



Leadership Coffee Morning

14/03/24

SHERINGDALE

Learn Create Grow Together

Sheringdale Key Roles & Responsibilities

2023 – 24

Learn Create Grow Together

Core Leadership, SLT, Teacher Leaders and Support Team

Jo

DHT Pastoral

Classteacher
Equalities & Pupil Premium
DSL & Safeguarding
Behaviour & Wellbeing
School organisation
TA's and volunteers
PSHE & Eco School
EYFS lead

Teacher Leaders

Greg – 2nd Science
Charlotte – Music
Kelly – 2nd RE
Emma – 2nd Geography
Yasmin – 2nd Art
Matthew – 2nd History
Jess – 2nd Computing
Charlie – 2nd Spanish
Nikki – 2nd French

Michael

Classteacher
Science

Sarah

HT

School Improvement
Personnel
Strategic planning
Standards
Governors & LA
School overview
Finance

Ben

DHT Academic

Maths
Y3 Teacher
Policies
Lower KS2
DT
Website

Phil

AHT Academic

Broad Curriculum
Art, History and RE
Y6 Class teacher
Upper KS2
Visits

Des

AHT Pastoral

SEND/CO (Including medical needs)
DSL Deputy
Safeguarding
Behaviour & Wellbeing
Pupil voice
CPD & Training

Jonathan

Classteacher
ECT mentor
Computing & Geography

Zoe

AHT Academic

Early English & Maths
R Class teacher
ECT mentor
Remote & Home Learning
KS1
Interventions (inc. Fri programme)

Ellen

Classteacher
ECT mentor
English

Support Team

Rebecca – SBM (CLT)

Marriam SAO (SLT)

Ytzi – Admin Officer

HLTAs & First Aid Leaders -

Belinda, Claire, Sam (Beanstalk),
Vacancy, Natasha & Judith

TAs Ros, Ginny, Maria, Lidia,
Sarah, Karron, Lis, Lucy & Agency
SEN TAs Ash, Yasmin & Agency
(TBC)

Lunchtimes – Isa

Beanstalk – Lesley & Salma

Paddy

Classteacher
PE (w JA Sport)
MFL
Extended school & Community

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Sheringdale Improvement Teams 2023 – 24

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Actions linked to SIP



School Business
Rebecca – Leader
Marriam (Senior)
Ytzi
Report to HT

Maths, Science and DT
Ben - Leader
Michael
Greg
Report to HT

Extended School and Community
Jo - Leader
Paddy
Rebecca
Marriam
Report to Core

Early Reading & Maths
Zoe - Leader
Jo
Des
Ellen (English)
Report to Core

Core Leadership
Sarah
Jo
Ben
Des
Phil
Zoe
Rebecca
Takes report from teams
Report to Governors

Senior Leadership
Ellen
Paddy
Jonathan
Michael
Marriam
Report to Core/ HT

Foundation
Phil - Leader
Jonathan
Paddy
Charlotte
Kelly
Emma
Charlie
Nikki
Matthew, Yasmin & Jess (ECTs)
(Jo & Ben – by report)
Report to Core

EYFS
Jo – Leader
Zoe
Jon
Belinda & Judith (N
officers)
Report to Core

TA's and Volunteers
Core Team
Jo & Des (SEN TAs)
Leaders
Judith
Claire
Belinda
Sam (Beanstalk)
Natasha
HLTA vacancy
Wider Team
All TA's
Report to Core

Early Career Development
Des – Leader
Zoe, Ellen & Jon - mentors
Jess
Yasmin
Matthew
Charlie and Nikki (2nd yr)
Report to Core

School Improvement Plan 2023 - 2024

Purpose & Aims

This plan clarifies the work required to maintain and further improve the School. This is a working document with strategies and outcomes monitored, evaluated and adapted regularly.

This document is supported by action plans from curriculum subject leaders. The SEF should be referenced for more detailed evaluation. The budget should be referenced for more detailed financial planning.

Key objectives in summary:

1. **To maintain high standards in outcomes for RWM across the school.** Measure: 90% combined at expected standard (combined subjects) 38% at greater depth. Focus on lowest 20% - PP and SEN. **BM DHT & ZS AHT** NB individual subjects need to be approx. 95% EXS and 50% GD to achieve combined above.
2. **To further develop the Curriculum.** Focus on MFL & PE (changes in provision) RE and Science (cyclical focus) Measure: 95% at expected and 55% at greater depth **PR AHT**
3. **To further develop specific staff knowledge of SEN.** Focus on ASD, ADHD, Attachment and trauma – understanding, identification, strategies. Measure: All staff complete CPD, 90% of SEN children achieve targets (staff appraisal). **DN AHT**
4. **To further develop TA skills in achieving excellent pupil conduct. Focus on highly effective routines and organisation during lunchtimes and playtimes.** Measure: Observations evidence use of proactive strategies, training programme completed, TA and HLTA appraisal targets achieved, link inspector report. **JR DHT**

Wellbeing underpins all the objectives as falling behind their peers is a huge source of anxiety for children.
The SIP will be monitored each term by Governors in Curriculum and Standards meeting and FGB meeting

Common abbreviations used:

HT – Headteacher (Sarah Jones)
 DHT – Deputy Headteacher
 AHT – Assistant Headteacher
 CLT – Core Leadership Team
 SENCo – Special Needs Co-ordinator
 LI – Link Inspector
 LA – Local Authority
 NC – National Curriculum
 KS1/ 2 – Key Stage 1/ 2
 EYFS – Foundation Stage 3-5 years
 INSET – staff training
 SBM – school business manager
 SIMS – school information management system

Sheringdale

2023 Results overview

Target – 90% at expected 35% greater depth – combined RWM, 95% EXS 50% GD – individual subjects



Y6 KS2	Sheringdale at standard 2022	Sheringdale at standard 2023	National at standard 2023	Sheringdale at greater depth 2022	Sheringdale at greater depth 2023	National at greater depth 2022
Reading	92%	87%	73%	51%	56%	28%
GPS	91%	90%	72%	58%	64%	28%
Maths	96%	92%	73%	58%	59%	23%
Writing	96%	95%	71%	45%	49%	13%

Combined % Expected	Sheringdale 2022	Sheringdale 2023	National 2023
	89%	87%	59%
% Greater Depth	38%	38%	GD 2022 7%

Y2 KS1	Sheringdale at standard 2022	Sheringdale at standard 2023	National at standard 2023	Sheringdale greater depth to standard 2022	Sheringdale greater depth to standard 2023	National greater depth to standard 2022
Reading	93%	92%	68%	55%	53%	18%
Writing	90%	92%	60%	40%	45%	8%
Maths	92%	97%	70%	60%	50%	15%

Y1 Phonics pass	Sheringdale	National
2021 (Y2 Aut)	93%	79%
2022	85%	76%
2023	97%	79%

EYFS GLD	Sheringdale	National
2022	90%	74%
2023	90%	

Y4 Mult check	Sheringdale average	Sheringdale 100%	National Average	National 100%
2022	23.4/25	59%	19.8/25	27%
2023	24/25	61%		



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SEND

A key area of our School Improvement Plan this year is developing staff knowledge of SEND.

