	<ul style="list-style-type: none"> • Pop art • Ted Harrison (Canadian native art) • Self-portraits 	<ul style="list-style-type: none"> • Guiseppe Arcimboldo • Totem poles
Computing	<ul style="list-style-type: none"> • Online Safety • Systems and Networks • Creating Media – Audio Editing 	<ul style="list-style-type: none"> • Online Safety • Creating Media – Photo Editing • Data and Information 	<ul style="list-style-type: none"> • Online Safety • Programming
Technology	<ul style="list-style-type: none"> • Online safety • Systems and networks • Creating media – audio editing 	<ul style="list-style-type: none"> • Online safety • Creating media – photo editing • Data and information 	<ul style="list-style-type: none"> • Online safety • Programming A – repetition in shape • Programming B – repetition in games
Engineering	<ul style="list-style-type: none"> • Extendable Grabber • Catapult Creation 	<ul style="list-style-type: none"> • Marble Maze • STEM Day • Egg Drop Challenge 	<ul style="list-style-type: none"> • Moving parts – Lego WeDo – programming and robotics
Drama	<ul style="list-style-type: none"> • Creating characters • Physical theatre 	<ul style="list-style-type: none"> • Preparing for May Day event / May pole dancing • Shakespeare 	<ul style="list-style-type: none"> • Using Poetry as stimulus for Drama

French	<ul style="list-style-type: none"> • Classroom language • School equipment • Alphabet • Dictionary skills • Christmas song 'Petit Papa Noël' 	<ul style="list-style-type: none"> • Date – the calendar and celebrations • Puppet show writing and performing 	<ul style="list-style-type: none"> • Family and pets – name and age in the third person singular • Favourite colour – adjective agreement • Likes and dislikes
Geography	<ul style="list-style-type: none"> • Water – uses and importance of water, the water cycle, world oceans, seas and rivers, features of a river, climate zones and precipitation • Canals – history, features of canals, locks 	<ul style="list-style-type: none"> • Maps – mapwork skills, map symbols, compasses, aerial views, grid references, scale • Caring for our environment – looking at both global and local issues and discovering how we all help to improve current problems 	<ul style="list-style-type: none"> • South America – research topic including: education, geographical information, physical geography, food, tourism
History	<ul style="list-style-type: none"> • The Vikings – key events, beliefs, traditions, home life and society 	<ul style="list-style-type: none"> • The Normans – the Norman Conquest, claimants to the throne, the Feudal System • Bayeux Tapestry, food, clothing, Motte and Bailey castles 	<ul style="list-style-type: none"> • The Mayan Civilization – city states, religion and beliefs, tradition, clothing, achievements
Music	<ul style="list-style-type: none"> • Harvest Festival preparation • Hand bells Harvest • Preparation for the Christmas Service and drum kit 'Christmas at the Croft' • Sing in two parts 	<ul style="list-style-type: none"> • Arts show case, May pole and folk song and dance • Recorder extended reading and note learning – low range • Composition and presentation 	<ul style="list-style-type: none"> • Arts Showcase, May pole and folk song and dance • Recorder extended reading and not learning – low range • Prepare themed songs and ensembles to perform Summer Concert • End of term songs prepared for various events/services
PE & Games	<ul style="list-style-type: none"> • Tennis • Dance • Games: Netball, Hockey, Football, Rugby • Cross country 	<ul style="list-style-type: none"> • Gymnastics and adventurous activity • Games: Netball, Hockey, Football, Rugby • Cross country 	<ul style="list-style-type: none"> • Athletics • Games: Rounders, Cricket
Religious Education	<ul style="list-style-type: none"> • The Sikh religion (the history of the Sikh religion, the ten Gurus, Guru Nanek, the 5Ks celebrations) • Diwali 	<ul style="list-style-type: none"> • History of Christianity • Stories from the Old / New Testament • The Bible 	<ul style="list-style-type: none"> • Hinduism (the history of the Hindu religion, deities, beliefs, special places, celebrations)
Science	<ul style="list-style-type: none"> • Grouping and classifying of living things • Data collection • Working scientifically • States of matter 	<ul style="list-style-type: none"> • Sounds • Data collection • Working scientifically • Electricity • Sustainability – Energy 	<ul style="list-style-type: none"> • Data collection • Working scientifically • Habitats • Sustainability – Deforestation • Digestion • Food chains

