

Curriculum and Assessment Addendum

Summer Term 2019-20

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2nd June 2020

Dear Parents and Carers,

Re: Guiding principles for our summer term curriculum

As a Church of England school, our Christian values continue to underpin every decision that we make. Our curriculum is no exception. This booklet sets out our summer term curriculum and assessment priorities, beginning 8th June 2020. This has been written with the purpose of meeting children's acute needs in a time of national crisis, and also to ensure equity for our children, whether they are learning in school or at home. Our guiding principles have shaped our curriculum as follows.

We educate for hope and aspiration

Wellbeing is always at the forefront of our work in school, but in such unprecedented times, this will take on even greater prominence in our curriculum. Concepts such as worry, loss and loneliness will be addressed through discrete, daily P4C sessions. This will be pivotal in enabling healing, repair and renewal for our children.

We educate for wisdom, knowledge and skills

We believe that every child needs a firm understanding of the basic skills for their year group in order to give them a strong foundation to build on. For this reason, English and Maths will continue to be prioritised. Assessment, as always, is a key part of this and informs teachers' planning and preparation to support the needs of every child.

We educate for community and living well together

A core focus of our summer term curriculum will be safety. We aim to support children to live well in a rapidly changing society. This will include learning about key hygiene measures and maintaining healthy relationships. PE will be used to facilitate children learning games and activities to play whilst social distancing with the aim of maintaining a sense of normality and fun to support their mental wellbeing.

We educate for dignity and respect

Each person is unique and of inherent worth: recognition of this is fundamental. Religious Education will continue to support our children to value both their own, and others', significance. It will also be a vehicle to enable children to confidently explore the strength of their faith.

We hope that this document will help to explain our curriculum approach and alleviate any concerns that you may have during these challenging times. Your children have always been, and remain, at the heart of everything we do at St Mary's. Above all, we will continue to offer them the love, care and support they deserve. If you have any questions, please do not hesitate to contact your child's teacher or the school office.

Best Wishes

Miss Robinson
Headteacher

Mrs Pearson
Deputy Headteacher



"Do not judge me by my successes, judge me by how many times I fell down and got back up again."

- Nelson Mandela

What is P4C?

P4C stands for Philosophy for Children, and is an approach to teaching and learning which encourages and develops children's caring, creative, collaborative and critical thinking skills. It is these skills which enable children to be independent thinkers and learners across the rest of the curriculum. On Philosophy Fridays, each class takes part in a discrete P4C session, and explores a concept or question which they created and chose themselves.

Caring Thinking

We think about what's said
 We listen to others carefully
 We imagine how others feel
 We don't interrupt
 We wait our turn