Autism training

We have had some fantastic training from outside professionals. A specialist from the Wandsworth Autism Advisory Service came in for our inset day and did training on 'supporting best autism practice'.

We looked at 3 key areas of difference and how that impacts on the learning of children with ASD.

- 1) social understanding and communication.
- 2) information processing, flexibility and understanding.
- 3) sensory processing differences.



We also looked at lots of practical strategies, adaptations and approaches within the classroom to support ASD children.



Zones of regulation

I then led a training session on the 'zones of regulation'. This is a whole school behaviour approach that we use to support children to manage their emotions.

- It teaches children to identify and name their emotions.
- Recognise the signs in their bodies when they are feeling certain emotions (e.g.: heart beating faster, sweaty palms).
- Identifying triggers (e.g.: what makes them frustrated or angry).
- Detecting emotions in others.



ZONES OF REGULATION!

Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

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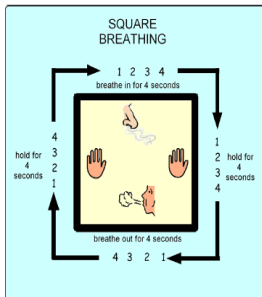
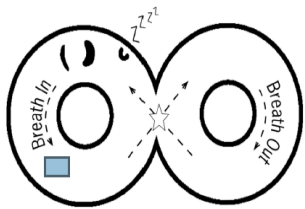
Toolbox of strategies

The next step is then for children to have a **toolbox of strategies** to support them with self regulation: **calming techniques, thinking strategies and sensory tools.**

SENSORY TOOLS



Lazy 8 Breathing



Ball Squashes



Deep Pressure Massage



Putty



Tug'o'war



Palm pushes – individually or with a partner



Yoga poses

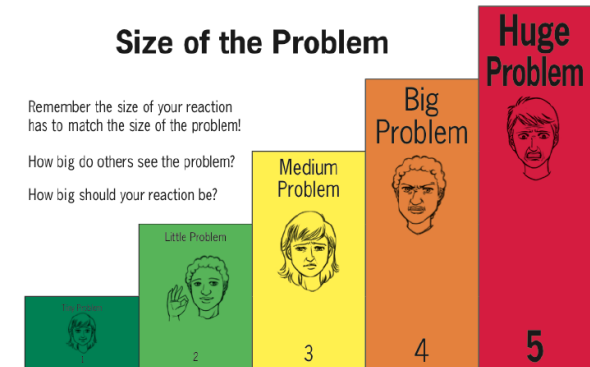
The ZONES of Regulation® Reproducible W

Size of the Problem

Remember the size of your reaction has to match the size of the problem!

How big do others see the problem?

How big should your reaction be?

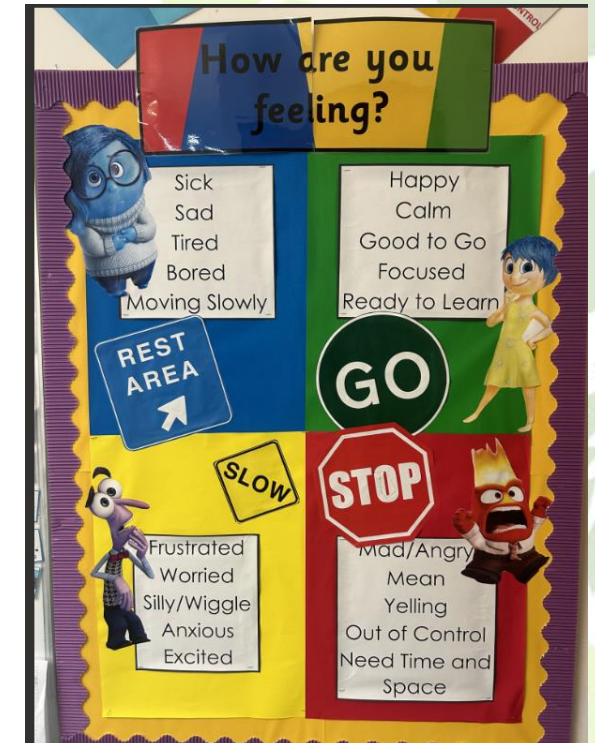
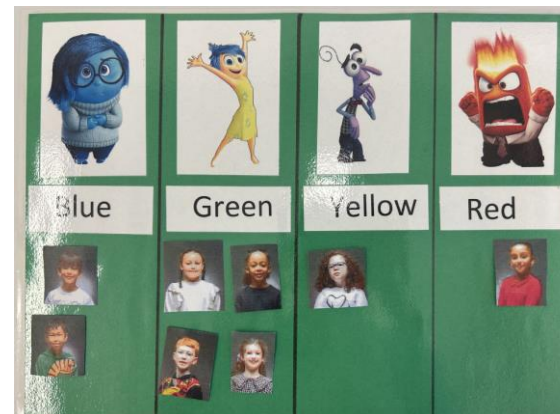
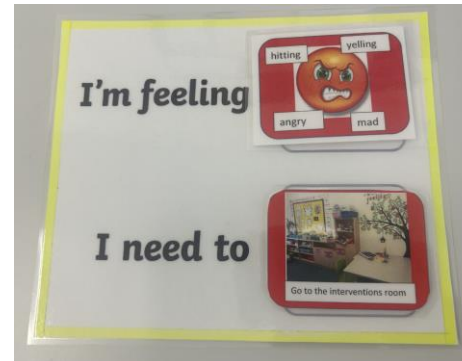
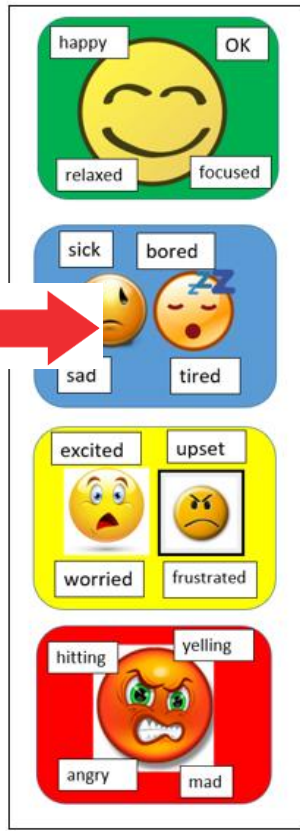


Actively using the zones within the classroom

Personalised chart for focus children

Check in desk card

Display the zones poster in your classroom and refer to it often



ELSA Room

Children have access to the ELSA room if they are struggling to regulate their emotions or if they just need some space and someone to talk to. There are lots of resources there to help calm them down.



ADHD training

Understanding a child with ADHD and knowing how to make adjustments within the classroom can make a massive difference to their learning.

Looked at things like how it affects their executive functioning – such as: organizing and planning; initiating tasks and staying focused; retaining and applying information.