SAMPLE YEAR 5 CURRICULUM

	English Overview Michaelmas, Lent and Summer Terms		
Spellings	<ul style="list-style-type: none"> • Unstressed vowels in polysyllabic words • Words with common letter strings and different pronunciations • Spelling patterns of consonants and to formulate rules • Less common prefixes and suffixes • Investigate and learn spelling rules for adding suffixes to words • Identify words roots, derivations and spelling patterns as a support for spelling • Differentiated spelling tests and spelling research to take place every week. • Spelling age test – termly. 		
Grammar	<ul style="list-style-type: none"> • Nine parts of speech, relative clauses, parenthesis, modal verbs, subordinate and relative clauses 		
Punctuation	<ul style="list-style-type: none"> • Paragraphs, full stops, capital letters, apostrophes for contraction and possession, commas in complex sentences, abbreviations, semi-colons, colons, ellipsis, brackets, dashes, hyphens, bullet points, inverted commas 		
Comprehension	<ul style="list-style-type: none"> • A range of texts are used, including those focused on: myths, fables and legends; characters; modernising a fairy tale; sequencing techniques; discussions; recounts; extended clauses; opinion and evidence; vocabulary extension; instructions; oral comprehension; persuasion; scanning, retrieval, deduction and inference; features of diary writing and journalistic writing; Shakespearian language; techniques to achieve tension; archaic language • Cloze comprehension, multiple-choice comprehension • Compréhension assessments 		
Poetry	<ul style="list-style-type: none"> • Pupils read and analyse poetry and learn poetic techniques which they can use in their own poetry writing, including: alliteration, syllabic poems, repetition, synonyms, mnemonics, personification, narrative poetry, list poetry, comparing two poems on same theme, free verse, poems with a twist, use of senses, onomatopoeia • National Poetry events and competitions • Entrance paper practice papers; CE 11+ papers; listening comprehensions • Speaking and listening development 		
Creative Writing	<ul style="list-style-type: none"> • Descriptive writing (character/adjectives/setting); modern fairy tale; story openings and endings; formal and informal letter; adventure story; flashback; instructions; diary writing; newspaper report; text language; interviews; recount; leaflets; play scripts; book blurb; timed essay writing; explanation texts; persuasive writing; non-chronological reports • Debating • Creative writing assessments 		
Speaking	<ul style="list-style-type: none"> • Speaking and listening development. 		
Reading	<ul style="list-style-type: none"> • Each class reads several novels together, throughout the year. This varies from year to year, but may include the following: <ul style="list-style-type: none"> ➢ 'The Cogheart Adventures Trilogy' by Peter Bunzl ➢ 'Kensuke's Kingdom' by Michael Morpurgo ➢ 'Letters from the Lighthouse' by Emma Carroll ➢ World Book Day • Termly reading age assessments 		
	World Book Day author/illustrator/storyteller visit		
	Michaelmas	Lent	Summer
Mathematics	<ul style="list-style-type: none"> • Number: Place Value • Number: Addition and Subtraction • Negative Numbers • Number: Multiplication and Division • Number: Fractions 	<ul style="list-style-type: none"> • Number: Multiplication and Division • Number: Fractions • Number: Decimals and Percentages • Measurement: Perimeter and Area • Statistics 	<ul style="list-style-type: none"> • Geometry: Properties of Shapes • Geometry: Position and Direction • Algebra • Measuring: Converting Units • Measures: Volume • Number: decimals • Consolidation
PSHE (Personal, Social, Health Education)	<ul style="list-style-type: none"> • Relationships: managing emotions and change 	<ul style="list-style-type: none"> • Living in wider world: Communities and refugees 	<ul style="list-style-type: none"> • Living in wider world: democracy, value of money

