

# Leadership Structure



**Headteacher**  
**Ms Karen Verge**



**Deputy Head**  
**Ms Theresa Demir**



**Assistant Head/ EYFS Lead**  
**Ms Tania Sesay**



**SENDCo**  
**Ms Polly Watkinson**



**KS1 Lead (Yr1&2)**  
**Ms Nisha Barchha**



**LKS2 Lead (Yr3&4)**  
**Ms Jo Bushell**



**UKS2 Lead (Yr5&6)**  
**Ms Anna Chaudhry**



John 13:34 “Love one another as I have loved you.”

*Encouraging every child to reach their full potential – nurtured and supported in a Christian community that lives and learns by the values of Love, Compassion and Respect.*

# Core Subject Leads



**Maths Lead**

**Ms Nisha Barchha**



**Writing Lead**

**Mr Mark Samuel**



**RE Lead**

**Ms Charlotte Ratcliffe**



**Science Lead**

**Ms Jo Bushell**



**Reading Lead**

**Ms Ellie Farndale**



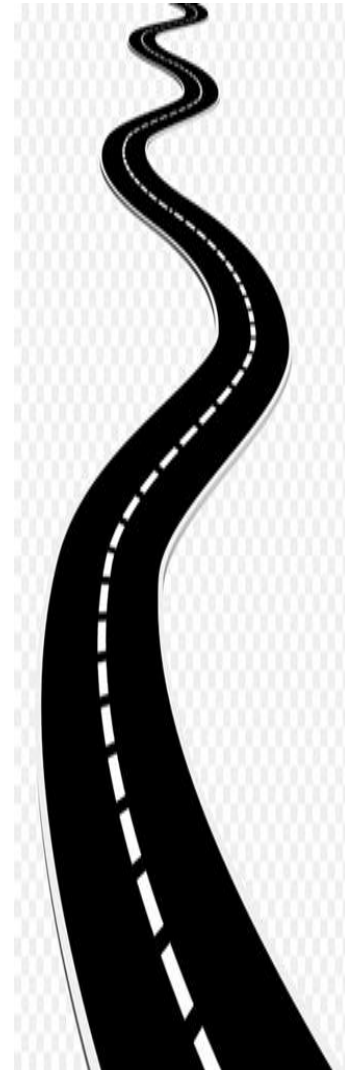
John 13:34 “Love one another as I have loved you.”

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# The King's School Curriculum

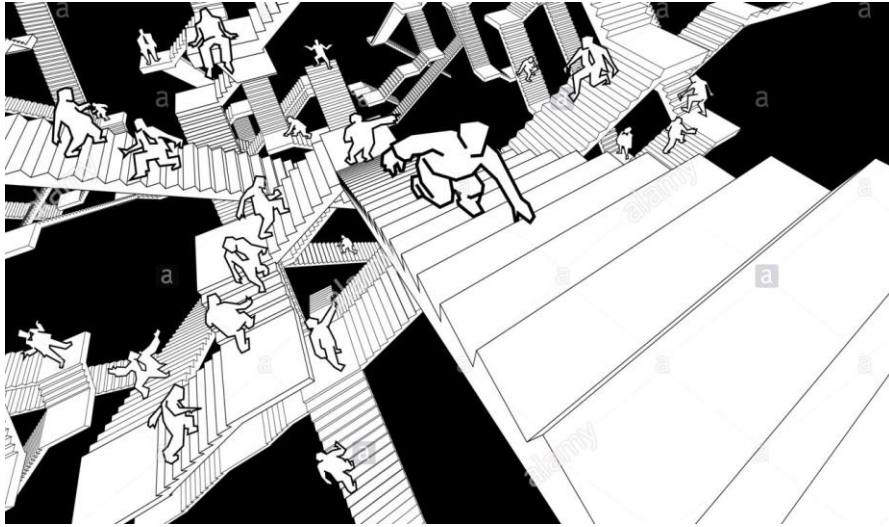


- Who is the child who leaves our school in year 6?
- What will their memories of their learning be at King's?
- What knowledge and skills do we want children to have experienced? (our curriculum)
- What will their learning journey look like?

