

# St Margaret's Preparatory School



## Teaching and Learning Policy

<b>Date Policy Reviewed</b>	<b>Policy Reviewed By</b>	<b>Reason/Outcome</b>	<b>Next Review Due</b>
Jan 17	Carolyn Moss	Review	Jan 18

## **Our Vision**

- We want... every child to love coming to school and to love learning.
- We want... all children to feel secure and cared for.
- We believe... in teaching the whole child and finding exciting ways to enhance their learning experience so that when they leave St. Margaret's, they say what a fantastic school it is in every way.

### **And this is what we aim to do**

- Provide a high quality education, where children can grow in knowledge and understanding.
- Equip all children with appropriate skills, attitudes and values.
- Create an environment where every child can fulfil their potential.
- Encourage every child to benefit from our caring staff and fine facilities.
- Enable every child to communicate with confidence in every situation.
- Treat every child with the highest standards of courtesy, loyalty, honesty and fairness, and expect the same from them in return.

## **Introduction**

This document is a statement of the aims, principles and strategies for teaching and learning at St. Margaret's Preparatory School and applies to the whole school and Early Years including the Nursery at St. Margaret's Prep.

## **Purpose of the Policy**

Teaching and learning is the purpose of our school. It is the method through which we offer a curriculum which is broad and balanced relating to the National Curriculum, religious education and collective worship.

This document lays the foundations for the whole curriculum, both formal and informal and is the basis on which all other policy statements should be formed. It is written to ensure that all are aware of the fundamental principles underpinning the work of our school.

## **Aims**

To ensure that all children will

- be tolerant and understanding with respect for the rights, views and property of others, including fundamental British Values.
- acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects we teach

- learn to apply intellectual, physical or creative effort, show interest in their work and think and learn for themselves
- develop a responsible and independent attitude towards work and towards their roles in society
- achieve their potential in terms of academic achievement, aesthetic appreciation and spiritual awareness.

## Principles of Teaching and Learning

Teaching and learning is a process of co-operative teamwork and we welcome and encourage the involvement of parents and others in the community.

All members of our school community (teaching and non-teaching staff, parents and pupils) work towards the school's aims by:

- recognising children as individuals and respecting their rights, values and beliefs
- fostering and promoting good relationships and a sense of belonging to the school and community, within the framework of British Values
- providing a well ordered environment in which all are fully aware of behavioural expectations
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- encouraging, praising and positively reinforcing good relationships, behaviour and work
- working as a team, supporting and encouraging one another

Teachers work towards the school's aims by

- providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement
- recognising and being constantly aware of the needs of each individual child according to ability and aptitude
- ensuring that learning is progressive and continuous
- being good role models - punctual, well prepared and organised
- maintaining an up-to-date knowledge of the National Curriculum and all school policies
- having a positive attitude to change and the development of their own expertise
- establishing links with the local community to prepare pupils for the opportunities, responsibilities and experiences of adult life
- working collaboratively with a shared philosophy and code of practice.

(see Staff Handbook)

Pupils work toward the school's aims by

- attending school in good health maintained by adequate diet, exercise and sleep
- attending school regularly, avoiding term time holidays
- being punctual and ready to begin lessons on time
- being organised - bringing necessary kit, taking letters home promptly, returning reading books regularly
- conducting themselves in an orderly manner in line with the expected code of discipline
- taking growing responsibility for their own learning.

(Parents' Information Book)

Parents work toward the school's aims by

- ensuring that children attend school in good health, regularly and punctually, avoiding term time holidays
- providing support for the discipline within the school and for the teacher's role
- being realistic about their children's abilities and offering encouragement and praise
- participating in discussions concerning their child's progress and attainments
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour
- giving due importance to homework, listening to reading, and assisting in learning of multiplication tables and spellings
- allowing their children to take increasing responsibility as they progress throughout the school.

(See Staff Handbook and Parents' Information Book)

### **Strategies for Teaching and Learning**

The **Early Years** follow the EYFS Statutory framework with specialist teaching for French, Music, PE and Games (see EY Policy).