Looked at valuing the strengths of children with ADHD and helping them create feeling of success.



Practical strategies

Excessive motor activity

- Allow student to fiddle with an agreed object e.g. Stress ball, concentrators, blu tac
- Give short breaks between assignments.
- Plan ahead for transition times.
- Use alternative technology e.g. Computer, music
- Set variety of tasks and activities, where possible include 'hands on' activity.
- Give whole class stretching exercises midway through.

Computers

- Attention is focused on the screen
- Multi-sensory experience
- Non-threatening: can retry problems, constant feedback and reinforcement
- Impersonal: computer doesn't yell or have favourites
- Variety of presentation; attend to novel stimuli
- Student can control pace, flexible: programmed to do things
- Game like approach: challenge

Organisation

- Clearly identify certain places in the room, trays, shelves, boxes where students know where to put assignments.
- Have a daily assignment schedule booklet/sheet.
- Use post it notes for recording information, ideas, thoughts.
- Get them to use a timer/watch with alarms and set it to vibrate or beep at certain intervals during the day

Motivation

- Set short term mini-targets. "By the end of the lesson you need to get down to here in your text book." "In the next ten minutes you need to complete numbers 1-4. I'll be back to check in ten minutes."
- Make lesson activities more active.
- Include fun starters, video clips, educational games, energizers, magic tricks and brain teasers in your lessons from time to time to break up monotony.

Trauma and Attachment training

Our Educational Psychologist has run training on 'Trauma and Attachment'.

I completed a self assessment to identify things we are good at and things we are already doing well.

4 areas were covered:

- ***Organisational School Systems***
- ***Relationships across the school***
- ***Enhanced curriculum***
- ***Students with the most complex needs***

Consistent collaborative work with parents/carers

The school supports the children to feel safe physically, socially, emotionally, and academically.

Responses to behaviour are differentiated to meet the CYP's needs- behaviour is seen as communication not a choice.

Staff experience a feeling of belonging and connectivity to the school community

The school has a comprehensive and planned PSHE curriculum that includes mental health and resilience.

Staff are able to identify vulnerable children experiencing/who have experienced trauma and recognise when CYP are dysregulated.

Behaviour and de-escalation training

Senior TAs have all taken part in [behaviour and de-escalation training](#).

As part of our fortnightly TA insets, they will have a tip sharing session to filter this knowledge to others. We are also doing peer observations in the EYFS so these positive interactions can be shown in practice.

Specific TAs have gone on courses to support children in their class:

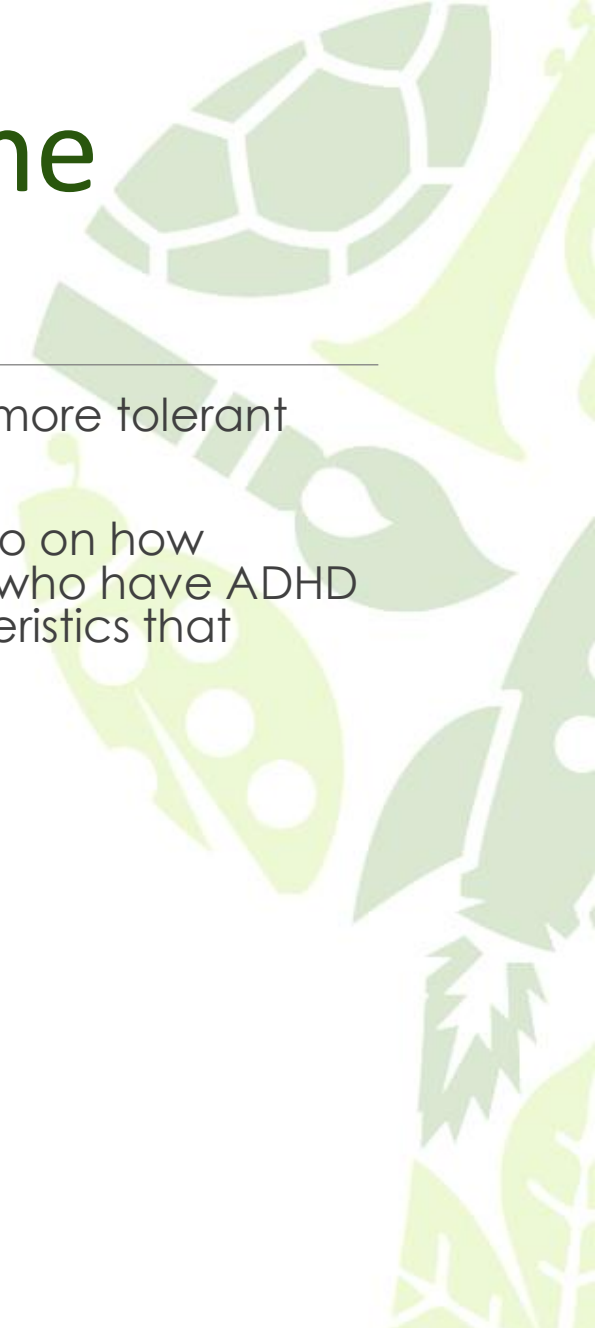
- Sensory processing and sensory circuits.
- Use of visual aids, social stories and comic strip conversations.
- Understanding behavior as communication.
- Lego therapy.

Raising awareness of SEND with the children

It is important that children also understand these special needs in order to be more tolerant and supportive.

I have done an assembly on ADHD – the children watched a child friendly video on how children with ADHD might experience the world. We looked at famous people who have ADHD and spoke about it as a ‘super power’, as there are so many amazing characteristics that children with ADHD have.

- Curious
- Energetic
- Eager
- Sees connections others don't (Divergent thinking)
- Spontaneous
- Asks interesting questions
- Creative
- Observant



Lesson observations – focus on SEND

All our formal lesson observation this term have a focus on SEND. So we will be looking at how all the training has been put into practice and how teachers are supporting children with SEND within the classroom.

We looked at teacher deployment of support staff and how they are developing SEND pupil's independence.

All monitoring by senior leaders across the year has a SEND, PP and greater depth focus. This includes book looks, planning review and learning walks. SEND progress is tracked through regular review meetings. This enables us to pinpoint appropriate support in order to close the gaps and ensure they are making accelerated progress.

Booster groups and interventions

Friday interventions (2:30 – 3:30) are going well and are supporting the lowest 20%.

Each term there is a focus on either Maths or Reading. TAs have been trained to run these intervention groups and resources have been bought (e.g.: Jolly Phonics catch up programme)

Year 6 boosters are a fantastic way to support the children to achieve their best. These take place before or after school.

Personalised provision is given to SEND children and this is reviewed and reported to parents during SEND review meetings.

Results

KS2 data 2022-2023: There were 8 children on the SEND register. 6 boys and 2 girls. One child with an EHCP. (100 standardised score = secure)

Reading: 62.5% of SEND children reached the expected standard. (3 children missed it and achieved standardised scores of 99, 98, 97). 25% reached greater depth which is a fantastic result.