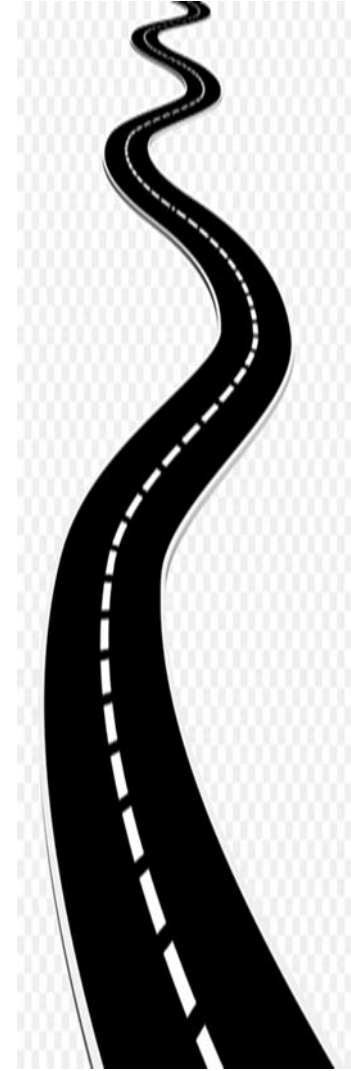


# A coherent curriculum

not a jumble and medley of things



**A clear,  
connected  
learning  
journey**



- **Based on The National Curriculum**
- **Appropriate to school context**

# A coherent learning journey (curriculum)

Makes sense & has clear direction

EYFS  YEAR 6

knowledge and skills that are built on over time – deepen understanding

Each year ties together so that learning is built on and children grow in their subject knowledge

Component knowledge, builds up over time



curriculum re-visited – spiral of deepening learning

**There is a reason for why, what and when something is taught**

# How we learn

‘The most important single factor influencing learning is what the learner already knows’ Ausubel, 1968

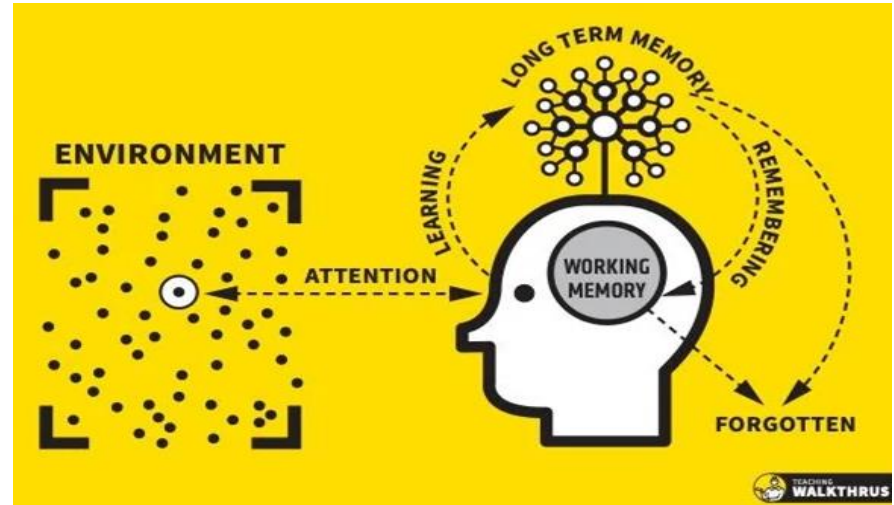
**01 DAILY REVIEW**

Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

**10 WEEKLY & MONTHLY REVIEW**

The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

Continuing to revisit, review and recall learning, helps to connect new learning and commit to long term memory.



All subjects include time to review learning.