At **Key Stage One (our Pre-Prep)** the curriculum is organised on a topic basis where mathematics and some language development activities are taught outside the topic framework. An annual programme of topics is followed.

At **Key Stage Two (our Prep)** the curriculum is mainly subject based. The predominant mode of working is class teaching, although there is emphasis on individual work allowing for differentiation where appropriate.

There is specialist teaching

At KS1: French, Music, PE and Games

At KS2: Science, French, Spanish, Latin, some Humanities, Music, Art & DT, PE and Games

Classroom Assistants are used throughout the school as required. Assistants help in the classroom, in the library, in sports activities, on outings and visits and in providing other help.

Secondary school pupils, FE students on work experience and student nursery nurses are regularly accepted into school and certain standards of dress and conduct are expected.

Differentiation is considered very important for all pupils at St Margaret's to learn to their potential and we have a separate policy for this, see Appendix I. (Also refer to Learning Support and Gifted and Talented policies). Pupils with special needs may be withdrawn for extra support provided by part-time

Learning Support teachers and/or sometimes receive extra support in the classroom where necessary.

Homework is considered to be a valuable part of the teaching and learning process and children are encouraged to work at home on a regular basis

- It is expected that all children from Reception upwards will read at home and share a book with their parents.
- Children will have multiplication tables and spellings to learn at home from Y1
- Children who have made insufficient effort during class time may be asked to complete work at home or at break times
- Written homework tasks are given in Y1-6 according to the Homework Timetable
- Further practice in basic skills (e.g. handwriting) may be set at the discretion of class teachers after negotiation with parents
- Homework is monitored through children being provided with a homework diary, which is kept neatly and signed by parents each night.

(See Homework Policy)

The emphasis of our teaching and learning policy is on first hand experience and we encourage children increasingly to take control of their own learning.

To encourage excellence

- each child is given opportunities to have work of a high standard displayed throughout the school year.
- sustained effort including drafting and reworking is encouraged to improve quality.
- school events such as sports fixtures, concerts and drama are seen as opportunities for all pupils to show their own best performance.
- pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement.
- pupils are positively encouraged to play for the schools teams through the year with additional development sessions taking place in the Prep Department.

## **Strategies for Ensuring Progress and Continuity**

Consistent practice across the school is of paramount importance and regular meetings and monitoring activities take place to ensure that this happens.

The foundation for curricular planning is the School Development Plan with the individual child at the centre of this. Planning is a process in which all teachers are involved.

- The curriculum is carefully balanced to ensure coverage of the EYFS, National Curriculum and more.

- Schemes of work for individual subjects are developed by co-ordinators in collaboration with the whole staff and found in the back of each subject policy.
- Work plans are drawn up by individual teachers for each term and monitored by the Co-ordinator. These are overseen by the Headmaster and Deputy Head.
- Weekly staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.
- We attach great importance to preparing children for any transition. Detailed discussions take place before the transfer of pupils from one class to another, with written records to support this, and we work with secondary schools in a variety of ways to ensure that children settle down quickly in their new environment and make a confident start to the Key Stage 3 curriculum.

### **Subject Co-ordinators**

- take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school
- support colleagues in their development of work plans (including differentiation, extension and enrichment), implementation of the scheme of work, and in assessment and record keeping activities
- monitor progress in their subjects
- take responsibility for the ordering, annual audit and organisation of central resources for their subjects
- are expected to keep up-to-date in their subjects through reading and attending relevant courses.

(See Staff Handbook)

**Feedback to pupils** about their own progress is achieved through discussion and the prompt marking of work.

### **Effective marking**

- aims to help children learn, not to find fault.
- supports understanding of how to improve current performance through well focused, diagnostic comments, which are constructive, realistic and where possible positive.
- focuses mainly on the success of meeting the learning objective, encouraging self-assessment and self-correction.
- of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time (which will vary according to age and ability).
- demonstrates the value and respect due to children's efforts and provides an indication to parents about their child's progress.