	<ul style="list-style-type: none"> • Health and Well-being: First Aid 	<ul style="list-style-type: none"> • Protective Behaviours: Puberty, changes in body and emotions 	
Art and Design	<ul style="list-style-type: none"> • Still life – Drawing from objects (variety of mediums, line and tone) • Ceramics • Character design 	<ul style="list-style-type: none"> • Charcoal and chalks • Angie Lewin – print project 	<ul style="list-style-type: none"> • Green portrait drawings • Acrylic paintings - fruits
Computing	<ul style="list-style-type: none"> • Online Safety • Systems and Networks • Creating Media – Vector Drawing 	<ul style="list-style-type: none"> • Online Safety • Programming • Data and Information 	<ul style="list-style-type: none"> • Online Safety • Creating Media – Video Editing • Programming
Technology	<ul style="list-style-type: none"> • Online safety • Systems and networks • Creating media – Vector drawing 	<ul style="list-style-type: none"> • Online safety • Programming • Selection in quizzes • Data and information 	<ul style="list-style-type: none"> • Online safety • Creating media – Video editing • Programming
Engineering	<ul style="list-style-type: none"> • Tech card – nets, mechanisms, pneumatics and pulleys 	<ul style="list-style-type: none"> • Textiles, lavender cushions • STEM Day – Formula 1 car creation 	<ul style="list-style-type: none"> • Woodwork – bee hotels or bird boxes
Drama	<ul style="list-style-type: none"> • Superheroes • Challenging stereotypes in traditional tales 	<ul style="list-style-type: none"> • Myths and Legends, Just So stories, creating own islands 	<ul style="list-style-type: none"> • Macbeth
Modern Foreign Languages	<ul style="list-style-type: none"> • <u>French Term 1</u> • Recycling personal information with a writing focus • Present regular '-er' verbs • Christmas food • Sounds 'oi', 'on', 'in' and 'ch' • <u>Spanish Term 2</u> • Spanish phonics and alphabet • Asking for and giving personal information (name / age) • Greetings • Feelings 	<ul style="list-style-type: none"> • <u>French Term 1</u> • Places in towns – plurals, directions • Finding my way roleplay • Sounds 'ou', 'u' and 'r' • <u>Spanish Term 2</u> • Asking for and giving personal information (birthdays / family) • Talking about where we live and basic opinions 	<ul style="list-style-type: none"> • <u>French Term 1</u> • School subjects and opinions • Cultural differences between UK/French schools • <u>Spanish Term 2</u> • Food Likes and dislikes • Ordering basic food /drink in a cafe

Geography	<ul style="list-style-type: none"> Weather around the World – Contrasting climates, features of the weather, adapting to the weather, forecasts, extreme weather 	<ul style="list-style-type: none"> Our Restless Earth – earthquakes, tectonic plates, volcanoes and their impact 	<ul style="list-style-type: none"> Investigating Rivers – The rivers journey, rivers around the world, flooding rivers, The River Avon and The River Severn Link with Geology trip to Hockcliff
History	<ul style="list-style-type: none"> What was it like in Stratford upon Avon at the time of William Shakespeare? 	<ul style="list-style-type: none"> Journeys: Stories of migration to Britain 	<ul style="list-style-type: none"> Tudor Monarchs All at Sea with the Tudors - what can we discover from the wreck of The Mary Rose? Why did the Spanish Armada sail and why did it fail?
Music	<ul style="list-style-type: none"> Harvest Festival preparation – senior level introducing score-reading Develop understanding of major scale Harvest in China Hand bells harvest Christmas service 'Christmas at the Croft' Jazz 	<ul style="list-style-type: none"> The Orchestra: Orch intro – sections, listing and experiencing film The Orchestra 2 Ghandi / Glass Class ensemble - orchestra 	<ul style="list-style-type: none"> Summer Concert – prepare themed songs and ensembles to perform Summer Concert – extend keys used in reading. End of term songs prepared for various events / services
PE and Games	<ul style="list-style-type: none"> Tennis Dance Games: Netball, Hockey, Football, Rugby Cross Country 	<ul style="list-style-type: none"> Gymnastics Games: Netball, Hockey, Football, Rugby Cross Country 	<ul style="list-style-type: none"> Athletics Games: Rounders, Cricket
Religious Education	<ul style="list-style-type: none"> Belonging Christianity (finding the real me, reflecting on our lives and ourselves). 	<ul style="list-style-type: none"> Islam (history, Muhammad PBUH, 5 Pillars of Islam, The Qur'an, prayer including Wudu, the mosque, Hajj, visit to the Central Mosque in Birmingham where possible) 	<ul style="list-style-type: none"> Easter stories / Holy Week (Palm Sunday, Last Supper, Jesus' Arrest, Crucifixion, Resurrection) Parables including (including modern day versions and acting them out)
Science	<ul style="list-style-type: none"> Forces, earth and space Global warming 	<ul style="list-style-type: none"> Properties of materials Animals, including humans Life cycles 	<ul style="list-style-type: none"> Reproduction Physical and chemical changes Plastic pollution