<p>Last year</p> <p>Review questions</p>	<p>Last term</p> <p>Review questions</p>
<p>Last week</p> <p>Review questions</p>	<p>Yesterday</p> <p>Review questions</p>

# Planning a coherent learning journey

Learning - Curriculum - INTENT – IMPLEMENTATION – IMPACT

Each subject of the National Curriculum and R.E. has:  
Curriculum overview - Subjects: Intent, Implementation, Impact

Key overview (Long term plan)



Knowledge & Skill Progression maps incl. vocab list EYFS → YEAR 6

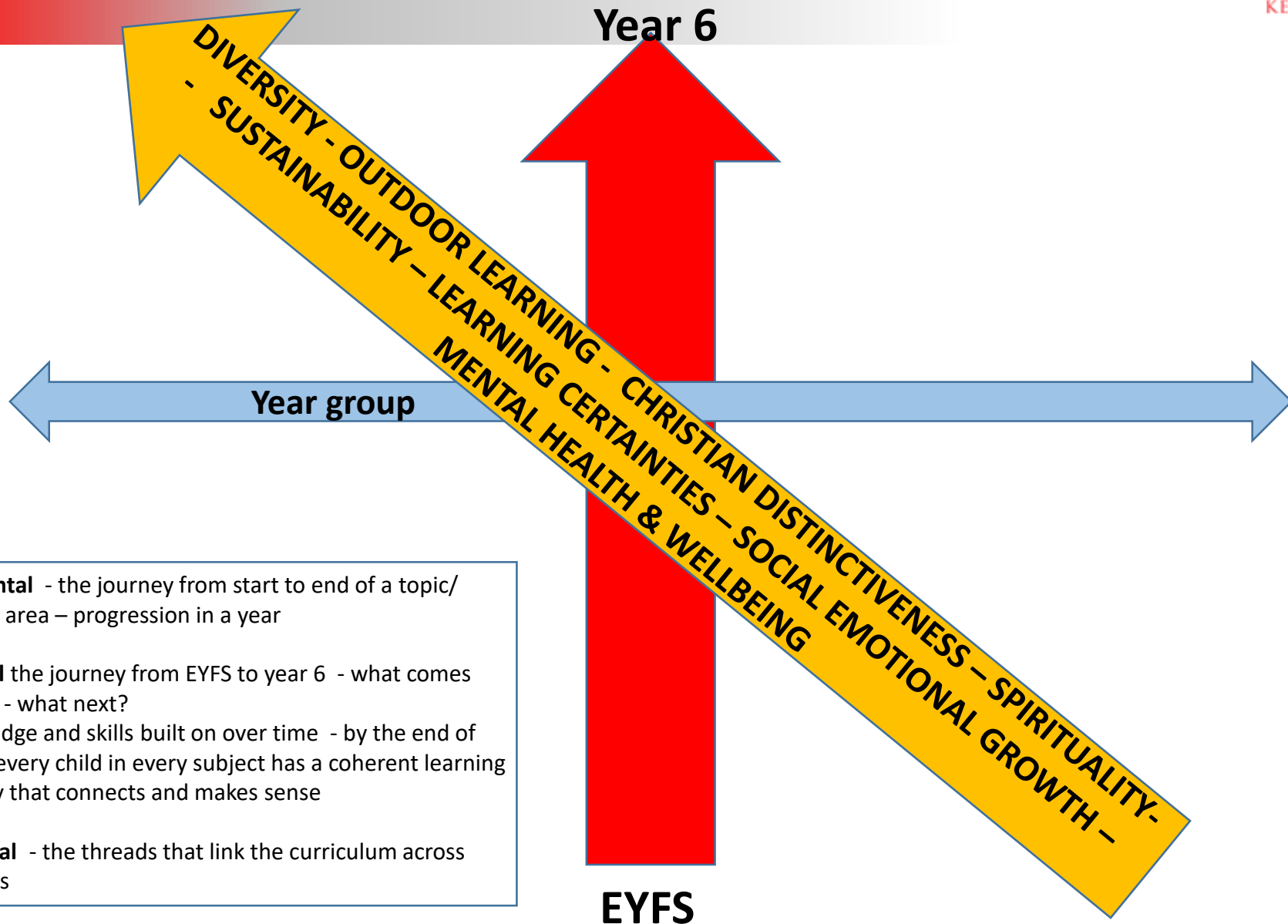


Knowledge & skill organisers (Medium term plans for staff) + SMSC\*



Weekly plans (for staff) - for each subject

# The horizontal, vertical & diagonal



**Horizontal** - the journey from start to end of a topic/ subject area – progression in a year

**Vertical** the journey from EYFS to year 6 - what comes before - what next?  
Knowledge and skills built on over time - by the end of year 6 every child in every subject has a coherent learning journey that connects and makes sense

**Diagonal** - the threads that link the curriculum across subjects

# Example of subject planning - Science



## Progression in the Science Curriculum

As class teachers we need to ensure that the children are making progress and that we are always building their knowledge and skills.

As a school we work hard to ensure that we cover all elements of the national Curriculum and we plan to progress in each subject and topic.

# Science



In Science, this is particularly important because as children develop they are able to understand more complex ideas. As an example, plants or living things and their habitats is taught in all Year groups and in our [progression map](#) (on the [website](#)), you can see how we build on the observation and practical enquiry of KS1 and look for reasons and a deeper understanding of the topic further up the school.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Plants</b>	<p>Explore the natural world through outdoor play, nature hunts and gardening</p> <p>Make observations and draw plants they come across in their environment thinking about what they look and feel like</p>	<p>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>observe and describe how seeds and bulbs grow into mature plants</p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>investigate the way in which water is transported within plants</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>recognise that living things can be grouped in a variety of ways</p> <p>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p>	<p>describe the life process of reproduction in some plants and animals.</p>	<p>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</p>

## Coloured celery

Through the eyes of Year one, the children are amazed by the colour change and begin to think about what has happened and perhaps suggest some ideas.



The same investigation in Year Three follows on from these early observations and we then dissect the celery to see the xylem tubes. This helps us explore how the water has travelled through the stem and coloured the leaves.