(See Marking Policy)

Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the

next stage in his/her learning. Formative assessment is mostly carried out informally by teachers in the course of their teaching. Tasks used for assessment include

- small group discussions perhaps in the context of a practical task
  - written topic tests
  - short tests in which the teacher gives questions orally and pupils write answers
  - specific assignments for individual pupils
  - individual discussions in which children are encouraged to appraise their own work and progress.
  - standardised tests in English, Maths and Science
  - internal exams in other subjects for pupils in Y3-6
- (See Assessment and Record Keeping Policy)

### **Strategies for Recording and Reporting**

Records of progress kept for each child are

- updated termly or as appropriate by teachers and contain samples of pupils' work which may have been photocopied or scanned files
- kept on Pupil Asset which is accessible to all teaching staff
- examined by class teachers at the start of each academic year as they prepare for a new class.
- retained throughout the child's time at the school and may be passed on to their next school when pupils leave.

Reporting to parents is done on a termly basis through interviews and/or progress checks and annually through a written report. Parents are made aware that they may meet their child's teacher by appointment at any other time, to discuss particular concerns.

Formal summative assessment is carried out at the end of each year through the use of testing and teacher assessment. Results of individual pupils' assessments are reported to the parents.  
(Assessment and Record Keeping Policy)

### **Strategies for the Use of Resources**

Classroom resources are the responsibility of classroom teachers who ensure that

- an inventory is regularly updated and passed to the office
- there is a range of appropriate, accessible and labelled resources available from which pupils can select materials suitable to the task in hand
- all children know where resources are kept and the rules about their access and use
- all children know what they must not touch for reasons of safety and privacy
- children are encouraged to act independently in choosing, collecting and returning resources where appropriate



- children and teachers act together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources.

Other resources are stored centrally with free access for all staff, usually in subject areas and managed by co-ordinators.

Time is a resource that we value. To maximise its use

- in the Early Years children's time is tightly organised by the teachers
- as children progress throughout the school they are encouraged to take greater control of their own learning, including their use of time
- time wasting is reduced by ensuring that tasks are made specific and clearly defined
- all children engage in useful activities immediately upon entering the classroom and know what to do between the end of an activity and the end of a session.

Information technology is a major resource that is used across the whole curriculum. (See ICT Policy and individual subject policies for details).

The Library and Prep Reading Room are valued resources, run by the Library Prefect from Year 6 with teacher guidance. Each class has supplementary material available in or near its classroom, including storybooks and non-fiction.

Health and safety issues are the responsibility of all who work in the school. Risk assessments are completed and stored in the office. A member of staff is nominated as Health and Safety Representative, to whom all problems should be reported.

(See Health and Safety Policy)

## **Appendices**

I Differentiation Policy

II Examples of Planning

## **Differentiation Policy**

The staff of St. Margaret's Prep recognises the importance of differentiation in teaching, and its value in addressing the needs of all the children in our school. Early assessment after entry enables staff to evaluate what children know, understand and can do. Subsequently a range of teaching styles and approaches are employed, which builds upon their knowledge.

Differentiation occurs when there is planned intervention by the teacher with the intention of maximising the achievements of pupils based on their differing individual needs. Differentiation can be described as having five main components and this policy outlines the importance of each. The five components are:

### **1. Resources**

Resource folders and boxes for all subjects are developed by class teachers and monitored by co-ordinators. Schemes of work show planned use of available resources - texts, classroom worksheets, library books, booklets, CD Roms, online resources, video recordings etc, and all allow for reinforcement and enrichment, as well as progress and continuity within the curriculum. These are easily accessible, well designed and simple to use, with material of an appropriate reading level.

### **2. Tasks**

We aim to provide activities throughout a topic, which show a variety of teaching styles and tasks matched to children's abilities, needs and interest. There will be enrichment or extension activities for the most able and reinforcement activities for the least able. Tasks may be:

- Open-ended tasks to allow children to make observations within their ability and maturity range – either written, drawn or spoken.
- Stepped tasks, which begin with an activity for all, then extending these to further activities, some of which may only be accomplished by some children.
- Group tasks, geared to an area or concept, designed to meet the relative ability range of the group.
- Whole class tasks with the same work or activity but with resources used to extend learning and initiative.