Collaborative Thinking

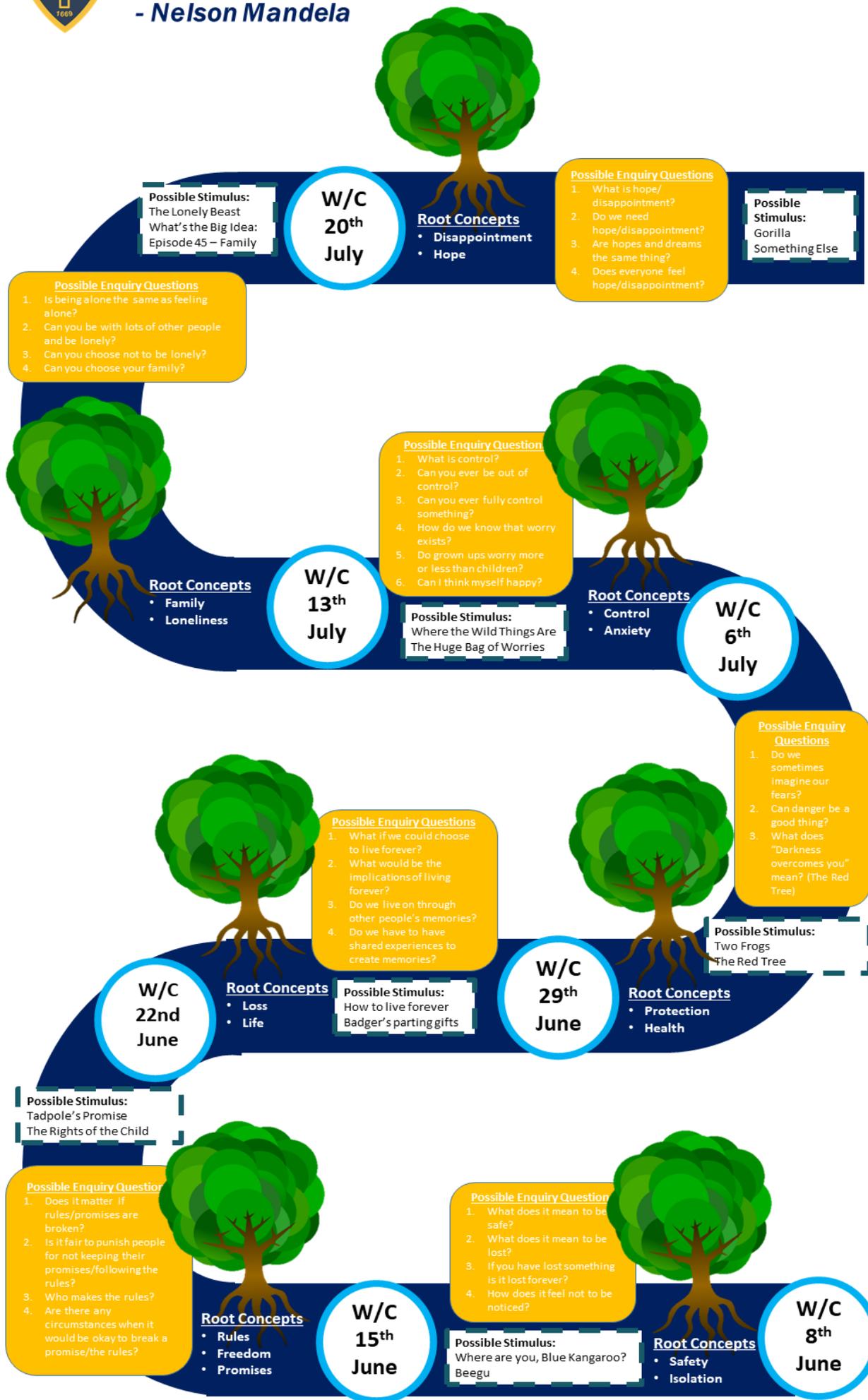
We speak to each other
 we build on ideas
 We are friendly and helpful
 We share our experiences
 We work together

Creative Thinking

We make connections
 We thinking of new ideas
 We explore possibilities
 We compare things
 We suggest alternatives

Critical Thinking

We ask 'big idea' questions
 We test our ideas
 We give good reasons
 We look for evidence
 We suggest conclusions

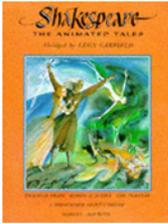


P4C: we aim to think critically, become resilient & develop high self-esteem



"I'm not saying it's going to be easy, but that's no reason to give up. You'll be surprised what you can accomplish if you set your mind to it."

Louis Sachar



Year 6 Basic Skill Non-Negotiables

- Y5/6 words
- Joined handwriting
- Range of punctuation - . A ! ? , "" () ; : ;
- Language choices for impact, purpose, audience, function and text type
- Dialogue
- Formality
- Sentences to link to purpose, audience, function and text type
- Tense
- Range of conjunctions
- Y1-4 words

Year 5 Basic Skill Non-Negotiables

- Y5/6 words
- Joined handwriting
- Range of punctuation - . A ! ? , "" () ; : ;
- Language choices for impact, purpose, audience, function and text type
- Y1-4 words
- Range of conjunctions
- Tense
- Sentences linked to purpose, audience, function and text type
- Dialogue



Non-Fiction Teaching Sequence Week 2
Write, redraft & publish

W/C 20th July

Plan

- Use the success criteria
- Drama, speaking and listening opportunities
- Clarify audience and purpose
- Use a clear planning format (see Sue Palmer books)
- Narrative – use of a story mountain. Opening/build up, problem, resolution and ending

Write and edit

- Demonstration, teaching scribing and supported composition through shared and guided writing
- Write drafts based on the plan created
- Use knowledge of reading to help compose and make informed choices in writing
- Self and peer evaluation against checklist produced during analyse stage

Re-draft and publish

- Clear feedback and next steps linked to success criteria
- Reflect on outcome against audience
- Create a final published piece of writing