SAMPLE YEAR 6 CURRICULUM

- **Summer Term: Backpack Project – Debating Competition**

	English Overview Michaelmas, Lent and Summer Terms		
Spellings	<ul style="list-style-type: none"> • Embed the use of independent spelling strategies for spelling unfamiliar words • Investigate the meaning and spelling of connectives • Revise and extend work on spelling patterns for unstressed vowels and consonants in polysyllabic words • Use what is known about prefixes and suffixes to transform words • Learning unfamiliar words by using what is known of spelling patterns and word families • Revise and use word roots, prefixes and suffixes as a support for spelling • Weekly differentiated spelling tests or research • Spelling age assessments - termly 		
Vocabulary	<ul style="list-style-type: none"> • Dictionary work, verbal reasoning techniques and exercises, vocabulary extension, similes, metaphors, antonyms, idioms 		
Grammar	<ul style="list-style-type: none"> • Active and passive voice; verb tenses; complex sentences; main and subordinate clauses; common, proper, abstract and collective nouns; adverbs of time, manner and place; noun phrases; personal and impersonal forms; personal, possessive and relative pronouns; adverbial phrases; subjective form; reported speech; parenthesis modal verbs 		
Punctuation	<ul style="list-style-type: none"> • Direct speech; apostrophes for possession and contraction; pairs of commas; semi-colon, colon, ellipsis, brackets, dashes, hyphens 		
Comprehension	<ul style="list-style-type: none"> • A range of texts are used, including those focused on: <ul style="list-style-type: none"> ➢ Multiple choice and cloze comprehensions; scan and search; inference and deduction; poetry; non-fiction texts; biographies and autobiographies; recounts; interviews; argument and discussions; • Entrance paper practice papers; CE 11+ papers 		
Poetry	<ul style="list-style-type: none"> • Pupils read and analyse poetry and learn poetic techniques which they can use in their own poetry writing, including: parody; repetition; descriptive setting; metaphor; personification; humorous verse 		
Creative Writing	<ul style="list-style-type: none"> • Dialogue, character and setting; non-chronological report; description of place or object; timed essays; adventure stories; diaries; book reviews; interviews; biography; story booklet for Pre-Prep; persuasive writing; note-taking techniques; three-chapter novels; using different stimuli for writing: visual, physical object, film • Creative writing assessments 		
Reading	<ul style="list-style-type: none"> • This varies from year to year, but may include the following: <ul style="list-style-type: none"> ➢ 'War Horse' by Michael Morpurgo ➢ 'Holes' by Louis Sachar ➢ Harry Potter Series by JK Rowling ➢ 'Shadowsea' by Peter Bunzl ➢ 'The Last Bear' by Hannah Gold ➢ 'Who Let the Gods Out' by Maz Evans • Reading age assessments - termly 		
Summer Term – Backpack Project for English	<ul style="list-style-type: none"> • "British Values" / Democracy – what they are and what it means to them. • Watching and taking part in different forms of debate – for and against a statement, debate format, voting, reflection of a debate. • Covering the Backpack Pockets of Personal Attributes, Emotional Intelligence, Developing Potential, and Society. 		
	World Book Day author/illustrator/storyteller visit		
	Michaelmas	Lent	Summer
Mathematics	<ul style="list-style-type: none"> • Main focus of term is revision for entrance exams • Fractions, Decimals and Percentages • Ratio and Proportion • Angles • Probability • Area and Volume • Worded Problems 	<ul style="list-style-type: none"> • Four Rules: Problem Solving • Statistics: Speed, Distance, Time Graphs Scatter Graphs, Conversion Graphs • Algebra: generating formulae, describing sequences, nth term, 	<ul style="list-style-type: none"> • <u>Backpack Project – Earthquake Simulator</u>: Pupils will investigate the effect of earthquakes by creating a simulator then testing different structures they have designed and