### **3. Response**

Lessons are conducted in an orderly, respectful manner with a good work ethic. We aim to make learning objectives clear to the children at the beginning of lessons (and re-visited at the end) and create an atmosphere where pupils can work to the best of their ability, happily discussing their own and others' learning. Self-assessment and peer-assessment is used thoughtfully and teachers comment on work either through written comments or orally. Targets are set between teacher and pupil with frequent reflections by both. We celebrate achievements in and out of school during assemblies and in Form Periods each week, and good work is on display around school.

### **4. Support**

Support may be given from peers, assistants or teachers during, before or after lessons. Some children are taken out of lessons for booster sessions or SEN teaching when it is felt necessary.

## **5. Group Structure**

Our class sizes are small and we are flexible with groupings. These can vary according to task, and we also like to develop independent methods of working so that children can benefit from the privacy and individuality of the task. We set classes in Maths, English and VR from Y4.

The most important prerequisite of good differentiation is up to date and accurate knowledge of the pupils. This relies upon feedback from:

1. Carefully structured assessment and record keeping procedures
2. An open and regular dialogue between pupils and teachers
3. Close links within departments in order that knowledge of pupils is effectively transferred between teachers when pupils change teaching groups/years
4. Effective cross-curricular tracking
5. Home/school liaison.

It is recognised that there is no lone single, definitive method of effective teaching and learning but that through differentiation we aim to promote attainment and progress for every child.

### **Strategies for teaching and learning**

Methods of differentiating within the classroom in addition to using different teaching methods – Visual, Auditory and Kinesthetic, can be found in our Learning Support Policy.

ENGLISH - Spring Term 2017

Year & Set: Year 5	Teacher: Mrs Morelli
Range: Upper	
Fiction & poetry: Play scripts, Fantasy,	Weekly spelling and vocab tests: S+S Book 5
Non-fiction: Newspaper, Balanced arguments, Persuasive writing	Class reader / Group reader: Coraline, Rats of NIMH
Core textbook: Galore Park Book 1	Display focus: Newspapers, Coraline, Associated punctuation and grammar, weekly spellings

Week 1: Topic Words 2/Pen grip

	Inset	Inset	Wednesday	Thursday	Friday
visit/ view			Remind chn pen grip. Look at words used in Science	Working with partner, look at lists made yesterday.	Change partners. Review each other's lists.
each			Select terms relating to current work in Science. Write some on the board. Identify tricky parts.	Are there similarities between the lists? How can we remember how to spell these words?	Are there similarities between the lists? How can we remember how to spell these words?
etise			Ask pupils to suggest memory strategies to help remember.	Choose 3, 5, 7 words from the list and test one another on these. Mark each other's work.	Choose 3, 5, 7 words from the list and test one another on these. Mark each other's work.
ply			Look through book and select words. Focus on pen grip and capital letters	Ext: Can you tell each other what these words mean?	Ext: Can you tell each other what these words mean?
			Comprehension:	Creative Writing:	Discussion:
etwork					