Analyse

Define features and characteristics of text/genre
Create checklist based on these features
Agree and understand the success criteria
Identify sentence level features
Explore vocabulary and word level features
Identify level of formality

Year 4 Basic Skill Non-Negotiables

- Y3/4 words
- Joined handwriting
- Range of punctuation - . A ? ! , ""
- Noun phrases, adverbs and adjectives for impact
- Y1/2 words
- A range of conjunctions
- Tense
- Varied sentences

Year 3 Basic Skill Non-Negotiables

- Y3/4 words
- Joined handwriting
- Range of punctuation - . A ? ! , ""
- Adjectives for impact
- Y1/2 words
- Use of: and, but, so, or, if, when, that, because
- Tense

20th Anniversary Edition
David Almond
SKELLIG
WINDS OF THE CHANGE HERE

Michael Morpurgo
The Butterfly Lion

Non-Fiction Teaching Sequence Week 1
Hook, analyse & write

W/C 13th July

Assessment Week 2
Applied write

W/C 6th July

Fiction Teaching Sequence Week 3
Write, redraft & publish.

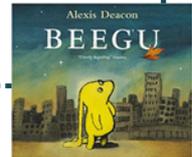


Year 2 Basic Skill Non-Negotiables

- Finger spaces
- Correct letter formation
- Punctuation - . A ! ?
- Sentences
- Y1/2 words
- and, but, so, or, if, when, that, because
- Tense

Year 1 Basic Skill Non-Negotiables

- Finger spaces
- Correct letter formation
- Punctuation - . A ! ?
- Sentences
- Y1 words
- and



Re-draft and publish

- Clear feedback and next steps linked to success criteria
- Reflect on outcome against audience
- Create a final published piece of writing

W/C 22nd June

Plan

- Use the success criteria
- Drama, speaking and listening opportunities
- Clarify audience and purpose
- Use a clear planning format (see Sue Palmer books)
- Narrative – use of a story mountain. Opening/build up, problem, resolution and ending

Write and edit

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Identify level of formality

Fiction Teaching Sequence Week 2
Plan, write and edit

Fiction Teaching Sequence Week 1
Hook, read and analyse

Reception Basic Skill Non-Negotiables

- Finger spaces
- Correct letter formation

Hook/Read

- Real audience and purpose with a clear outcome
- Broad, rich and engaging reading curriculum
- Drama, speaking and listening opportunities

W/C 15th June

Assessment Week 1
Applied write

W/C 8th June

The Basis of Novel Study
Why Novel Study?

- Challenging and encouraging for all children
- Develops and supports a creative and stimulating curriculum
- Based on 1st hand experiences
- Builds confidence, independence and risk taking

What does Novel Study develop at its core?

- All forms of communication
- Oracy and language
- Imagination – the ability to think, reflect and grow morally, socially and cognitively
- Deep analysis
- Trust – creates a safe place for children to express their inner most thoughts
- What is the pedagogy behind it?
- Immersive – engagement
- Reader Response Theory
- Mastery – deep analysis and questioning, reasoning with evidence
- AFL – develops alongside the children's reactions
- 4 Cs – Communication, Collaboration, Critical thinking and Creativity
- Holistic – covers all genres, writing process develops naturally, responses reflect deeper understanding of language and context

Summer Term Written Outcomes

Year 6

- Recount - Biography
- Narrative - Diary

Year 5

- Discussion
- Narrative

Year 4

- Discussion
- Narrative

Year 3

- Narrative
- Fact file

Year 2

- Narrative
- Instructions

Year 1

- Narrative
- Non-chronological report

Reception

- Narrative
- Poetry



"Pure mathematics is, in its way, the poetry of logical ideas."
- Albert Einstein

W/C
20th
July

All years: teachers to complete gap analysis and address misconceptions which have become apparent following assessments

All years:
Assessment Week
NFER Test or
Equivalent

W/C
13th
July

YR – Number 20 and application to real life contexts
Y1 – Multiplication and division
Y2 – Time
Y3 – Fractions
Y4 – Shape
Y5 – Fractions, decimals and percentages
Y6 – Investigations and problem solving