	<ul style="list-style-type: none"> Investigations 3D drawing Consolidation 	<p>collecting like terms, multiplying out brackets</p> <ul style="list-style-type: none"> Factorising brackets Investigations/Project Work 	<p>constructed themselves.</p> <ul style="list-style-type: none"> Geometry Measurement Budgets
PSHE (Personal, Social, Health Education)	<ul style="list-style-type: none"> Health and Well-being: Relaxation, Mindfulness and managing emotions Living in wider world: climate change including moral responsibilities 	<ul style="list-style-type: none"> Protective Behaviours: relationships and basic sex education Health and Well-being: drug education – classifications of drugs, peer pressure 	<ul style="list-style-type: none"> Backpack Project – Leadership: Understand leadership, explore different leadership styles, link between leadership and effective teamwork, importance of communication and empathy when leading others, importance of responsibility and decision-making in leadership, reflect on own leadership potential. Covering the Backpack Pockets: Developing Potential, Emotional Intelligence, Personal Attributes.
Art	<ul style="list-style-type: none"> Harvest Festival Paintings – continued from Year 5 Summer Term Angels - site specific, group painting and collage, large scale 	<ul style="list-style-type: none"> Observational drawings and still life Ceramic Animals 	<ul style="list-style-type: none"> Backpack Project – Working collaboratively on Year 6 Show: props, music, character work, set design and staging. Backpack Project – Endings: Songs looking back, reflecting, improvising from last lines, caricatures Backpack Pocket – Emotional Intelligence: resolution, well-being, humility, mindfulness, compassion.
Computing	<ul style="list-style-type: none"> Online Safety Creative media – 3D modelling Creating Media – Web Pages 	<ul style="list-style-type: none"> Online Safety Data and Information Programming – variables in games 	<ul style="list-style-type: none"> Online Safety Programming – HTML Systems and networks
Technology	<ul style="list-style-type: none"> Online safety Systems and networks – communication Creating Media – web pages 	<ul style="list-style-type: none"> Online safety Creating Media – 3D modelling Data and information – Excel spreadsheets 	<ul style="list-style-type: none"> Backpack Project – Earthquake Simulator: Pupils will investigate the effect of earthquakes by creating a simulator then testing different structures they have designed and

			<p>constructed themselves</p> <ul style="list-style-type: none"> Simulation technology, data logging, CAD
Engineering	<ul style="list-style-type: none"> Aeroplane Design Lego WeDo – programming and design creation 	<ul style="list-style-type: none"> Hydraulic Arm – teamwork, planning, Pneumatics STEM Day – computer deconstruction Bottle Rockets – Crumble programming 	<ul style="list-style-type: none"> Backpack Project – Earthquake Simulator: Pupils will investigate the effect of earthquakes by creating a simulator then testing different structures they have designed and constructed themselves Structural Engineering – design process, test and improve Plan, build, test and review
Drama	<ul style="list-style-type: none"> Storytelling Characterisation: Stanislavski (given and imagined circumstances) Monologue 	<ul style="list-style-type: none"> Theatre with a message: Augusto Boal / forum theatre 	<ul style="list-style-type: none"> Backpack Project – Working collaboratively on Year 6 Show: props, music, character work, set design and staging. Backpack Project – Endings: Songs looking back, reflecting, improvising from last lines, caricatures Backpack Pocket – Emotional Intelligence: resolution, well-being, humility, mindfulness, compassion.
Modern Foreign Languages	<ul style="list-style-type: none"> <u>French Term 1</u> Sport and leisure activities Time markers - Likes and dislikes Reasons for likes and dislikes Sounds 'i', 'ill', and 'qu' <u>Spanish Term 2</u> Spanish phonics and alphabet Asking for and giving personal information (name/age) Greetings feelings 	<ul style="list-style-type: none"> <u>French Term 1</u> Body parts Plurals - adjective agreement - saying where it hurts Role-plays at the doctor's Sounds 'o' and 'i/y' <u>Spanish Term 2</u> Asking for and giving personal information (birthdays/family) Talking about where we live and basic opinions 	<ul style="list-style-type: none"> Backpack Project Debating Competition: Debating differences between schools in France / Spain – cultural awareness. Covering the Backpack Pockets of Personal Attributes, Emotional Intelligence, Developing Potential, and Society.
Geology	<ul style="list-style-type: none"> Plate tectonics, volcanoes Vesuvius, KS3 volcano experiment Geological history of Warwickshire 	<ul style="list-style-type: none"> Rocks – igneous, sedimentary and metamorphic Mineral identification – calcite, sulphur, gold pyrite, diamond and quartz 	<ul style="list-style-type: none"> Backpack Project – Countries: Location, population, tourism Covering all Backpack Pockets: Skills and Innovation, Emotional