Writing: 75% of SEND children reached the expected standard for writing. 2 children reached 'working towards'.

GPS: 75% of children reached the expected standard for GPS. 25% reached a greater depth standard. (The 2 children that missed it achieved 99 as a standardised score)

Maths: 75% reached the expected standard. 37.5% reached a greater depth standard. (a massive increase from last year – 8%)

For each subject, the percentage outcomes were significantly higher than national figures – reading 62.5% (national 39%), writing 75% (national 29%) and maths 75% (national 36%).

63% achieved the expected standard for combined reading, writing and maths. This is significantly higher than the national figure of 20%



Maths

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Maths Mastery Approach

At the time of the 2014 curriculum, students in countries such as Singapore, Japan, South Korea and China were, on average, 3 years ahead academically at age 15 in mathematics OECD (2012).

These countries had similarities in adopting a mastery approach.

Core principles:

- Small, minute steps
- Making relationships
- Representations – explicit use of *Concrete – Pictorial - Abstract* and precise language



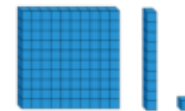
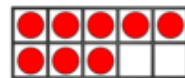
Concrete – Pictorial - Abstract

Concrete – The DOING stage

Pictorial – The SEEING stage

Abstract – The SYMBOLIC Stage

Not always completely sequential



$$21 + 9 = 30$$

A child is first introduced to an idea or a skill by acting it out with real objects. This is a 'hands on' component using real objects and it is the foundation for conceptual understanding.

A child has sufficiently understood the hands-on experiences performed and can now relate them to representations, such as a diagram or picture of the problem.

A child is now capable of representing problems by using mathematical notation.

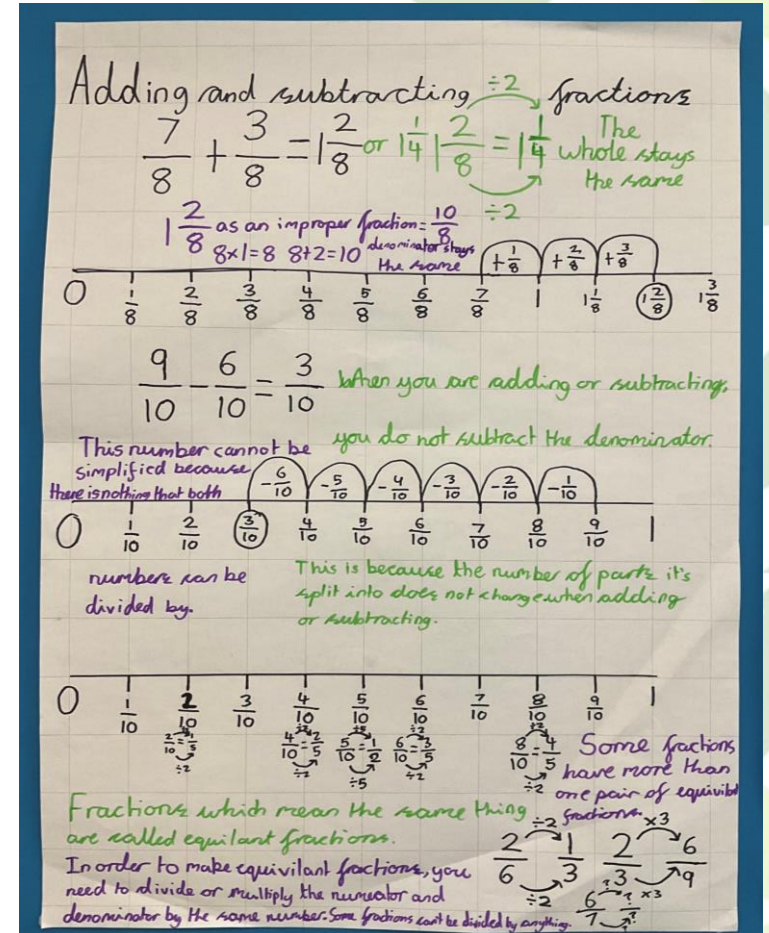
Sheringdale Maths Curriculum

Carefully chosen textbook - Power Maths

- High expectations for all learners and is fully inclusive
- Follows the maths mastery approach, including clear sequencing and progression
- Provides excellent teacher support
- Provides 'real life' problems
- Staff recommendation

Fluency and supplementation

- Mathematical fluency and arithmetic lessons
- Multiplication sessions



Power Maths



Multiplying fractions 1

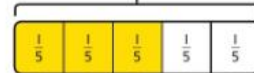
Discover



- 1 a) What fraction of the jug of milk is needed for 3 milkshakes?
- b) How many jugs of milk are needed to make 7 milkshakes?

Share

a) For 3 milkshakes, 3 lots of $\frac{1}{5}$ of a jug is needed.



$$\frac{1}{5} + \frac{1}{5} + \frac{1}{5} = \frac{3}{5}$$

I used addition. The denominators are the same, so I can just add the numerators.

$$3 \times \frac{1}{5} = \frac{3}{5}$$

I used multiplication.

Remember that $3 \times \frac{1}{5}$ is the same as $\frac{1}{5} \times 3$.

$\frac{3}{5}$ of the jug of milk is needed to make 3 milkshakes.

Think together

- 1 A cat eats $\frac{1}{7}$ of a bag of cat food each day.
What fraction of the bag does the cat need for 4 days?



$$4 \times \frac{1}{7} = \frac{\square}{\square}$$

Multiplying fractions 1

- 1 a) Each child eats $\frac{1}{7}$ of a bag of popcorn.

What fraction of the bag do 5 children eat?

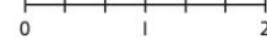


1 bag of popcorn

$$\square \times \frac{\square}{\square} = \frac{\square}{\square}$$

- b) 1 person eats $\frac{1}{3}$ of a tin of soup.

How many tins of soup are needed for 5 people?



$$\square \times \frac{\square}{\square} = \frac{\square}{\square} = \square \frac{\square}{\square}$$

Reflect

The answer is $\frac{\square}{\square}$.

What was the question? Explain your reasoning.

