

Welcome



Headteacher

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Deputy Headteacher

Ms Karen Verge



Assistant Headteacher

Ms Theresa Demir



SENDCo

Ms Dionne Hurst



Phase 1 Lead

Ms Tania Sesay



Phase 2 Lead

Ms Jo Bushell



Writing Lead

Mr Mark Samuel



Maths Lead

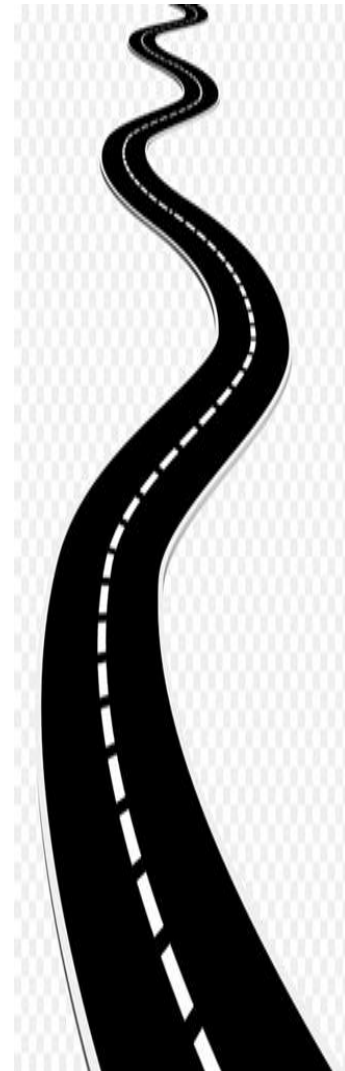
Ms Nisha Barchha



The Queen's School Curriculum

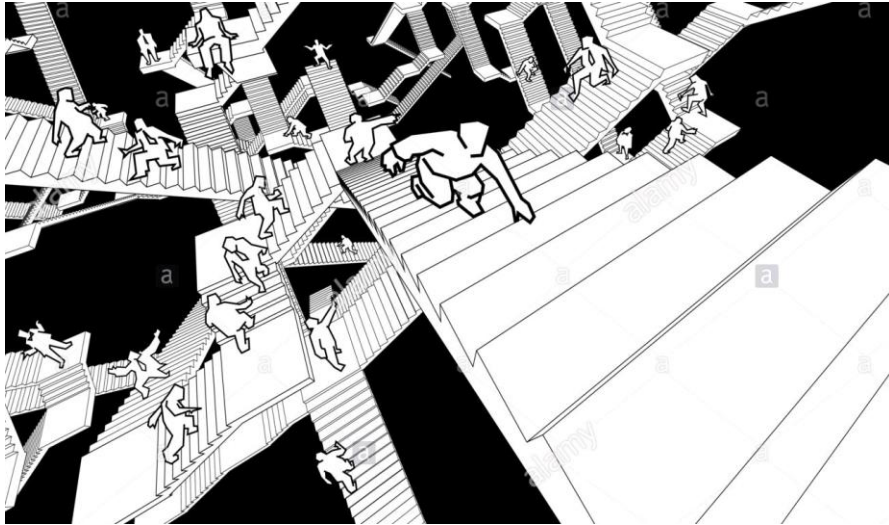


- Who is the child who leaves our school in year 6?
- What will their memories of their learning be at Queen's?
- What knowledge and skills do we want children to have experienced? (our curriculum)
- What will their learning journey look like?

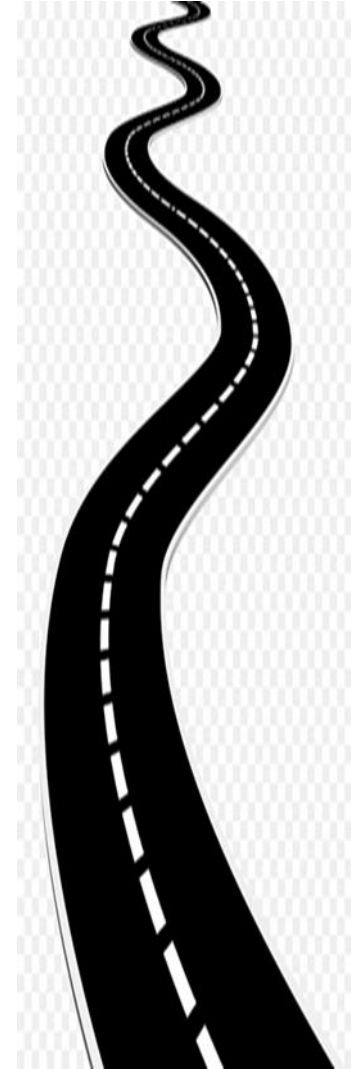


A coherent curriculum

not a jumble and medley of things




**A clear,
connected
learning
journey**



- **Based on The National Curriculum**
- **School context**

A coherent learning journey (curriculum)