# Writing knowledge and skills progression document – e.g. Yr6

## WRITING SKILLS and PROGRESSION

	BASIC SENTENCE AND CONSTRUCTION	VOCABULARY, GRAMMAR and PUNCTUATION	PARAGRAPHING	HANDWRITING	PHONICS AND SPELLING
6	<ul style="list-style-type: none"> <li>Use a range of sentence constructions for intended effect, including simple, embellished, compound, complex.</li> <li>Use subordinate clauses to write complex sentences.</li> <li>Use the passive voice</li> <li>Use relative clauses – <i>who, which</i></li> <li>Use expanded noun phrase to convey complicated information concisely (e.g. <i>The fact that it was raining meant the end of sports day</i>)</li> <li>Use interesting and varied sentence openers ‘<i>after a while</i>’ ‘<i>meanwhile</i>’ ‘<i>before very long</i>’ ‘<i>anxiously</i>’ ‘<i>having</i>’</li> <li>Use sentence structure and layout matched to text type</li> <li>Understand features of genre and apply when writing</li> <li>Show a writer’s voice i.e. humour</li> <li>Write effectively for a range of purpose and audience</li> <li>Integrate dialogue</li> </ul>	<ul style="list-style-type: none"> <li>Use semi-colon, colon or dash to mark boundary between independent clauses</li> <li>Use colon to introduce a list and semi-colon within a list</li> <li>Use the correct punctuation of bullet points</li> <li>Use hyphens to avoid ambiguity</li> <li>Use the subjunctive correctly (<i>if I were you</i>)</li> <li>Use informal and formal speech – using appropriate vocabulary choices e.g. <i>said vs reported, alleged or claimed in formal speech or writing</i></li> <li>Use active and passive verbs to create effect e.g. <i>active: ‘Tom accidentally dropped the glass; Passive: The glass was accidentally dropped by Tom’</i></li> </ul>	<ul style="list-style-type: none"> <li>Use wider range of devices to build cohesion within and across paragraphs. Including ... Semantic cohesion (<i>repetition of word or phrase</i>) Grammatical connections (e.g. <i>use of adverbials such as, on the other hand, in contrast</i>) And elision</li> <li>Use paragraphs to signal changes in time, scene, action and mood or person</li> </ul>	<ul style="list-style-type: none"> <li>Develop a handwriting style that is legible, consistent and fluent.</li> <li>Confidently write a sufficient amount to demonstrate ability- adding atmosphere and effect</li> </ul>	<ul style="list-style-type: none"> <li>Spell all words in the Yr 3 + 4 list</li> <li>Spell all words in the year 5 + 6 list</li> <li>Spell words ending in <i>ible, able, ably, ibly, ance, ence, cial, tial, tious, cious</i>. (<i>Revision of Y5 spelling objectives</i>).</li> <li>Use suffix <i>fer</i></li> <li>Adding suffixes, word roots and spelling patterns - <i>cial, tial, ant/ ance/ ancy, ent/ ence/ ency</i></li> <li>Use further prefixes and suffixes and understand the guidance to use them</li> <li>Understand how words are related by meaning as synonyms and antonyms e.g. <i>big, large, little</i></li> </ul>
<b>TERMINOLOGY FOR CHILDREN</b>					
subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi colon, bullet points					
				<b>FICTION</b>	<b>NON -FICTION</b>
