

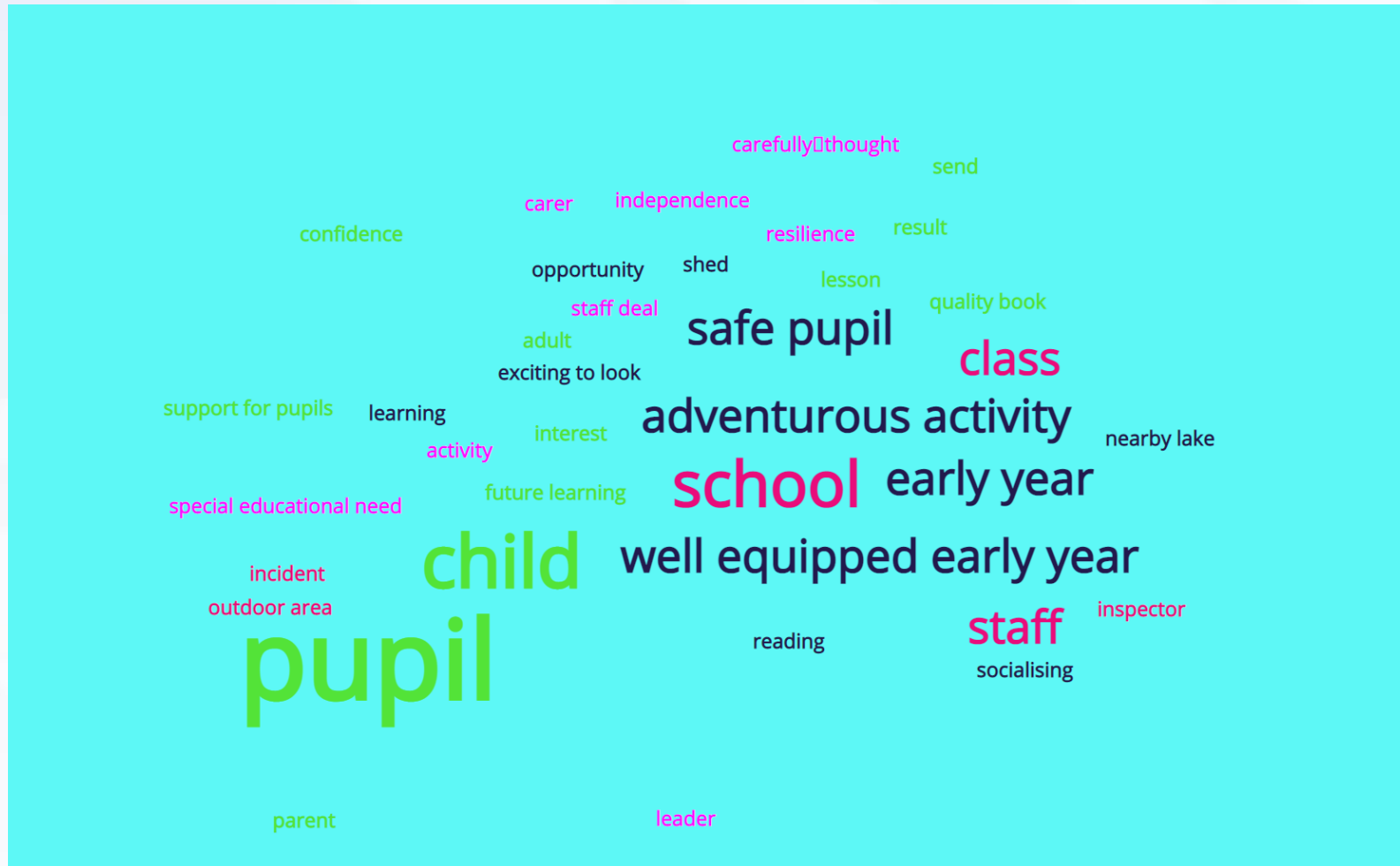
Yanwath Primary School



Parent Forum 4th October 2022

Curriculum

What Ofsted said in February 2022



Sustained School Improvement Projects 2022/23



P1 – To ensure Yanwath continues to be the school of choice within the local area

P2 – To improve outcomes in Maths across the school

P3 - To develop teacher subject knowledge enabling them to provide excellence across the curriculum and support students to know more and remember more

Curriculum content



Curriculum Development



Curriculum Development



Step 1:

Working together with other primaries
to create a trust wide curriculum of skills based
learning alongside suggested themes and topics
based on National Curriculum expectations.