- Makes sense & has clear direction
EYFS  YEAR 6
- knowledge and skills that are built on over time –
deepening understanding - **Knowledge & Skill Progression maps**



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

A coherent learning journey

Learning - Curriculum - INTENT – IMPLEMENTATION – IMPACT

Curriculum overview - Subjects: Intent, Implementation, Impact

Key overview (Long term plan)



Knowledge & Skill Progression maps EYFS  YEAR 6

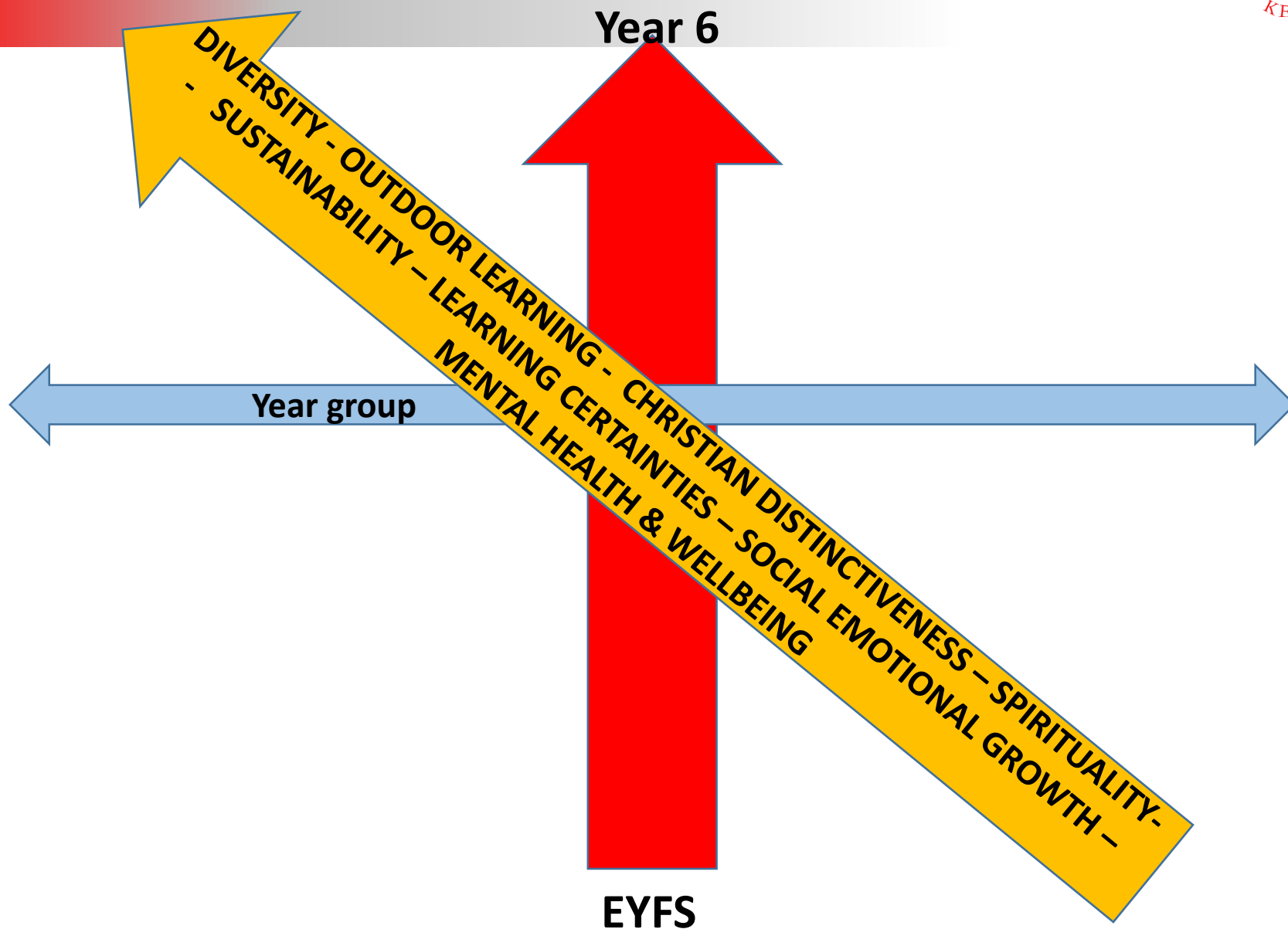


Knowledge & skill organisers (Medium term plans)



Weekly plans - for each subject

The horizontal, vertical & diagonal





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.