W/C
6th
July

YR – Number 19 and application to real life contexts
Y1 – Addition and subtraction
Y2 – Multiplication and division
Y3 – Multiplication and division
Y4 – Four operations through measure
Y5 – Fractions, decimals and percentages
Y6 – Investigations and problem solving

W/C
29th
June

YR – Number 18 and application to real life contexts
Y1 – Addition and subtraction
Y2 – Multiplication and division
Y3 – Multiplication and division
Y4 – Four operations through measure
Y5 – Converting measures / four operations
Y6 – Investigations and problem solving

W/C
22nd
June

YR – Number 17 and application to real life contexts
Y1 – Place value
Y2 – Addition and subtraction
Y3 – Addition and subtraction
Y4 – Angles and co-ordinates
Y5 – Converting measures / four operations
Y6 – Investigations and problem solving

W/C
15th
June

YR – Number 16 and application to real life contexts
Y1 – Place value
Y2 – Addition and Subtraction
Y3 – Addition and Subtraction
Y4 – Statistics
Y5 – Angles
Y6 – Investigations and problem solving

W/C
8th
June

Calculation Policy Strategies

All children should practise the skills of addition, subtraction, multiplication and division linked to their year group as below.

Y6 ADDITION	Y6 SUBTRACTION	Y6 MULTIPLICATION	Y6 DIVISION	Y6 CALCULATING WITH FRACTIONS & DECIMALS
Column addition: range of large numbers/decimals	Column method with regrouping: range of large numbers/decimals	Column multiplication	Short division Long division (up to 4 digits inc. remainders)	Addition & subtraction of fractions with different denominators and mixed numbers Multiplication of pairs of proper fractions - answer in its simplest form Multiplication and division of numbers by 10, 100 and 1000 - answers up to 3dp 'Flip and kias' to divide fractions by whole numbers Short division method with decimal numbers

Y5 ADDITION	Y5 SUBTRACTION	Y5 MULTIPLICATION	Y5 DIVISION	Y5 CALCULATING WITH FRACTIONS
Place value counters leading to column addition: THTO.TH	Column method with regrouping: THTO.TH	Column multiplication	Short division (up to 4 digits by 1 digit inc. remainders)	Part whole models lead to addition & subtraction of fractions with the same denominator & multiples of that number Bar models lead to converting mixed numbers to improper fractions Repeated addition of fractions, leading to multiplication of proper fractions and mixed numbers by whole numbers

Y4 ADDITION	Y4 SUBTRACTION	Y4 MULTIPLICATION	Y4 DIVISION	Y4 CALCULATING WITH FRACTIONS
Place value counters leading to column addition: THTO	Column method with regrouping: THTO	Column multiplication introduced with place value counters	Division with a remainder Short division (up to 3 digits by 1 digit)	Part whole models leading to addition and subtraction of numerators beyond one whole with the same denominator

Y3 ADDITION	Y3 SUBTRACTION	Y3 MULTIPLICATION	Y3 DIVISION	Y3 CALCULATING WITH FRACTIONS
Place value counters leading to column addition: HTO	Column method with regrouping: HTO	• Arrays • Grid Method	• Division with a remainder • 2digit divided by 1digit using base 10 or place value counters	• Part whole models leading to addition and subtraction of numerators within one whole

Y2 ADDITION	Y2 SUBTRACTION	Y2 MULTIPLICATION	Y2 DIVISION
Adding three single digits Use of base 10 to combine two numbers: - partitioning tens & ones to add - adding 10 and adjusting - bridging through 10	Partitioning to bridge 10 Counting back in ones using a number line Part whole connections: finding the difference Use of base 10 with and without exchange	Using number lines to show repeated groups Arrays - showing commutative multiplication	Division as grouping Division within arrays - linked to multiplication Repeated subtraction

Y1 ADDITION	Y1 SUBTRACTION	Y1 MULTIPLICATION	Y1 DIVISION
Combining two parts to make a whole: part whole model Starting at the bigger number and counting on - using cubes, Numicon and number lines Regrouping to make 10 using ten frame	Partitioning to bridge 10 Counting back in ones using a number line Part whole connections: finding the difference	Doubling Repeated addition of equal groups Counting in multiples: use cubes, Numicon and other objects in the classroom	Sharing objects into groups Division as grouping e.g. I have 12 sweets and put them in groups of 3, how many groups?