Step 2:

Development of two knowledge rich curriculum cycles
that meet the needs of Yanwath. (Handout 1)

- Single age
- Mixed age

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
History	Year A: Titanic / transport Year B: Explorers		<ul style="list-style-type: none">Changes in Britain from the Stone Age in Iron AgeAncient Greece- a study of Greek life and achievementsThe Roman Empire's impact on BritainGeographical SkillsEarth Matters- The Water Cycle- CoastsComparing people and Places- The Grand Canyon	<ul style="list-style-type: none">Britain's settlement by Anglo-Saxons and ScotsAncient Egyptian civilisationThe Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the ConfessorGeographical SkillsEarth Matters- The Water Cycle- RiversComparing people and Places- Mexico	<ul style="list-style-type: none">A study of Pevrith (local history study)a non-European society that provides contrasts with British history- Mayan civilization c. AD 900Medieval Monarchs	<ul style="list-style-type: none">Victorians/ Industrial RevolutionTwentieth century conflictBritain since 1948
Geography					<ul style="list-style-type: none">Geographical SkillsEarth Matters- Mountains and VolcanoesComparing people and Places- Amazon Basin	<ul style="list-style-type: none">Geographical SkillsEarth Matters- Earthquakes, climate zones & biomesComparing people and Places- The Alps
Science (Developing Experts)	<ul style="list-style-type: none">About AnimalsAbout meEveryday materialsIntroduction to plantsSeasonal changesUses of everyday materials	<ul style="list-style-type: none">diet and healthGrowthEveryday materialsLiving things and their habitatsHabitats around the worldplants- growth and care.	<ul style="list-style-type: none">Animals including humans- what makes us?Exploring the world of plantsForces and magnetsLightRocksPlants- Life Cycles	<ul style="list-style-type: none">Animals including humans- food and digestionClassifying living things and their habitatsElectricityLiving things and their habitats- Nature and the EnvironmentRocksSoundStates of matter	<ul style="list-style-type: none">Animals including humans- The Human life cycleChanges of materialsEarth and spaceForcesProperties of materialsStudying living things	<ul style="list-style-type: none">Animals including humans- Blood and transportationAnimals including humans – The Heart and HealthElectricityEvolution and inheritanceLightLiving things and their habitats.
PSHE (PSHE Association)	<ul style="list-style-type: none">Health and WellbeingRelationshipsLiving in the wider world					
Whole Class Reading	<ul style="list-style-type: none">The Tiger who came to TeaRainbow fishThe Day the Crayons QuitHanda's SurpriseWhere the wild things are-BeguFarmer duck- duck scriptGorilla	<ul style="list-style-type: none">Gregory CoolThe tear thiefEsio TrotAmazing GraceToby and the Great Fire of LondonEnchanted WoodThe secret sky garden	<ul style="list-style-type: none">Gregory Cool – transition and wider issuesStig of the Dump – classicMatilda – wider issuesIron Man – classicCharlotte's Web – classicThe train impossible place – wider issues and new release	<ul style="list-style-type: none">The Firework Maker's daughterAlice in wonderland – classicCharlotte's web – classicBill's New Frock – wider issuesSwallows and amazons – classicThe Witch and the Wardrobe – classic	<ul style="list-style-type: none">Midnight FoxMacbeth – classic/cultural capitalGirl of Ink and Stars – new releaseJourney to Jo'burg – wider issuesSwelling – classicHouse with Chicken Legs – new release	<ul style="list-style-type: none">Cosmic – new releaseChristmas Carol – classicWar Horse – topic linkFly my Home – wider issues and new releaseThe Explorer – new release and wider issues
Art Key Artist Studies	<ul style="list-style-type: none">Artist – Claude Monet- ColourArchitect – Antoni GaudiSculptor – Junk ModellingArtist – Paul Klee – buildings	<ul style="list-style-type: none">Artist - Giuseppe ArcimboldoArchitect – Antoni GaudiArtist – Georgia O'Keeffe	<ul style="list-style-type: none">Artist- L.S Lowry- Oil paints / sketchingSculptor- Barbara Hepworth- clayDesigner- Charles Rennie Mackintosh	<ul style="list-style-type: none">Artist - Jayne Perkins- WatercolourArchitect – Zaha HadidPhotographer- John Shaw- nature	<ul style="list-style-type: none">Artist- Daniel Cooper- charcoalSculptor- David Oliveira – wireDesigner- William Morris	<ul style="list-style-type: none">Painter- Joan Miro- Mixed mediaArchitect – Ustad Ahmad LahuriPhotographer- Roger Fenton- war
D.T (Projects on a Page)	<ul style="list-style-type: none">Preparing fruit and vegetablesWheels and axlesFreestanding structures	<ul style="list-style-type: none">Preparing fruit and vegetablesSlides and leversTemplates and joining	<ul style="list-style-type: none">Healthy and Varied dietLevers and LinkagesShell structures/ using CAD2D shape to 3D product	<ul style="list-style-type: none">Simple circuits and switchesPneumaticsSimple programming and control*Access to Phunky Foods	<ul style="list-style-type: none">Pulleys/ gearsFrame StructuresCelebrating culture and seasonality	<ul style="list-style-type: none">CamsMonitoring and control/ more complex switchesCombining different fabric shapes / using CAD*Access to Phunky Foods