Week 2: 'ough' words

	Monday	Tuesday	Wednesday	Thursday	Friday
visit/ view	Discuss with chn what spellings they had learnt last week.	Add corrections from spelling list to personal spelling log.	Discuss any 'ough' words that were found in reading book.	Mark Spelling 5 pg.12 no.1 and no 2.	Mark Spelling 5 pg. no.12 and no 3.
ach	In pairs discuss how you determine strategies for spelling science topic words. <i>Pen grip and posture</i>	Ask pupils to write: <b>thought, cough, although</b> in book. Mark spellings. Establish that the words all contain the letter string 'ough' and that in each word it represents a different sound.	Establish that the only consistent sound pattern is ought (for or-t) sound.	With the other 'ough' words, visual and memory strategies are more helpful, because there are only a few words with each pronunciation.	On the board write: th -r----. Discuss what ough word it could be.
ctise	Test 10 words from previous week.	Discuss other words containing 'ough'	Spelling 5 pg.12 no.1 and no 2. <i>Correct length of ascenders</i>	Spelling 5 pg.12 no.3. <i>Correct length of ascenders</i>	Test one another on spellings from the list. <i>Correct length of ascenders</i>
ply	Mark spelling. Dictation - The thermometer will measure the temperature inside the vessel.	Look through reading book and find similar words.	Add words to spelling list.	Test partner on words from previous day - add new words to spelling lists.	<b>Assessment:</b> Dictation -I thought throughout I had brought enough flour with me to make the dough <i>Assess: height of 't'</i>
		Comprehension Chp. 4: The Machine Gunners pg. 30 ( <i>History</i> )	Grammar: <a href="http://www.bbc.co.uk/skillswise/topic-group/word-grammar">http://www.bbc.co.uk/skillswise/topic-group/word-grammar</a> Adverbs Ex. 4.5 no. 1 and 2 H/W - change all the said words.	Creative Writing: Newspaper article - think about questions you would ask Chas McGill for a report in the local paper. <i>Think of 5 questions, think of 10 questions</i>	Carousel Activities: <b>Group 1:</b> changing library books, silent reading book <b>Group 2:</b> Reciprocal Reading <b>Group 3:</b> Fact/Opinion <b>Group 4:</b> Sentences starting with adverbs
ework		Provides reasoned justifications for their views, supporting them with relevant textual reference or quotation.	Distinguish between statements of fact and opinion.		

## MATHS – Spring Term 2017

<b>Year &amp; Set: Year 5 Top</b>	<b>Teacher: Mrs Mackle</b>
Core textbook: ISEB Maths Prep Book 1/Kangaroo Maths Level 5.	S&S Books: 4 and 5
Display focus: Patterns/Fractions/Pie Charts	

Week	Topic	Learning Objectives: children will learn	Homework and <b>Cross Curricular Links.</b>
<b>1/2</b>	Basic Skills Revision and Properties of Number. (short week – 3 days)	<p style="color: purple;">Mon- Thur 15 mins daily Big Maths - Counting, Learn its, It’s Nothing New, Calculation.</p> <p>Golden hundred tables test. To revise basic skills and work on efficiency. <b>To know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.</b> Children will learn to revise properties of numbers, including prime numbers and odd and even numbers. To examine the effect of adding and multiplying combinations of odd and even numbers To understand composite numbers. <a href="#">Perfect number investigation.</a> Maths Prep. Book page 81 – 92.</p> <p>Entrance Exam Prep – Paper under exam conditions.</p> <p style="color: purple;">Friday – CLIC assessment and analysis.</p>	SS Properties of Number
		<b>Problem Solving Activity:</b> Four rules and missing numbers.	
		<b>Cumulative Multiplication Tables:</b> Speed test ( <a href="#">more able have less time</a> )	
	Properties of number	<p style="color: purple;">Mon- Thur 15 mins daily Big Maths - Counting, Learn its, It’s Nothing New, Calculation.</p> <p><b>- recall and use multiplication and division facts for the 2-12 multiplication tables</b> <b>- recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)</b> to recognize square numbers up to 12 x 12 and to calculate the squares of larger numbers <a href="#">and decimals.</a></p>	<p style="color: red;">MyMaths</p> <p>Property of number – ‘I am thinking of a number’ challenges.</p>

	<p>To derive the squares of multiples of 10. To find the number which has a given square, i.e. its square root. <b>Use calculators to find and interpret same.</b> <b>To find cube numbers and cube routes.</b> Entrance Exam Prep – Paper under exam conditions.</p> <p>Friday – CLIC assessment and analysis.</p>	
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**SCIENCE – Year 5 Spring Term 2017**  
**Mrs. C. Mackle and Mrs. B. Morelli**