YR ADDITION	YR SUBTRACTION	YR MULTIPLICATION	YR DIVISION
Combining two parts to make a whole: part whole model Starting at the bigger number and counting on - using cubes, numicon and number lines	Take away ones: part whole model Counting back in ones using a number line	Doubling	Sharing objects into groups



However many holy words you read, however many you speak, what good will they do you if you do not act upon them? - **Buddha**

Assessment

Collective Worship Theme:
Truth and Truthfulness
Celebrating the season of Trinity

W/C
20th July



Collective Worship Theme:
Truth and Truthfulness
Seeing the truth

W/C 13th
July

Week 6: MAKING CONNECTIONS
YR - Treasure the world that God has given to all the people.
Y1 - Creating prayers and reflections:
Y2 - Create prayer candles with short prayers written on them.
Y3 - Pentecost is the Church's birthday
Y4 - Return to the 1 Corinthians. What would it look like if it said the opposite?
Y5 - How can churches try to do more to make the world a better place, to 'follow King Jesus'?
Y6 - What would please and disappoint Jesus about the world today?

Week 5: MAKING CONNECTIONS
YR - God loves the world he has made and has put humans in charge of caring for his creation; it is a big responsibility.
Y1 - Peace
Y2 - Christians think of God as the One who matters most
Y3 - Who or what do Christians think the Holy Spirit is?
Y4 - What motivates people to serve others, and not just put themselves first?
Y5 - Explore ways that Christians try to bring the Kingdom of God on Earth
Y6 - Draw conclusions from this unit: explain which ideas they agree with more than others, giving reasons why.

Collective Worship Theme:
Truth and Truthfulness
Having the courage to be honest

W/C 6th
July



Collective Worship Theme:
Truth and Truthfulness
Searching for the truth

W/C 29th
June

Week 4: UNDERSTANDING THE IMPACT
YR - The Precious Pearl
Y1 - Peace
Y2 - Christians believe that God hears all prayers
Y3 - The First 3,000: the final part of the chapter, Acts 2:41-47
Y4 - Disabled Christian evangelist, Nik Vujcic.
Y5 - Compare two songs some Christians use to express the kind of Kingdom Jesus wanted to set up
Y6 - 'One Solitary Life: Has God's Rule Begun?'

Week 3: UNDERSTANDING THE IMPACT
YR - Talk about special things we take care of.
Y1 - Peace
Y2 - Which prayer might a Christian pray in different situations?
Y3 - Diary piece
Y4 - Look at Christian charities to see how these Christians are showing the 'hands' of God at work.
Y5 - If Christians believe that Jesus is a king, then what would his kingdom be like?
Y6 - Can a murderer be part of God's Kingdom?

Collective Worship Theme:
Truth and Truthfulness
Making the right choices

W/C 22nd
June



Collective Worship Theme:
Truth and Truthfulness
Living without lies

W/C 15th
June

Week 2: MAKING SENSE OF THE TEXT
YR - Christians believe God is the giver of life
Y1 - Luke 6:37-38, Forgiveness
Y2 - Luke 17:11-19
Y3 - The Day of Pentecost: Acts 2: 1-15, 22 and 37-41.
Y4 - 1 Corinthians 12:12-26: One Body, Many Parts
Y5 - The Tenants in the Vineyard: Matthew 21: 33-46
Y6 - The Parable of the Unforgiving Servant (Matthew 18:21-35)

Week 1: MAKING SENSE OF THE TEXT
YR - Which day did God make Jellyfish?
Y1 - Matthew 9:9-13, Friendliness
Y2 - Luke 11:9-13
Y3 - The Day of Pentecost: Acts 2: 1-15, 22 and 37-41.
Y4 - 1 Corinthians 12:12-26: One Body, Many Parts
Y5 - The Feast: Luke 14:12-24
Y6 - The Parable of the Unforgiving Servant (Matthew 18:21-35)

Collective Worship Theme:
Truth and Truthfulness
Telling the whole story

W/C 8th
June



**Summer Term
Focus
Concepts**



Y6: Kingdom of God -
DIGGING DEEPER What kind of king is Jesus?



Y5: Kingdom of God -
CORE What kind of king is Jesus?



Y4: Kingdom of God -
DIGGING DEEPER When Jesus left, What was the impact of Pentecost?



Y3: Kingdom of God - **CORE**
When Jesus left, What was the impact of Pentecost?