Music (Charanga)	<ul style="list-style-type: none">Hey You!Rhythm in the way we walk/ banana rapIn the GrooveYour imagination	<ul style="list-style-type: none">Hands, feet and heartI wanna play in a bandZootimeFriendship song	<ul style="list-style-type: none">Let your spirit flyGlockenspiel stage 1Three little birdsThe Dragon SongSummer 2 – Performance	<ul style="list-style-type: none">Mamma MiaGlockenspiel stage 2Lean on meBlackbirdSummer 2 – Performance	<ul style="list-style-type: none">Livin' on a prayerClassroom jazz 1Make you feel my loveThe fresh prince of Bel-AirSummer 2 – Performance	<ul style="list-style-type: none">HappyClassroom Jazz 2You've got a friendMusic and Me.Summer 2 – Performance
P.E (Cambridge)	<ul style="list-style-type: none">Gymnastics – Jumping JacksDanceGames – fundamentalsOAAAthletics1 TBC	<ul style="list-style-type: none">Gymnastics – points of contactDanceGames – fundamentalsSwimmingOAAAthletics	<ul style="list-style-type: none">Gymnastics – Patterns and pathwaysDanceGames – Ball handling/ cricketSwimmingOAAAthletics	<ul style="list-style-type: none">Gymnastics -Principles of balanceDanceGames – Ball on the ground/ tennisSwimmingOAAAthletics	<ul style="list-style-type: none">Gymnastics – Pair compositionDanceGames – Football/ NetballSwimmingOAAAthletics	<ul style="list-style-type: none">Gymnastics -Body symmetryDanceGames – Hockey/ Tag RugbySwimmingOAAAthletics
R.E (Discovery R.E)	<ul style="list-style-type: none">Does God want Christians to look after the world?Christianity - What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?Christianity - Was it always easy for Jesus to show friendship?Christianity - Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?Judaism - Are Rosh Hashanah and Yom Kippur important to Jewish children?	<ul style="list-style-type: none">Christianity -Is it possible to be kind to everyone all of the time?Christianity Why do Christians believe God gave Jesus to the world?Does praying at regular intervals help a Muslim in his/her everyday life?Christianity -How important is it to Christians that Jesus came back to life after his crucifixion?Does going to a mosque give Muslims a sense of belonging?Islam - Does completing Hajj make a person a better Muslim?	<ul style="list-style-type: none">Hinduism Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?Christianity-Has Christmas lost its true meaning?Christianity- Could Jesus heal people? Were these miracles or is there some other explanation?Christianity -What is 'good' about Good Friday?Hinduism- How can Brahman be everywhere and in everything?Hinduism- Would visiting the River Ganges feed special to a non-Hindu?	<ul style="list-style-type: none">Buddhism Is it possible for everyone to be happy?Christianity What is the most significant part of the nativity story for Christians today?Buddhism Can the Buddha's teachings make the world a better place?Christianity Is forgiveness always possible for Christians?Buddhism What is the best way for a Buddhist to lead a good life?Christianity Do people need to go to church to show they are Christians?	<ul style="list-style-type: none">Sikhism How far would a Sikh go for his/her religion?Christianity Is the Christmas story true?Sikhism Are Sikh stories important today?Christianity How significant is it for Christians to believe God intended Jesus to die?Sikhism - What is the best way for a Sikh to show commitment to God?Christianity - what is the best way for a Christian to show commitment to God?	<ul style="list-style-type: none">Islam What is the best way for a Muslim to show commitment to God?Christianity Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?Is anything ever eternal?Is Christianity still a strong religion 2000 years after Jesus was on Earth?Islam - Does belief in Akhirah (life after death) help Muslims lead good lives? Part1Islam - Does belief in Akhirah (life after death) help Muslims lead good lives? Part1
Computing (Teach computing)	<ul style="list-style-type: none">Computing systems and networks – technology around usCreating media – digital paintingCreating media- digital writingData and information- groupingProgramming A – moving a robotProgramming B- introduction to animation	<ul style="list-style-type: none">Computing systems and networks – IT Around usCreating media – digital photographyCreating media- making musicData and information- pictogramsProgramming A – robot algorithmsProgramming B- an introduction to quizzes	<ul style="list-style-type: none">Computing systems and networks – connecting computersCreating media – animationCreating media- desktop publishingData and information- branching databasesProgramming A – sequence in musicProgramming B – events and actions	<ul style="list-style-type: none">Computing systems and networks –The internetCreating media – audio editingCreating media- photo editingData and information- data loggingProgramming A -repetition in shapesProgramming B -repetition in games	<ul style="list-style-type: none">Computing systems and networks -sharingCreating media – 3D modellingCreating media – Vector drawingCreating media- video editingData and information- flat-file databasesProgramming A -selection in physical computingProgramming B -selection in quizzes	<ul style="list-style-type: none">Computing systems and networks – communicationCreating media – 3D modellingCreating media- web page creationData and information- spreadsheetsProgramming A – variables in gamesProgramming B -sening