How to help at home

Number facts, including times tables

- Year 1 = counting in 2s, 5s & 10s from different multiples
- Year 2 = fluent in multiplication tables for 2s, 5s & 10s
- Year 3 = recall & use multiplication & division facts for 3s, 4s & 8s multiplication tables
- Year 4 = recall multiplication & division facts for multiplication tables to 12×12

Making maths real, e.g. money (pocket money, shopping), cooking, counting out, estimating, telling the time, measuring and distance

- Ask children to explain their answer

Use of mathematical language at home

Play maths games

Use of online resources

- TTRockstars





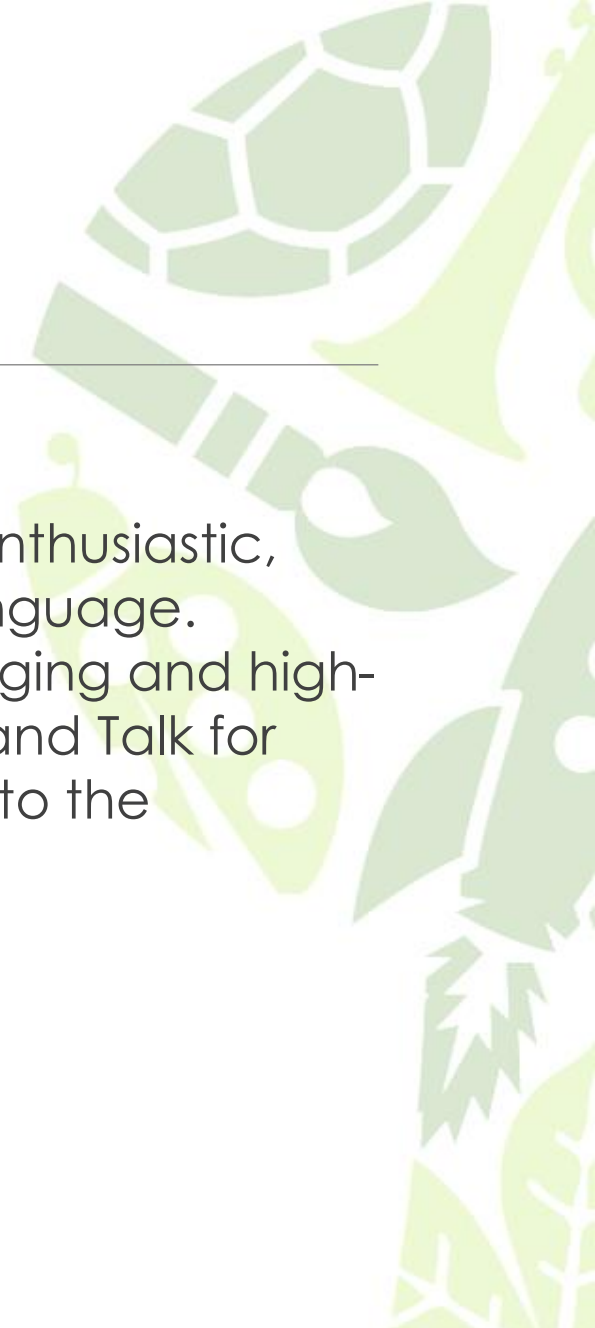
English

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English Intent

Sheringdale's aim is to ensure all children leave primary school as enthusiastic, confident and fluent speakers, readers and writers of the English language. Sheringdale goes beyond the National Curriculum to provide engaging and high-quality lessons for pupils using a combination of Power of Reading and Talk for Writing approaches. This provides breadth, depth and authenticity to the curriculum's English objectives.



Writing

- Strong link with Reading.
- Extended pieces produced at the end of 2/3weeks..
- Range of genres. E.g. narratives, newspaper reports, non-chronological reports, instructions etc.



Writing

- 3 stage structure.
- Stage 1- Imitation stage
 - Model text.
 - Identify features (grammatical and structural)
 - Teaching of features.
- Stage 2- Innovation stage
 - Short burst writing activities
 - Practise using taught features
 - Generate ideas and vocabulary
- Stage 3- Independent stage
 - Application of learning in an extended piece of writing.
 - Plan, write, edit and publish



Reading

- Whole-class Reading Comprehension.
- A diverse range of high-quality texts.
- KS1:
 - Decoding
 - Retrieve
 - Sequence
 - Understand vocabulary
 - Make simple inferences
 - Predict
- KS2:
 - Getting in 'the reading miles'
 - Automaticity
 - Retrieve
 - Make deductions and inferences
 - Make comparisons within and across books
 - Make predictions based on evidence



How you could help at home

- Make anything into a writing opportunity!
- Help to 'get in the reading miles'.





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Learn Create Grow Together

Early Years

READING AND MATHS

Early Years

Focus on the unique child

- Happy, successful learner
- Developmentally appropriate provision
- Getting to know families



Rich and stimulating environment

- A combination of adult focus times and child initiated learning time (choosing time)
- Exciting and engaging activities set out daily
- Self select areas



Positive Relationships

- Skilful questioning
- Encouraging children to make brave choices
- Talk, talk and more talking!



Curriculum

The Prime areas of learning			
Communication and Language	Physical Development	Personal, Social and Emotional Development	
Specific areas of learning			
Literacy	Mathematics	Understanding the world	Expressive arts and design

Website – curriculum – Long Term Plans

Personal, Social and Emotional Development (Knowledge)	To describe and show friendly behaviour. (Au1) To begin taking turns with their friends. (Au1)	To be able to talk about different festivals. (Au2) To understand why different people celebrate different things. (Au2)	To be able to talk about why a character has made a poor choice and what the consequences are. (Sp1) To be able to talk about how the character could have made a better choice. (Sp1)	To talk about the effect my behaviour has on others. (Sp2)	To talk about the world that we live in and how there are similarities and differences when looking at different aspects. (Su1)	To be able to talk about the relationships they have at home with their family and friends. (Su2)
Physical Development (Skills)	To use a dominant hand. (Au1) To begin to form recognisable letters which are formed mostly correctly. (Au1) To use climbing equipment safely and competently. (Au1) To begin to negotiate space effectively. (Au1)	To begin to use anticlockwise movement and retrace vertical lines. (Au2) To use climbing equipment safely and competently. (Au2) To negotiate space effectively. (Au2) To use mud kitchen tools safely (Au2)	To show good practice with regard to exercise, eating, sleeping and hygiene. (Sp1) To be able to balance and coordinate safely. (Sp1) To negotiate space effectively. (Sp1) To continue to form recognisable letters which are formed mostly correctly. (Au1)	To handle tools, objects, construction and malleable materials safely and with increasing control. (Sp2)	To use a pencil effectively to form recognisable letters, most of which are formed correctly. (Su1)	To show good control and co-ordination in large and small movements. (Su2)
Physical Development (Knowledge)	To know which hand to write with. (Au1) To know how to use the A frames safely. (Au1) To know how to use scissors effectively. (Au1)	To know how to make anticlockwise movement and retrace vertical lines. (Au2) To know how to use the A frames safely. (Au2) To know how to use scissors effectively. (Au2)	To know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health. (Sp1) To know how to use scissors effectively. (Sp1)	To know why it is important to handle different apparatus safely. (Sp2) To know how to use scissors effectively. (Sp2)	To know how to form letters correctly. (Su1) To know how to use scissors effectively. (Su1)	To know how to handle a range of equipment and tools effectively. (Su2) To know how to use scissors effectively. (Su2)
Literacy (Skills)	Listening to and identifying sounds in the environments. (Au1) Listening to and hearing initial sounds in familiar words. (Au1) To identify sounds on a sound mat. (Au1) Listens to familiar stories and	Listening to and hearing sounds in CVC words. (Au2) To identify sounds on a sound mat and to use this when writing. (Au2) Writing simple cvc words independently, for example, pin, mat, dog. (Au2)	To think of and write a short, simple sentence. (Sp1) Listening to and hearing sounds in CVC and CVCC words. (Sp1) Identifying sounds on a sound mat. (Sp1)	To think of and write a short, simple sentence. (Sp2) Listening to and hearing sounds in CVC and CVCC words. (Sp2) Identifying sounds, including phonemes and other digraphs on a sound mat. (Sp2)	To think of and write a short, simple sentence. (Su1) Listening to and hearing sounds in CVC and CVCC words. (Su1) Identifying sounds, including phonemes and other digraphs on a sound mat.	To think of and write a short, simple sentence. (Su2) Listening to and hearing sounds in CVC and CVCC words. (Su2) Identifying sounds, including phonemes and other digraphs on a sound mat. (Su2) Checking written work and making any