				<ul style="list-style-type: none"> <li>Securely develop characterisation</li> <li>Securely describe setting and atmosphere</li> <li>Maintain plot consistently working from a plan</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate informal and formal styles of writing</li> <li>Use layout devices, such as headings, subheadings, columns, bullets, or tables to structure text</li> </ul>













# Medium term plan –

- Audience
- Purpose
- Outcome

The texts chosen are rich in content and vocab and are diverse in the subject matter, author and characters.

It is important for all children to see themselves in the literature and images we use at school.



Year 6	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>MAIN TEXTS + WRITING OUTCOME</b> <input type="checkbox"/> Fiction <input type="checkbox"/> Poetry <input type="checkbox"/> Non Fiction	 <p><b>The Lady of Shalott by Alfred Lord Tennyson</b>  <b>Audience:</b> herself/ best friend  <b>Purpose:</b> express emotions and retell events  <b>Outcome:</b> diary entry</p>	 <p><b>The Arrival by Shaun Tan</b>  <b>Audience:</b> Y6/ Y7 readers/ herself when older  <b>Purpose:</b> express emotions and retell events  <b>Outcome:</b> first-person narrative</p>	 <p><b>Survivor Titanic by Stephen Davis</b>  <b>Audience:</b> adult reader in 1912  <b>Purpose:</b> inform and entertain  <b>Outcome:</b> newspaper article</p>	 <p><b>Letters from the Lighthouse by Emma Carroll</b>  <b>Audience:</b> for the reader  <b>Purpose:</b> diary entry, letter from character perspective, writing in an author's style  <b>Outcome:</b> diary entry</p>	 <p><b>The Explorer by Katherine Rundell</b>  <b>Audience:</b> Y6+ reader  <b>Purpose:</b> engage and entertain reader  <b>Outcome:</b> setting description (adventure)</p>	 <p><b>When the colours spoke by Grace Nichols</b>  <b>Audience:</b> for myself, the poet  <b>Purpose:</b> express feelings and ideas in poetic language  <b>Outcome:</b> poem</p>
<b>Poetry anthologies</b>  	<p><b>Audience:</b> parent/ teacher/ Y6 child  <b>Purpose:</b> retell story in shortened form  <b>Outcome:</b> précis</p>  <p><b>Malala: My Story of Standing Up for Girls' Rights</b>  <b>Audience:</b> Y7+ reader  <b>Purpose:</b> retell events and describe significance of individual  <b>Outcome:</b> Biography</p>	<p><b>Audience:</b> Y9 students of The Arrival  <b>Purpose:</b> provide information in clear and engaging way  <b>Outcome:</b> non-chronological report</p>  <p><b>The Landlady By Roald Dahl</b>  <b>Audience:</b> Y6 reader  <b>Purpose:</b> engage reader and create suspense  <b>Outcome:</b> setting description (mystery)  <b>Outcome:</b> character description (mystery)  <b>Outcome:</b> first chapter to mystery story</p>	 <p><b>Science: evolution and inheritance</b>  <b>Audience:</b> Y5-8 pupils learning science  <b>Purpose:</b> explain scientific topic in clear and engaging way  <b>Outcome:</b> explanatory text  <b>Purpose (why?):</b></p>	 <p><b>Topic: World War II</b>  <b>Audience:</b> adult building Anderson Shelter in 1940  <b>Purpose:</b> provide clear instructions and reassure  <b>Outcome:</b> instructional text</p>	<p><b>Romeo &amp; Juliet by William Shakespeare</b>  <b>Audience:</b> Y5/6 Shakespeare reader  <b>Purpose:</b> make Shakespeare accessible  <b>Outcome:</b> playscript</p>	