Curriculum Development



Step 3:

Year group overviews modified to show where knowledge is taught so that links in learning can be identified. Handout 2

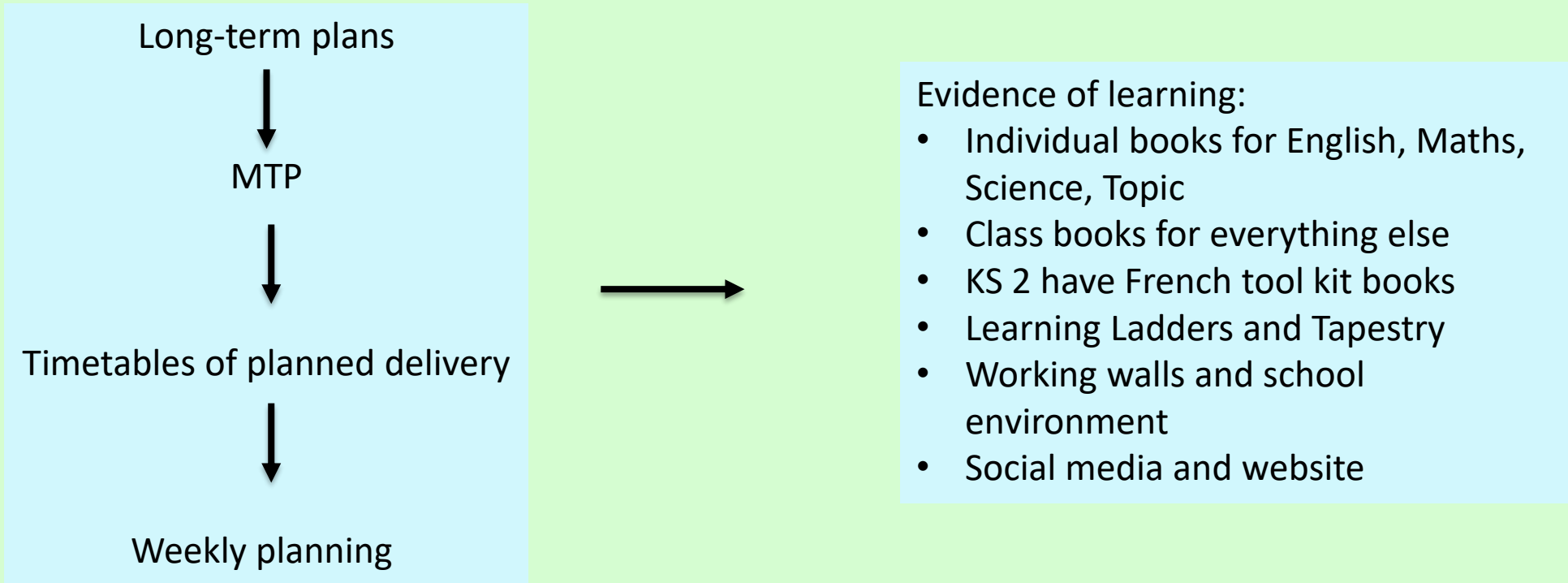
Victorians/ Industrial Revolution	<u>Knowledge</u>
	<ol style="list-style-type: none"> Between 1760 and 1900 an Industrial Revolution took place in Britain. Living conditions were poor during this era due to poorly built housing and lack of sanitation. The first Metropolitan police force were introduced in 1829 "Bobbies." The working conditions that working-class people faced were known to include: long hours of work (12-16 hour shifts), low wages that barely covered the cost of living, dangerous and dirty conditions and workplaces with little or no worker rights. In 1833 the Government passed a Factory Act to improve conditions for children working in factories. The Spinning Jenny, the water frame and the steam locomotive (railways) were all inventions that revolutionized the lives of people in Britain. The "Great reform act" improved democracy but women still could not vote.
	<u>Skills</u>
	<ul style="list-style-type: none"> Place current study on a timeline in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied Link sources and work out how conclusions were arrived at Confidently use the library and internet for research Recognise primary and secondary sources Select and organise information to produce structured work, making appropriate use of dates and terms.
	<u>Linked Learning</u>
	<ul style="list-style-type: none"> Medieval monarchs learning in year 5

Step 4:

Creation of topic overviews linking key knowledge and skills together to ensure the curriculum offer at Yanwath builds on Prior knowledge and skill progression.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Place Value Number: Addition and Subtraction	Number: Addition and Subtraction Number: Multiplication	Number: Division Statistics Measurement: Length and Height Geometry	Geometry Number: Fractions	Measurement: Time Four operations (Y3) Problem solving (Y2) Measurement: Capacity	Measurement: Capacity Fractions -Y3 SSM – Y3 Y2 consolidation