**Forces (until Easter)**

– including air resistance, water resistance and gravity (from previous Y6 syllabus – lots of practicals here).  
**Include levers, pulleys and gears (link with DT, INSERT IN WEEKS 10 and 11)**

NCLOs: Pupils are aware/ can:

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect (insert Weeks 10 and 11)

1	<p><b>NCLO: Pupils to describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</b></p> <p><b>NCLO: Pupils can describe the movement of the Moon relative to the Earth</b></p> <p>To know that the Moon orbits around the Earth, with a 28-day orbit.</p> <p>To know that the Earth travels in an orbit around the Sun once a year and this causes the seasons we experience.</p>	<p>To revise the Earth and Space topic from last term.</p> <p>One lesson for revision – use talking partners and power points/BBC Class clips to revise topic from last term.</p> <p>Revision quiz.</p>		<p>BBC Class Clips – Power points used last term.</p>	<p>One lesson for assessment.</p> <p>To complete Assessment on Earth and Space topic.</p>	<p>Assessment papers copied and ready.</p>
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**TOPIC – Exploring Movement, Sound, Colour and Light and Easter**

**EARLY YEARS FOUNDATION STAGE – PRINCIPLES**

<p><b>A Unique Child</b>- every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.</p>	<p><b>Positive Relationships</b> - children learn to be strong and independent through positive relationships.</p>	<p><b>Enabling Environments</b> - children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.</p>	<p><b>Learning and Development</b> – children develop and learn in different ways. The framework covers the education and care of all children in early years’ provision, including children with special educational needs and disabilities.</p>
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**Social Events**