		<ul style="list-style-type: none"> Fossils – crinoids, ammonites, bivalves and belemnites 	Intelligence, Developing Potential, Personal Attributes, Society
Geography	Maps and Mapping <ul style="list-style-type: none"> An introduction to maps and mapping Sketch map challenge Ordnance Survey maps & their features (e.g., symbols, 4 & 6 figure grid references, contour lines & scale) 	Environmental Issues of the 21st Century <ul style="list-style-type: none"> Energy use and the issues we face in the 21st Century Renewable and non-renewable sources of energy – advantages and disadvantages Is plastic fantastic? 	<ul style="list-style-type: none"> <u>Backpack Project – Countries:</u> Climate, compare rural and urban environments, Hock Cliff excursion <u>Covering all Backpack Pockets:</u> Skills and Innovation, Emotional Intelligence, Developing Potential, Personal Attributes, Society
History	<ul style="list-style-type: none"> The legacy of the ancient Greeks. 	<ul style="list-style-type: none"> Victorians – Queen Victoria, education, rich and poor, conditions in towns. 	<ul style="list-style-type: none"> <u>Backpack Project – Countries:</u> Famous events, people, conflict <u>Covering all Backpack Pockets:</u> Skills and Innovation, Emotional Intelligence, Developing Potential, Personal Attributes, Society
Latin	Latin today <ul style="list-style-type: none"> Everyday Latin phrases Understanding the meaning of dinosaur names Being inspired by the School Motto Romans in Britain <ul style="list-style-type: none"> The importance of Hadrian's Wall in Roman times Latin <ul style="list-style-type: none"> Minimus: Who are you? (Nouns) Minimus: The Birthday party invitation 	Latin <ul style="list-style-type: none"> Minimus: Lepidina arrives at a party Minimus: The governor is coming. (Nouns and adjectives) Minimus: Dinner with the Governor Greek myth <ul style="list-style-type: none"> Perseus & Medusa Daedalus and Icarus Romans in Britain <ul style="list-style-type: none"> Roman food Children in Roman Britain 	Latin <ul style="list-style-type: none"> Minimus: What are you doing? (Verbs) Minimus: Pandora settles in Latin roots to English language Romans in Britain <ul style="list-style-type: none"> Roman roads Greek myth <ul style="list-style-type: none"> Pandora's box
Music	<ul style="list-style-type: none"> Harvest festival preparation Develop understanding of major scale Hand bells Harvest Harvest in China Preparation for the Christmas service and drum kit 'Christmas at the Croft' Jazz Extended skills, score reading and solo section 	<ul style="list-style-type: none"> The Orchestra 2 Ghandi / Glass Class ensemble – orchestra, Film Up, etc., Class ensembles Musical Year 6 – advance-Summer Show preparation 	<ul style="list-style-type: none"> <u>Backpack Project – Working collaboratively on Year 6 Show:</u> props, music, character work, set design and staging. <u>Backpack Project – Endings:</u> Songs looking back, reflecting, improvising from last lines, caricatures <u>Backpack Pocket – Emotional Intelligence:</u> resolution, well-being, humility, mindfulness, compassion.

Religious Education	<ul style="list-style-type: none"> • The conversion of Saul/St. Paul • Christianity (Needing Others, Freedom, Dealing with dilemmas and rules) • Modern day Christians 	<ul style="list-style-type: none"> • Buddhism (Life of Buddha, Buddhist values and beliefs, including a visit from the local Buddhist Monk or Buddhist Lay visitors – where possible) 	<ul style="list-style-type: none"> • <u>Backpack Project – Countries:</u> • Major religions and impacts on country, religious buildings or monuments • <u>Covering all Backpack Pockets:</u> Skills and Innovation, Emotional Intelligence, Developing Potential, Personal Attributes, Society
Science	<ul style="list-style-type: none"> • Classification • Electricity • Renewable energy 	<ul style="list-style-type: none"> • Light • Light pollution • The circulatory system • Healthy living 	<ul style="list-style-type: none"> • <u>Backpack Project – Earthquake Simulator:</u> Pupils will investigate the effect of earthquakes by creating a simulator then testing different structures they have designed and constructed themselves.
PE and Games	<ul style="list-style-type: none"> • Tennis • Dance • Games: Netball, Hockey, Football, Rugby • Cross Country 	<ul style="list-style-type: none"> • Gymnastics • Games: Netball, Hockey, Football, Rugby • Cross Country 	<ul style="list-style-type: none"> • Backpack Project Leadership: • Explore and practise leadership styles through Sports Education Model, apply leadership to Sports Festival / infant agility in KS1, reflect on own leadership potential and how it was applied in school activities. • <u>Covering the Backpack Pockets:</u> Developing Potential, Emotional Intelligence, Personal Attributes.

Additional useful Information for Parents

HANDWRITING

We recommend all parents are familiar with our Handwriting policy, accessible via the About Us, Documents & Policies Tab on The School's Web Site.