English	P: Write a poem that conveys an image/use pattern, rhyme and description F: Setting, Character description NF: Instructions	P: Haiku/riddles and tongue twisters F: Stories with familiar settings NF: Adverts	P: Learn and perform a significant poem F: Myths and Legends/stories that mimic significant author NF: Non-chronological report	F: Adventure Stories/imaginary settings NF: Recount	P: Classic poem Robert Louis Stevenson F: Biography NF: Explanation	P: Themed free verse F: Play-scripts NF: Letters
WCR	The Tear Thief Gregory Cool	Esio Trot by Roald Dahl	Amazing Grace Stone Age Boy	Flat Stanley	The Enchanted Wood by Enid Blyton	The Secret Sky Garden
History	The Normans		The Stone Age		The Iron Age	
Geography		Geographical Skills		Earth Matters – Focus on Capital Cities		Comparing People and Places – Mexico
Science	Forces and Magnets Y3	Light Y3	Rocks Y3	Exploring the world of plants Y3	Plant life cycles Y3/ habitats y2	Animals including humans /animal growthy
D.T.		Healthy and Varied Diet		Pneumatics		Shell Structures
Art Artist study	Artist: L S Lowry - oil paintings/sketching		Sculpture: Barbara Hepworth		Designer: Charles Rennie Mackintosh	
Computing	Computing systems and networks – IT around us	Creating media – Digital photography	Creating media – Making music	Data and information – Pictograms	Programming A – Robot algorithms	Programming B – An introduction to quizzes
RE	Christianity - Is it possible to be kind to everyone all of the time?	Christianity - Why do Christians believe God gave Jesus to the world?	Judaism – How important is it for Jewish people to do what God asks them to do?	Christianity – How important is it to Christians that Jesus came back to life after His crucifixion?	How special is the relationship Jews have with God?	What is the best way for a Jew to show commitment to God?
Music	Let Your Spirit Fly	Whole School Performance	Glockenspiel 1	Class Performance	Three Little Birds	Dragon Song
PSHE	Health and Wellbeing		Relationships		Living in the wider world	
PE	Dance	Gymnastics	Games	Swimming	Athletics	OAA
MFL	Children are exposed to songs, familiar stories, counting and greetings.					
Educational visits/ visitors						