<p><b>Week 1 – 4/01/17</b> <b>Assessment</b></p>	<p><b>Week 2 – 9/01/17</b> <b>Movement – How are bodies work</b>  <b>Clubs start</b></p>	<p><b>Week 3 – 16/01/17</b> <b>Movement – pushing &amp; pulling</b>  17<sup>th</sup> Dental Clinic</p>	<p><b>Week 4 – 23/01/17</b> <b>Movement -Magnets</b>  28<sup>th</sup> Chinese New Year</p>	<p><b>Week 5 – 30/01/17</b> <b>Movement - Fun and games - Squeezing &amp; squashing</b>  Rec Assembly- 3<sup>rd</sup> Feb</p>	<p><b>Week 6 – 6/02/17</b> <b>Movement - Wind</b>  <b>HALF TERM – 13<sup>th</sup> to 17<sup>th</sup> Feb</b></p>
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<p><b>Week 7 – 20/02/17</b> <b>Light and darkness:</b>  <b>Shadows – Shadow Puppets</b></p>	<p><b>Week 8 – 27/02/17</b> <b>Light and darkness: light sources</b>  27<sup>th</sup> Feb - Parents’ evening 4<sup>th</sup> March – DT/ Art Day</p>	<p><b>Week 9 – 6/03/17</b> <b>Sound, Light and Colours - Colour</b></p>	<p><b>Week 10 – 13/03/17</b> <b>Sound, Light and Colour – Colours</b>  Exploring Morning – 17<sup>th</sup> March</p>	<p><b>Week 11 – 20.03.17</b> <b>Sound, Light and Colours - Colour</b></p>	<p><b>Week 12 – 27.03.17</b>  <b>Easter/Spring</b>  <b>Clubs finish</b></p>	<p><b>Week 13- 03.04.16</b>  <b>Easter/Spring</b>  Break up on 6<sup>th</sup> April 2017</p>
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<p><b>Display Focuses</b></p> <ul style="list-style-type: none"> <li>• Chinese New Year</li> <li>• Shadows</li> <li>• Humpty Dumpty</li> <li>• Phonics</li> <li>• British Values</li> </ul>	<p><b>Morning Activities</b></p> <p>Tracing &amp; Colouring Alphabet Sheet Morning Books Phonic and numbers Number Sheet</p>	<p><b>Assessments/ Observations</b></p> <p>Assessments and observations are completed on a daily basis. Each child is assessed and observed regularly on their unique individuality and recorded into the Early Years Foundation Profile/ Learning Journey Books.</p>
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Week 1 4/01/17	Personal, Social & Emotional Development	Communication and Language	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Art and Design
<p>Assessment</p> <p>Term Starts:- Wed 4<sup>th</sup> Jan</p> <p>Learning Journey Book</p> <p>Assess <b>Number</b> and <b>Letter</b> recognition</p> <p><b>Playing and Exploring</b></p>	<p><b>British Values – Going for goals- Knowing myself-</b></p> <p>To have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.</p> <p>Talk about new year celebrations and resolutions – individual strengths.</p> <p><b>News and circle time-</b></p> <p>Have a developing respect for their own culture and beliefs and those other people.</p> <p><b>Come into school independently</b></p> <p>To sit politely in the dining hall, speak quietly at the table and eat with a knife and fork.</p> <p><b>To settle into class routine after break and to remember the class rules.</b></p> <p>Playing cooperatively with peers, sharing toys and taking turns.</p>	<p><b>News &amp; Circle time</b></p> <p>To tell news to others in a group and write news either copy writing or independently and drawing a picture about their Christmas news. Explore and experiment with sounds, words and text.</p> <p><b>Follow instructions –</b> class helper, daily tasks, and instruction games.</p> <p><b>Story times – listen</b> and respond by asking and answering ‘how’ and ‘when’ questions in response to the story.</p> <p><b>Speech –</b>To say, recite and learn Nursery Rhymes and poems.</p>	<p>P.E. and Games lessons – three times a week – see dept plans.</p> <p>Use large <b>outdoor equipment</b> - large play cars. Experiment with different ways of moving.</p> <p>Fine motor skills – <b>Pencil control.</b> Correct pencil grip. Tracing, colouring and writing exercises</p> <p><b>Write own name and surname</b></p> <p>Construction toys: Small Lego and Clix</p> <p>Malleable materials – sand and play dough. To explore with different textures, cutting play dough with scissors and different tools and Manipulate materials to achieve a planned effect.</p>	<p><b>Write a list of toys we got for Christmas.</b></p> <p><b>Revisit Phonics - Assess sounds and letter formation.</b></p> <p><b>Phonics/ Letters and Sounds –</b></p> <p><b>HFW – alphabet song, we, me, be, he, she, was, my</b></p> <p><b>Reading-</b> read individual books to a member of staff and read class books.</p> <p><b>Library – choose book to take home to read with parents/guardians</b> and read a story</p> <p><b>Writing Practice –</b> writing names and letters, numbers and pictures.</p>	<p><b>Little Big Maths</b> 15 mins each day following Little Big Maths. Friday – complete assessment for CLIC challenge</p> <p><b>Counting -</b> Recite numbers to 20, then 100. Count back from at least 10 to zero. Order numerals to at least 10. Count up to 20 objects.</p> <p><b>Revise numbers</b> by writing and ordering to 5 or 10 or 20 or above. Counting to 100 in a group. Say numbers and use numbers in order in familiar contexts</p> <p>Practical activities: ordering number cards 1 to 20</p> <p><b>Assess: recognition and written numbers to 20 and above</b></p>	<p><b>French- once a week – see other plans</b></p> <p>Talk about Christmas and the gifts they received.</p> <p><b>IT: Discuss e-safety</b></p> <p>Use CD/Tape recorder to listen to stories</p> <p><b>R.E: To discuss the Birthday of Guru Gobind Singh - Sikh</b></p> <p>To discuss views and feelings and be sensitive to the needs, views and feelings of others.</p>	<p><b>Music Lesson –see other plans</b></p> <p>Music and Movement Experiment with different ways of moving – see dept plans</p> <p>Free play choice of activities such as sand water, construction toys, drawing, sticking, dolls, farm, cars etc.</p> <p>Play in the shop or house</p> <p>Dressing up</p> <p>Play alongside other children who are engaged in the same theme.</p>