# Assessment



Pupils in EYFS are assessed on entry 'Baseline' and against the 17 areas of learning in the EYFS framework throughout the year and Early learning goals at the end of the year.

**Children in year 1 – 6 are assessed against The National Curriculum:**

- **Learning in books**
- **Group work**
- **Discussions**
- **Questioning**

**Teacher Assessment** - point in time (assessed on what has been taught so far)

Working below	B	Working below their current year group curriculum.
Working towards	WTS	Working within current year group curriculum and not secure in what has been taught.
Expected	EXS	Secure in learning taught so far in the current year group curriculum.
Greater Depth	GDS	Mastered learning taught so far and delves deeper into taught concepts in more detail.

**Summative Assessment :**

NFER assessments termly Y2,3,4,5                      Year 1 ( as above)

- Year 6 past SATs papers + SATs in May

**Teacher parent meetings:**

Autumn term 2, Spring term 2, End of Year Reports Summer 2 & Open Afternoon

# Parent/teacher meetings



## Information shared:

- Pastoral
- Attainment of reading, writing and maths
- Targets for reading, writing & maths
- Reading level/ feedback
- EHCP/ IEP targets shared prior to the meeting
- Pupil Passports for Stage 2 SEND register

## Parent/teacher meetings

Autumn term:

November

Spring term:

March

10 minute meetings

20 minutes with EHCP

# Our curriculum



**Exciting**

**Engaging**

**Interesting**

**Deep**

**Broad**

**Inclusive**



**Academic**

**Social &  
Emotional  
growth**

**Mental  
Health &  
wellbeing**

**Our curriculum is... like a river – twists, tributaries, flows**

# Workshops to parents



Each year we hold an evening dedicated to the curriculum with different workshops to choose from.

The workshops this year were:

## **Phonics – suitable for EYFS, year 1 and 2**

Learn the basics of phonics, how we teach phonics and early reading in school and feel confident to support your child in their reading.

## **Mastering Maths in KS1 – suitable for EYFS, year 1 and year 2**

The mastery approach in maths, including, number, place value, addition and subtraction. Understand the fundamentals of maths and feel confident to support your child in deepening their understanding using concrete resources.

## **Mastering Maths in KS2 – suitable for years 3-6**

Apply the mastery approach to developing a greater understanding in using the 4 operations (addition, subtraction, multiplication, division) and place value and know which methods to use. Feel confident in using concrete resources to support your child to deepen their understanding in maths.

## **Writing and Reading in KS2 – suitable for years 3-6**

Understanding reading expectations and the writing process, the grammar requirements and how to support at home.