Planning and Delivery



Quality First Teaching enhanced by trips and visits



Assessment



Date/Week	Year groups	Assessment to be delivered:	Test result actions including reporting and responsibility	Outcome summary	Any additional comments
July	All year groups	Transfer of AAP info - Read and signed and acknowledged with parents.	School SEND leads to check and QA	All AAPs completed ready for September	SENCO to meet and discuss with teachers
Sept week 3: week beginning 19.9.22	Year 3	CATs Level A	Discrepancies in progress and attainment identified and all reports sent to Head.	SEND identified	Further detail for teacher planning given where appropriate. SLT to agree on what and how information is shared.
Sept/Oct	N/A	LAB Report meeting 1	Data report from summer results to include GL outcomes as well as statutory tests. All year group progress data reported as Working towards, Expected, Beyond Expected . School Targets set.		
Oct week 1: week beginning 3.10.22	Y3,2 to 6	PASS (Pupil Attitudes to Self and School) online.	School profile analysed and school SEMH action plan devised from GL PASS resources and advice.	Progress from last year to be analysed	Individual and small group intervention groups identified.
Oct week 1&2 Week beginning 3.10.22	All groups all children	NGRT- reading tests / NGST- spelling tests Test A (Where needed Test B will be delivered for those on intervention after 8 weeks.)	Reading and spelling baseline used for compilation of intervention groups and planning for differentiation, stretch and challenge	Progress/impact assessment data report written and reviewed against identified areas on SIP.	School reading approach to be evaluated in line with results.
Oct week 1: week beg 3.10.22	Year 4	Mock Times tables check	Intervention programme established		
HALF TERM					
Week beginning 31.11.22	All year groups	Internal school moderation writing using the ITAFs and update LL for reading and maths. writing moderation task set by SIT group	Heads to QA data report from data team	Interventions identified and discussed at heads MM	
November	N/A	LAB report meeting 2	Data report to report on – PASS progress from last year, NGRT/ST data, CAT profiles shared, SEND profiles shared, TA from LL and internal writing assessment.		
Dec week 1: week beg 5.12.22	Year 4	Mock Times tables check	Comparison data to Oct check	Intervention groups modified	
Dec week 2 data collection- from Learning Ladders	All year groups	Working towards Expected Working beyond	Record behaviour on LL	GL data use to verify TA/LL data	Intervention/catch up strategy written for Term 2
Dec week 1: week beginning 5.12.22	All year groups	Review of Term 1 AAPs Discussed with and signed by parents	Concerns raised with SENCO where no/little progress is made.	Individual action	Learning Ladders updated
END OF AUTUMN TERM					
Jan week 2: week beg 9.1.23	All year groups CW/CF will moderate	Progress Tests (See test guidance overview for number test per year group) All on paper and marked in school by the end of week beg 16.1.23 <ul style="list-style-type: none"> English - Mon Maths – Tues Science - Wed 	PT data to CET for LAB. Class teachers to analyse their data. SLT to complete Pupil Progress meetings and identify next steps needed.	PT (GL) 1 summary used to verify and action discrepancies with TA/LL data.	SEND needs identified and actioned by school SEND leads.