Y2: Gospel What is the good news that Jesus brings?
DIGGING DEEPER



Y1: Gospel
What is the good news that Jesus brings? **CORE**



EYFS: God/ Creation Why is the word God so important to Christians?

RE: we aim to consider Christian perspectives on life and to think critically about our beliefs and actions



"Sports teaches you character, it teaches you to play by the rules, it teaches you to know what it feels like to win and lose-it teaches you about life." - Billie Jean King

Weekly assessment will focus on children achieving personal bests using the school games value 'honesty'. Children should record their 'pre-training' and 'post-training' bests.



Weekly Focus:
Throwing



School Games Challenges – set weekly by Ashfield School Sports Partnership

W/C 20th July

W/C 13th July



School Games Challenges – set weekly by Ashfield School Sports Partnership



Weekly Focus:
Speed Bounce

Weekly assessment will focus on children achieving personal bests using the school games value 'honesty'. Children should record their 'pre-training' and 'post-training' bests.

Weekly assessment will focus on children achieving personal bests using the school games value 'honesty'. Children should record their 'pre-training' and 'post-training' bests.

Weekly Focus:
Vertical Jump



School Games Challenges – set weekly by Ashfield School Sports Partnership

W/C 6th July

W/C 29th June



School Games Challenges – set weekly by Ashfield School Sports Partnership



Weekly Focus:
Triple Jump

Weekly assessment will focus on children achieving personal bests using the school games value 'honesty'. Children should record their 'pre-training' and 'post-training' bests.

Weekly assessment will focus on children achieving personal bests using the school games value 'honesty'. Children should record their 'pre-training' and 'post-training' bests.

Weekly Focus:
Long Jump



School Games Challenges – set weekly by Ashfield School Sports Partnership

W/C 22nd June

W/C 15th June



School Games Challenges – set weekly by Ashfield School Sports Partnership



Weekly Focus:
Running

Weekly assessment will focus on children achieving personal bests using the school games value 'honesty'. Children should record their 'pre-training' and 'post-training' bests.

Weekly assessment will focus on children achieving personal bests using the school games value 'honesty'. Children should record their 'pre-training' and 'post-training' bests.



Weekly Focus:
Running



School Games Challenges – set weekly by Ashfield School Sports Partnership

W/C 8th June

Ashfield District School Games

Invasion Games

- Y5/6 B Team Futsal Qualifier
- Y5/6 Handball Qualifier
- Y3/4 Futsal Qualifier
- Y5/6 Quicksticks Hockey
- Y3/4 Handball Festival
- Y4/5 Ultimate Frisbee
- KS2 Boccia Qualifier

Athletics

- Y5/6 District Cross Country
- Y3/4 District Cross Country
- Y3/4 Sportshall Athletics
- Y5/6 Sportshall Athletics
- KS1 Cross Country
- KS1 Sportshall Athletics
- KS1 Multi skills

Basketball

- Y4/5 Girls only Basketball
- Y5/6 Basketball

Tennis

- Y3/4 Mini Tennis Qualifier

Swimming

- KS2 Swimming Gala
- Y4/5 Best Challenge

Other

- Young Ambassador Training
- Y3/4 Change for Life Festival
- Primary School Games Sports Day



School Games Values

We follow the six School Games Values when competing and in our PE lessons.

Determination:

Keep going no matter what. Determination is about the journey you go on to push yourself and achieve your dreams. Have the mental strength and self discipline to overcome obstacles, commit to your goals and keep working everyday to become the very best you can be. Don't hold back!

Teamwork:

Treating everyone equally, supporting each other and working together to have fun and achieve. Celebrate each other's success and be a positive team player.

Self-Belief:

You've got to believe to achieve. Have the self-belief and confidence to succeed and reach your personal best

Honesty:

Be honest with others and with yourself. Have the courage to do the right thing and what you know is right. Let the best person win, not the best cheat!

Passion:

Giving it 100 per cent. Put your heart and soul into the game and never give up. Passion makes you enter the race and passion makes you finish it.

Respect:

Show respect for the referee, for the opposition, for your team mates, for yourself and for the game. Accepting victory and defeat with grace, treating others politely and with understanding. Have respect every day, in every sport and for everyone.

PE: we aim to utilise fine and gross motor skills, cultivate character, ambition and healthy competition