ENGLISH

How can you help?

1. Encourage your child to read every day for at least 10-15 minutes.
2. Ask your child to précis what they have just read. This encourages deeper understanding of the text.
3. Ask questions about what has been read:
 - e.g. What has happened?
 - What are the characters like?
 - Why did he/she do that?
 - What do you think will happen next?

4. Help your child to learn spelling rules through research.
5. Extend vocabulary by playing Scrabble, Boggle or other word games.
6. Encourage your child to keep a small notebook beside them as they read in which they can jot down unfamiliar words. Please check this book after they have read, and discuss the unfamiliar words, in the context of the story. Electronic dictionary book marks are useful too.
7. Encourage your child to proof read all written work. This is particularly important for correct placement of punctuation, as well as making sure no words have been omitted.
8. There are three areas we give marks for in writing tasks:
 - a. Sentences: use a variety of sentences starters; use long and short sentences for effect; get your punctuation right.
 - b. Paragraphs: put your ideas in the right order; make sure your ideas flow. Using a range of connectives will help.
 - c. Use your imagination and 'show off'; make sure you respond appropriately to the task that was set.

10 TIPS FOR HEARING YOUR CHILDREN READ

Encouraging a love of reading in your child is one of the best things you can do.

1. Choose a quiet time

Set aside a quiet time with no distractions. Ten to fifteen minutes is usually long enough.

2. Make reading enjoyable

Make reading an enjoyable experience. Sit with your child. Try not to pressurise them if they are reluctant. If your child loses interest then do something else. Reading should be fun and never a chore. Choosing books which pique their interest will have a huge impact on their enjoyment of reading

3. Maintain the flow

If your child mispronounces a word, do not interrupt immediately. Instead, allow opportunity for self-correction. It is better to tell a child some unknown words to maintain the flow, rather than insisting on trying to build them all up from the sounds of the letters. If your child does try to 'sound out' words, encourage the use of letter sounds (phonics), rather than 'alphabet names'.

4. Be positive

If your child says something nearly right to start with, that is fine. Don't say 'No, that's wrong', but 'Let's read it together' and point to the words as you say them. Boost your child's confidence with constant praise for even the smallest achievement.

5. Success is the 'key'

Parents anxious for a child to progress can mistakenly give a child a book that is too difficult. This can have the opposite effect to the one they are wanting. Remember, 'Nothing succeeds like success'. Until your child has built up his or her confidence, it is better to keep to easier books. Struggling with a book with many unknown words is pointless. Flow is lost, text cannot be understood, and children can easily become reluctant readers.

6. Helpful suggestions

Your child's teacher can provide suitable book titles.

7. Visit the library

Encourage your child to use the public library regularly.

8. Regular practice

Try to read with your child on most school days. 'Little and often' is best.

9. Talk about the books

There is more to being a good reader than just being able to read the words accurately. Just as important is being able to understand what has been read. Always talk to your child about the book; about the pictures, the characters, how they think the story will end, and their favourite part. You will then be able to see how well they have understood and you will help them to develop good comprehension skills.

10. Variety is important

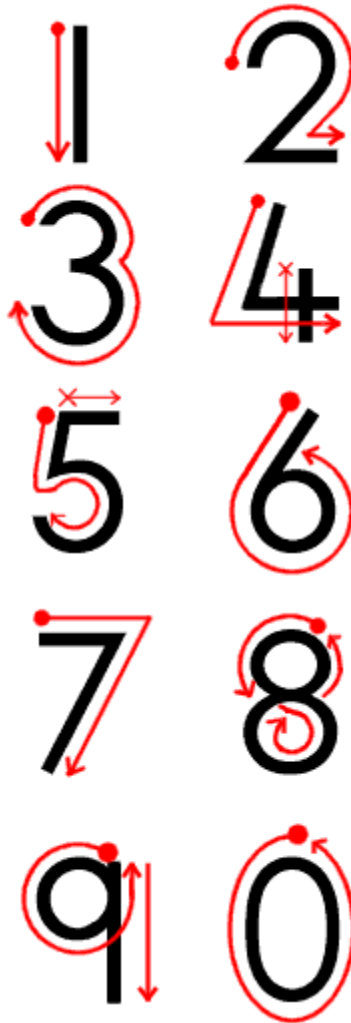
Remember children need to experience a variety of reading materials, eg, picture books, hard backs, paperbacks, comics, magazines, poems and information books.