February	N/A	LAB report meeting 3	From Learning Ladders Jan week 1 All year group progress data reported as Working towards, Expected, Beyond Expected with commentary.		
Week beg 13.3.23	All year groups	Writing assessment March English SIT to host a writing moderation	Moderation & data concerns actioned. Intervention groups identified.	Schools to report to CW where they are in line with predictions for outcomes	
Week beg 20.3.23	Review of Term 2 AAPs	Discussed with and signed by parents	Concern raised with SENCO where no/little progress is made.	Individual action	SENCO to hold progress meetings with staff.
Week beg 20.3.23	Year 4	Mock Times tables check	Comparison data to Dec check	Intervention groups Modified	
END OF SPRING TERM					
Summer term week 1- data collection from LL	All year groups	Working towards Expected Working beyond	Record behaviour on LL	GL data use to verify TA/LL data	Intervention/catch up strategy written for Term 2
May	N/A	LAB meeting 4	All year group progress data reported as Working towards, Expected, Beyond Expected with commentary.		
Week beg 2.5.23	Year 4	Mock Times tables check	Comparison data to March check	Intervention groups identified	
May	Year 2	KS1 SATs	TA and declarations completed on PAG	RAPs written for children who haven't met the standard for the rest of the term.	
Week beg 8.5.23	Year 6	KS2 SATs			
HALF TERM					
Week beg 5.6.23	Year Groups / all children	NGRT / NGST Test C	Comparable data analysed and actioned. SENAT used for further diagnostics where identified as a need.		
Within 3 weeks of the week beg 5.6.23	Year 4	National Times Table tests.			
Week beg 12.6.23	Y3,1,3,4,5	Progress Tests (See test guidance overview for number test per year group) All on paper and marked in school by the end of week beg <ul style="list-style-type: none"> English - Mon Maths – Tues Science - Wed 	Comparable data analysed and actioned SENAT used for further diagnostics where identified as a need.	PT (GL) 2 summary used to verify and action discrepancies with TA/LL data.	
Week beg 3.7.23	All year groups	Review of Term 2 AAPs (written in March/April for transition) Discussed with and signed by parents- handed over to new teachers.	Concern raised with SENCO where no/little progress is made.	Individual transition actions.	
Week beg: 10.7.23	Heads meeting	To review outcomes and plan the assessment calendar for 23/24			
Week beg 10.7.23	All year groups	Learning Ladders updated for transition. Record behaviour on LL	Profile of class noted for planning.	Transition/ handover meetings	Learning Ladders data capture for September LAB

Interventions and / or Next Steps

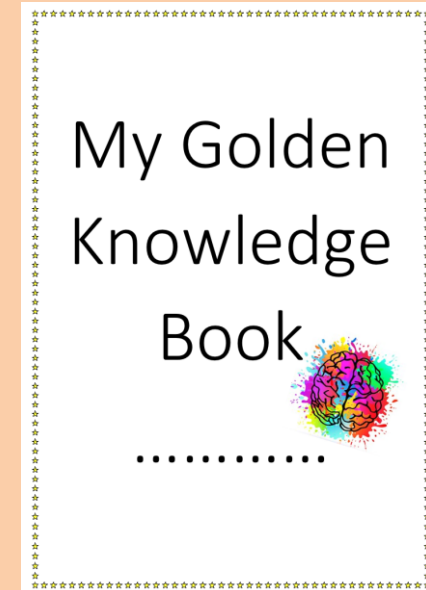


The ability to enable children to know more and remember more!

To enable children to reach their individual potential and access age appropriate texts.

Catch up programme:

- Interventions for children with identified gaps
- Pre SEND
- SEND



What's next....?



- Parent training sessions - How best to help / support your child in.....
- Communication - How can we communicate better?
 - What methods are more effective?
- Support - What else do you need/ want from us?
- Suggestions for the next meeting?