Daily Curriculum

- Whole class teaching sessions
- Child Initiated Learning Time –
- Carefully planned provision and adult involvement in play
- Adult led focus sessions

Weekly specialist PE teaching

Weekly specialist Music teaching
(Reception upwards)

Termly visits and workshops

Phonics and Early Reading

- Daily phonics is taught from Nursery - Year 2.
- Jolly Phonics is used in Nursery and Reception.
- Jolly Grammar 1 (Year 1) and Grammar 2 (Year 2).
- The 5 Key Skills
 - Learning the letter sounds
 - Learning letter formation
 - Blending
 - Identifying sounds in words (segmenting)
 - Spelling the tricky words
- Home reading books match the sound currently being taught in class to ensure they are decodable.

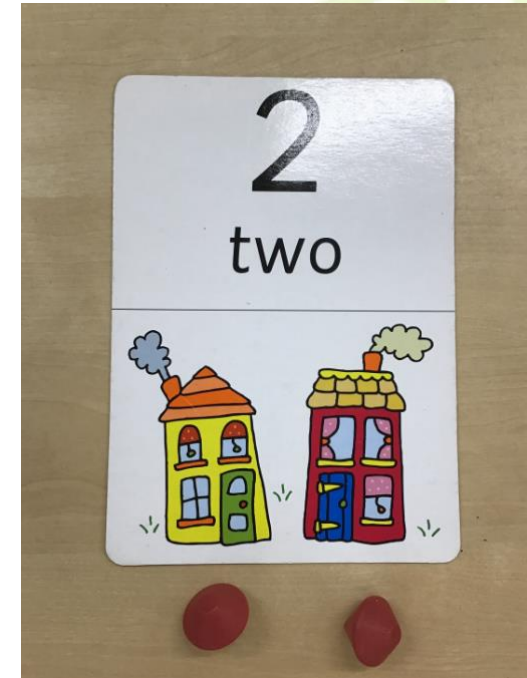
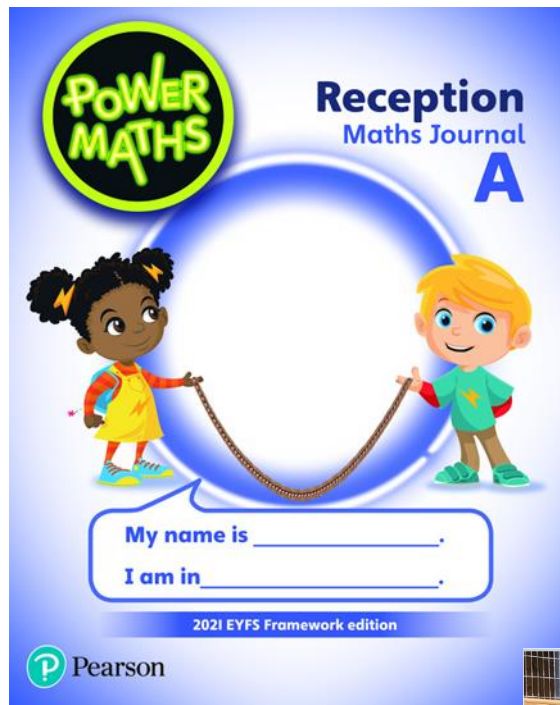


Early Maths

Key Skills

- Problem solving
- Developing thinking processes
- Making decisions
- Development effective communication
- Developing collaborations strategies
- Developing positive dispositions towards learning





How you can help at home

Talk to your children about their day

Instill a love of learning

Read with your children at home

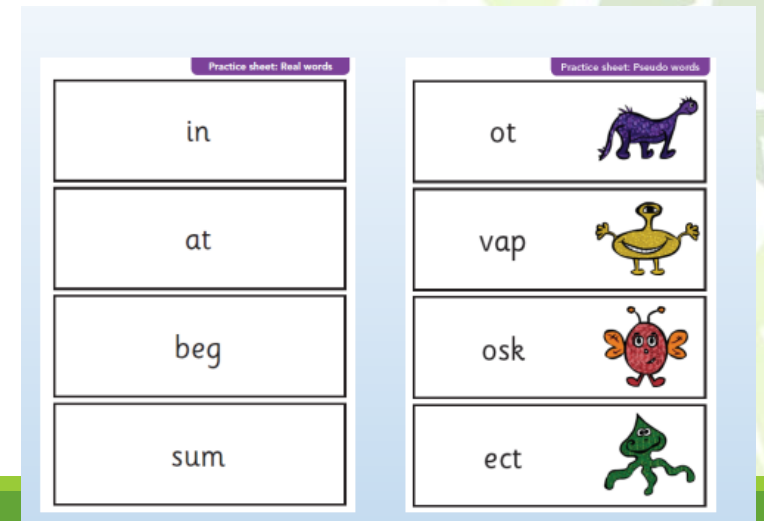
Fine motor skills

Practicing counting with everyday objects



KS1 – Phonic screening check





- Purpose of the phonic screening check will be to confirm that all children have learned phonic decoding to an age-appropriate standard
- Testing will take place nationally during June
- High achievement – top 3% of the schools. 97% pass 2023
- The check is completed on a 1:1 basis
- Children will have to read 20 words and 20 alien words



How can you help at home

- Support children spotting diagraphs, trigraphs in words and encouraging children to use sound buttons
- Support your child with their home reading

Section 2

v <u>aw</u>	
m <u>ea</u> st	
w <u>ai</u> b	
z <u>ome</u>	

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Section 1

sh <u>op</u>
y <u>ell</u>
p <u>ee</u> l
ch <u>ec</u> k

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Broad Curriculum

SHERINGDALE

Learn Create Grow Together

What subjects are in the broad curriculum

Art

DT

History

RE

PE

MFL

Music

Geography

Computing

PSHE



Aims of the broad curriculum

- Implement and exceed the National Curriculum in a way that's appropriate for Sheringdale and our students
- Knowledge rich
- Prepare for their next stage of learning
- Sequencing and progression
- Utilises the best practices and research in education and pedagogy



Common concepts across the broad curriculum

Progression of outcomes

Sequencing and progression

Retaining core knowledge

Substantive (what) and disciplinary (how) knowledge



Progression of outcomes and consistency

SEN – individual approach. Starting point is the lesson objective.