The Queen's School Science Knowledge, Skills and Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Plants	<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>describe the life process of reproduction in some 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













THE QUEEN'S C OF E PRIMARY WRITING SKILLS and PROGRESSION

	BASIC SENTENCE AND CONSTRUCTION	VOCABULARY, GRAMMAR and PUNCTUATION	PARAGRAPHING	HANDWRITING	PHONICS AND SPELLING
6	<ul style="list-style-type: none"> Use a range of sentence constructions for intended effect, including simple, embellished, compound, complex. Use subordinate clauses to write complex sentences. Use the passive voice Use relative clauses – <i>who, which</i> 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>) 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>’ Use sentence structure and layout matched to text type Understand features of genre and apply when writing Show a writer’s voice i.e. humour Write effectively for a range of purpose and audience Integrate dialogue 	<ul style="list-style-type: none"> Use semi-colon, colon or dash to mark boundary between independent clauses Use colon to introduce a list and semi-colon within a list Use the correct punctuation of bullet points Use hyphens to avoid ambiguity Use the subjunctive correctly (<i>if I were you</i>) Use informal and formal speech – using appropriate vocabulary choices e.g. <i>said vs reported, alleged or claimed in formal speech or writing</i> 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> 	<ul style="list-style-type: none"> 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 Use paragraphs to signal changes in time, scene, action and mood or person 	<ul style="list-style-type: none"> Develop a handwriting style that is legible, consistent and fluent. Confidently write a sufficient amount to demonstrate ability- adding atmosphere and effect 	<ul style="list-style-type: none"> Spell all words in the Yr 3 + 4 list Spell all words in the year 5 + 6 list Spell words ending in <i>ible, able, ably, ibly, ance, ence, cial, tial, tious, cious.</i> (<i>Revision of Y5 spelling objectives</i>). Use suffix <i>fer</i> Adding suffixes, word roots and spelling patterns - <i>cial, tial, ant/ ance/ ancy, ent/ ence/ ency</i> Use further prefixes and suffixes and understand the guidance to use them Understand how words are related by meaning as synonyms and antonyms e.g. <i>big, large, little</i>
TERMININOLOGY FOR CHILDREN					
subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi colon, bullet points					
				FICTION	NON -FICTION
				<ul style="list-style-type: none"> Securely develop characterisation Securely describe setting and atmosphere Maintain plot consistently working from a plan 	<ul style="list-style-type: none"> Use appropriate informal and formal styles of writing Use layout devices, such as headings, subheadings, columns, bullets, or tables to structure text

Medium term plan

- Audience
- Purpose
- Outcome



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

Working towards – Working within – securely within - working above

Summative Assessment :

NFER assessments termly Y3,4,5

Year 1 (as above)

- Year 2 SATs papers
- Year 6 SATs papers

Teacher parent meetings: Autumn term 2, Spring term 2, Reports Summer 2

Individual Assessment Summary



Expected Age Attainment Range

Subject	Working Towards	Within	Securely Within	Above
Reading	●			
Writing	●			
Mathematics				●
Science		●		

● Current Attainment

Recent Achievements

Reading

I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work.

I can show that I enjoy reading by reading lots of different types of books.

Writing

I can plan my writing by discussing it and talking about how to improve it using examples from other writers that I like.

I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can re-edit it.

Mathematics

I can count from 0 in multiples of 4, 8, 50 and 100 and can find 10 or 100 more or less than a given number.

I can add numbers with up to three digits using formal column methods.

Things we are working on

Reading

I can read further exception words including words that do not follow spelling patterns.

I can understand what I have read, checking that it makes sense by talking to others about it.

Writing

I can create new words using a range of prefixes including super-, anti-, auto-.

Mathematics

I can add and subtract money giving change, using pounds and pence. I can do this with real coins and notes.

I can tell the time on a clock face. I can do this if it uses the Roman numerals from I to XII and I can use 12-hour or 24 hour clocks.

Our curriculum



Exciting

Engaging

Interesting

Deep

Broad

Inclusive



Academic

**Social &
Emotional
growth**

**Mental
Health &
wellbeing**

Workshops



Sessions are 25 minutes

Please move promptly between sessions (5 minutes)

Phase 1. ON THIS FLOOR

- Phonics – EYFS Willow Classroom
- Maths - Y2 Maple classroom

Phase 2 - UPSTAIRS

- Writing - Y6 6MS
- Maths– Y4 4NB

Your ticket:

Session 1: phase 1 maths
Session 2: phase 1 phonics

Session 1: phase 1 phonics
Session 2: phase 1 maths

Thank you for joining us this evening.