NUMBER FORMATION

Encourage your child to form numbers in the standard way. Bad habits are difficult to break, so following our simple guide can help to prevent problems at a later stage. The rules for number formation are the same for both right-handed and left-handed children.

Spots indicate the starting position of the pencil. The pencil should remain on the paper, following the arrows. For the numbers four and five, the pencil must be raised before completing the second part of each number.

Crosses indicate the second starting positions.



HELP WITH NUMBER FORMATION

Children are often very eager to learn how to write both numbers and letters. Try to make the process of learning to write numbers fun. There are some ideas below to help you.

1. Finger paint numbers onto paper.
2. Write the numbers in glue and cover them in glitter.
3. Write numbers in chalk on paper, or on a path in the garden.
4. Practise forming numbers with Play-Dough.
5. Draw the shape of the numbers using dots, and then join them up in a dot-to-dot fashion.
6. Trace over the numbers.
7. If you have a sandpit, draw the numbers in the sand.

Remember to only teach one number at a time and do not proceed to the next number until your child has mastered the current number. Always reinforce the starting point of each number. It is advised that you do not spend longer than 10 minutes at a time practising numbers.

There are many websites where you can find fun games to help with number formation. Here are just a couple for you to look at.

http://www.bbc.co.uk/schools/numbertime/parents/activities_explained.shtml

<http://www.littlegiraffes.com/mathnumberformationpoems.html>

(this is a website where you can teach your child rhymes to help with remembering how to draw the numbers)

HOW CAN YOU HELP?

1. Help your child to learn tables, and 'how many' facts and to practice Mental Arithmetic skills on a regular basis.
2. Encourage your child to check their work, looking at answers to see if they are sensible.
3. Whenever possible, allow your child to engage in practical activities using measures such as time, money, length, capacity, mass, etc.
4. Ensure your child has somewhere quiet to work – but be nearby to support when necessary
5. Help your child to organise themselves – bring in correct equipment, homework etc – **but** try to train them to do this themselves.
6. Write a **brief** note about homework if there have been problems.
7. Please do not 'help' with Mathematics if you do not understand the methods we use.
8. It is unwise to make an issue of test marks, impending exams or grouping, as a nervous child never performs as well as a calm one.

STUDY SKILLS

Study skills are an integral part of a child's development. Each child is an individual, and each child learns differently. Through Study skills, children are given a variety of techniques and tools to facilitate this. Whilst at The Croft, pupils are encouraged to use these, and find which suit their style of learning. Pupils are encouraged to become independent learners and, by the time they leave The Croft, to have an understanding and appreciation of their own learning style.

In addition, pupils are prepared for examinations for secondary schools and are given techniques and practice in verbal and non-verbal exercises during dedicated lessons in Years 5. Pupils from Year 5 are provided an Atom Learning account to develop their VR and Non-VR skills.

SECONDARY SCHOOLS

Parents should apply to the secondary school/s of their choice. Grammar school applications are made directly to the Local Education Authority (LEA) via their information booklet and form which is distributed directly to parents by the LEA.

Mr Cook or Mr Bolderston can provide advice regarding suitable schools for which parents may request an appointment, which is usually undertaken in Year 5. Please make appointments with the office in the Michaelmas term of your child(ren) being in Year 5.

The secondary schools normally send Mr Cook a confidential reference request form for him to complete in advance of the child taking the entrance examination. Support letters for scholarship applications may also be requested from Mr Cook or individual teachers. Once places have been assigned, schools sometimes send Mr Cook a transition form for completion. Pastoral Care and Learning Support information is passed to the school in confidence.

During the Summer Term in Year 6, a representative or Head of Year 7 from the secondary school usually visits their prospective pupils at The Croft for a brief, informal introductory talk.

MOCK INTERVIEWS

Every Lent term Year 5 start 'Mock Interviews' with Mr Cook and Mr Bolderston, in groups of four initially, focusing on 'First Impressions', 'Developing excellent Interpersonal Skills' and 'Answering a Variety of Questions appropriately'. The next phase is in groups of two, then finally individual interviews, if extra practice is required. Initial responses are always fascinating, and great fun too! We believe that even if their choice of school does not necessitate an interview, the above are all vital life skills to be practised for now and for the future.

EXIT INTERVIEWS

Mr Cook holds an Exit Interview with each Year 6 pupil individually, allowing pupils to reflect on their time at The Croft.

Please be aware this document gives you a brief overview of topics being covered in subjects / year groups. For detailed objectives please refer to The Croft Curriculum Overview.