Support

Planned additional support from an adult.
Support materials, e.g. prepared models; cloze reading; scaffolded sheets; sentence starters

Greater Depth

Going beyond the objective: increased learning through greater knowledge, skill, transference and/or reasoning.

Class A

WT

ARE

GD

Class B

WT

ARE

GD

Consistent
Supported

Consistent
Meeting the
objective

Consistent
Going deeper
(beyond the objective)

Progression

Progression

Fulfilling the WALT with support

Fulfilling the WALT independently

Fulfilling the WALT and going deeper

Who were the Vikings - traders or raiders?

believe

I believe that the Vikings were raiders more than they were traders. I think this because they ended up settling in Britain and this is probably from how many times the Vikings raided the Anglo-Saxons (who lived in Britain). They would have realised that instead of sailing to Britain all the time they might as well kill all the Vikings and live there as they had better crops than in Scandinavia. I also think that they were better raiders because we did a lot more lessons on how the Vikings raided Britain and only one less about how they traded their countries in history. On top of this we also did an explanation text about how they raided Britain in English so I think that there was a lot more to learn about for raiding, meaning that they were better raiders.

Who were the Vikings - raiders or traders?

I believed that the the Vikings were both, raiders and traders. Coming from Norway, Sweden and Denmark (also known as Scandinavia) the Vikings first started their attacks on England with a raid on Lindisfarne in 793. Soon the rich soil and the wealth of England persuaded them to not stay and establish settlements in England from which they traded. Many We know that Vikings were most likely to attack small villages as there weren't huge armies to fight and monasteries as due to the lack of defense. Another reason monasteries were attacked was because many precious stones were kept in monasteries and books were also kept in monasteries. The reason books were considered precious was because they were handwritten hand written by the monks so books people would have to wait for days for a book to be finished so they could read it. The reason I believe they were traders ^{is because} there is evidence that many ships have sailed to countries like Russia, France and Byzantium to trade their goods. Some of the many things Vikings traded was fur from animals or walrus ivory for things like something like spices or silk. One reason the Vikings would not trade fruit was because when they sailed to a country quite far away, once they had traded and headed home the fruits would

	Rec	Y1	Y2	Y3	Y4	Y5	Y6
Strand of Learning 1: religious and non-religious groups and the existence of God	<p>Talk about members of their immediate family and community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<p>I wonder - what do Christians believe about God? (Introduction to Christian faith) AO1 They can talk about religious art, symbols and words AO2 Pupils can talk about things that happen to them</p> <p>I wonder - what do Muslims believe about Allah? (Introduction to Islamic faith) AO1 They can talk about religious art, symbols and words AO2 Pupils can talk about things that happen to them</p>	<p>I wonder – what do Jewish people believe about God? (Introduction to Jewish faith) Visit to Wimbledon synagogue if unable to visit in Summer 1</p> <p>AO2 Pupils can ask about what happens to others with respect for their feelings</p>	<p>Is it important for Hindus to believe in different gods and goddesses? (Introduction to Hindu faith) Visit to a Hindu temple</p> <p>AO2 Pupils can ask questions about the meaning of life and about identity</p> <p>Is it okay for different people to believe different things about God? (Christians, Hindus or Muslims) AO1 They can use the right religious words to describe and to briefly compare different practices and experiences AO2 They have begun to give their opinion with reasons and references to some sources of wisdom, such as inspirational people</p>	<p>Should Humanist beliefs be as important as religious beliefs? (Introduction to Humanism) Humanist speaker AO2 Pupils can ask questions about the meaning of life and about identity AO2 They have begun to give their opinion with reasons and references to some sources of wisdom, such as inspirational people</p>	<p>Where do ideas about God come from? (Christianity, Hinduism, Humanism)</p> <p>AO1 Pupils can describe some reasons for why people belong to religions AO1 They use a wider religious vocabulary and have begun to suggest reasons for similarities and differences in the answers given to moral questions and have begun to explain how religious sources are used to provide answers to such questions AO2 They have begun to express much clearer opinions on matters of religion and belief and can use some examples to support their views</p>	<p>If Buddhists don't follow a god, are they religious? (Introduction to Buddhism) Visit to a Buddhist temple, optional due to SATs AO2 Pupils can give their own views and describe the views of others on questions about identity and the meaning of life</p> <p>What do Sikhs think of God? (Introduction to Sikhism) Visit to a Sikh Gurdwara AO2 Pupils can give their own views and describe the views of others on questions about identity and the meaning of life</p>
Greater depth	<p>Pupils can describe a variety of religious celebrations that they have learnt about.</p>	<p>I wonder - what do Christians believe about God? (Introduction to Christian faith) AO1 They can use some religious words to describe some religious practices AO2 Pupils can say what religions teach about some of the big questions of life and have begun to use more sources to explain different views</p> <p>I wonder - what do Muslims believe about Allah? (Introduction to Islamic faith) AO1 They can briefly describe some similarities and differences between religions AO2 Pupils can say what religions teach about some of the big questions of life and have begun to use more sources to explain different views</p>	<p>AO2 Pupils can say what religions teach about some of the big questions of life and have begun to use more sources to explain different views</p>	<p>Is it important for Hindus to believe in different gods and goddesses? (Introduction to Hindu faith) AO2 Pupils can give their own views in more detail and describe the views of others on questions about identity and the meaning of life</p> <p>Is it okay for different people to believe different things about God? AO1 Pupils can compare some of the things that influence them with those that influence others AO2 They have begun to use more reasons, examples and references to sources of wisdom to explain their point of view and the views of others with regards to questions of truth and ethics</p>	<p>AO2 They have begun to use more reasons, examples and references to sources of wisdom to explain their point of view and the views of others with regards to questions of truth and ethics AO2 Pupils can give their own views in more detail and describe the views of others on questions about identity and the meaning of life</p>	<p>AO1 They can ask important questions about life and compare their ideas with those of other people AO2 They have begun to use more reasons, examples and references to sources of wisdom to explain their point of view and the views of others with regards to questions of truth and ethics</p>	<p>If Buddhists don't follow a god, are they religious? (Introduction to Buddhism) AO2 Pupils can consider some of the challenges of belonging to a religion today AO2 Pupils can give their own views in more detail and describe the views of others on questions about identity and the meaning of life AO2 They use brief reasons and some references to sources of wisdom, such as inspirational people</p> <p>What do Sikhs think of God? (Introduction to Sikhism) Visit to a Sikh Gurdwara AO2 Pupils can consider some of the challenges of belonging to a religion today AO2 Pupils can give their own views in more detail and describe the views of others on questions about identity and the meaning of life</p>

What is History?

History is the study of change over time: of the different important events that happened, why they happened and their impact.

Enquiry Question:

“Who were the Vikings – traders or raiders?”



Why are we learning about this topic?

The Vikings intersected with the Anglo-Saxons and had a great impact in shaping Britain. They have also often been mischaracterized in popular media, and they may be more than just bloodthirsty warriors.

Sticky Knowledge

Previous Learning – What primary source did Samuel Pepys leave behind?

Last Term – What are the three different periods of the Prehistoric Age?

Last Lesson – How did people 900 years ago try to cure themselves?

Monday 18th March, 2024

WALT: investigate the range and location of businesses in Southfields

Key Vocabulary:

- Primary sector
- Secondary sector
- Tertiary sector
- Business

Strand: Place knowledge

Understanding what makes a place unique and special.



Substantive and disciplinary knowledge

Substantive knowledge is the specific, factual content for the subjects, which must be connected into a careful sequence.

Geography

Tsunamis occur most often in the Pacific Ocean.

Disciplinary knowledge is how we gain substantive knowledge.

Geography

Look at charts identifying where tsunamis occur and identifying trends and patterns; speaking to a weather and climate expert; learning this information from a secondary source (textbook)



Art

Sketchbooks at the heart of our learning.

Covers a range of artistic techniques

- Studying work of other artists
- Drawing
- Painting
- 3D sculpting
- Collage
- Printing
- Digital Media

- Developing Ideas
- Evaluating and Making Links



DT

Important that DT isn't an extension of Art.

Curriculum covers:

- Developing, planning and communicating ideas.
- Working with tools, equipment, materials and components to make quality products.
- Evaluating processes and products.

Lesson coverage:

- Sewing (simple weaving to sewing clothes)
- Cooking and food preparation (fruit and veg kebabs to cooking pizzas and empanadas)
- Construction and making (toys, boats, planes and robots).



History

Disciplinary knowledge taught in substantive concepts.

Knowledge over skills - theoretical understanding and is something that can be used in a range of contexts

1. Sources and evidence
2. Historical interpretations
3. Cause and consequence
4. Change and continuity
5. Similarity and difference
6. Historical significance

Curriculum – Mixture of chronology and thematic

Year 1: How should we remember our monarchs?

Year 2: Why was the Great Fire of London a significant event?

Year 3: How has medicine changed through the ages?

Year 4: How have explorers changed the world?

Year 5: Were the Victorian times a Dark Age or a Golden Age?

Year 6: What impact did WW2 have on the lives of women and children?

RE

National Curriculum alongside Wandsworth SACRE.

AO1 – Learning about religion (ways of knowing)

AO2 – Learning from religion (personal knowledge)

Coverage:

- Knowledge of different religions and worldviews
- Reflect on their understanding of family, culture and community.
- Systematic and thematic studies
- Speakers and places of worship

Beliefs studied

- Christianity
- Islam
- Judaism
- Buddhism
- Hinduism
- Sikhism
- Humanism/Atheism

PE

Enjoyable, engaging and active curriculum.

Promotes a healthy, active lifestyle.

Development of valuable life skills such as confidence, communication, teamwork, cooperation, resilience and determination.

Encourage all children to experience performing in a competitive environment to stimulate higher levels of ability.

Coverage

- Health and fitness
- Tennis
- Gymnastics
- Dance
- Athletics
- Rounders
- Football
- Netball
- Hockey

- Tag rugby
- Cricket
- Swimming
- Cross-Country



MFL

Begins at KS2.

Scheme – Language Angels

Y3-4: Spanish

Y5-6: French

Native speakers on staff.

Differentiated work for student native speakers.

Taught through a mixture of systematic and thematic concepts:

At the Café; Do you have a pet?; Everyday verbs; My Family; Greetings; Spanish Food Market; What is the date?



Music

Taught by a specialist teacher.

Scheme: Music Express

Curriculum

- Perform, listen to and evaluate music
- Learn to sing, create and compose music
- Understand and explore how music is created
- History of music (KS2)



Coverage

- Untuned percussion
- Graphic notation
- Musical patterns
- Scales
- Group singing
- Harmonising
- Composition
- Melody and chordal accompaniment



Geography

Curriculum

- Place Knowledge
- Locational Knowledge
- Human & Physical Geography
- Geographical Skills & Fieldwork

Coverage

- Local geography
- Weather patterns
- Comparing continents
- Natural phenomena (volcanoes; rivers and mountains)



Computing

Curriculum

- Computer science
- Information technology
- Digital Literacy

Scheme – National Centre for Computing Education

The logo for the National Centre for Computing Education is a dark blue square with white text. The text is arranged in three lines: "National", "Centre for", and "Computing Education".

**National
Centre for
Computing
Education**

Coverage

Using freehand apps (digital art)

Moving a robot

Creating Digital Content (PowerPoint)

Digital writing (Word)

Animation

Digital Photography

Podcasts

Making Music

Connecting Computers

Databases

Data Logging

Safe Internet Usage

Creating Games

Photo and video editing

Vector Drawings

Creating Web Pages

Spreadsheets (Excel)

Creating Appliances



Online safety, Coding and Modelling

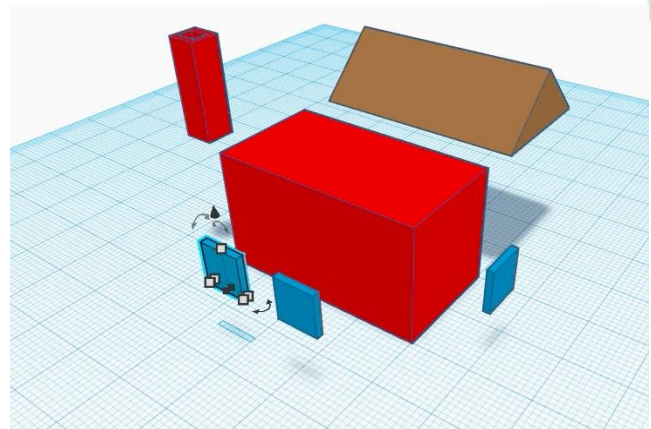
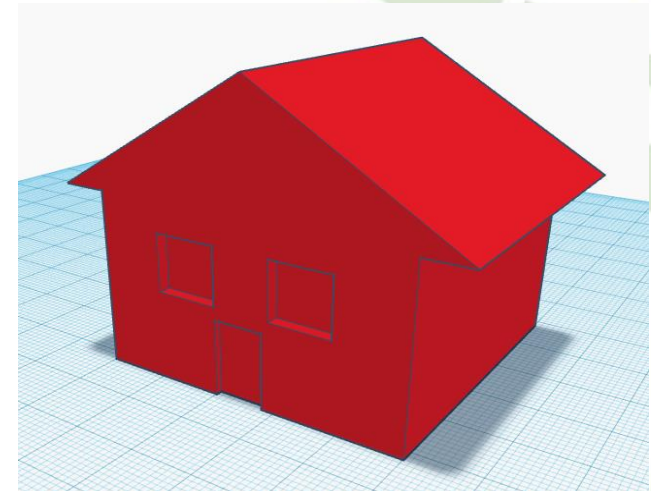
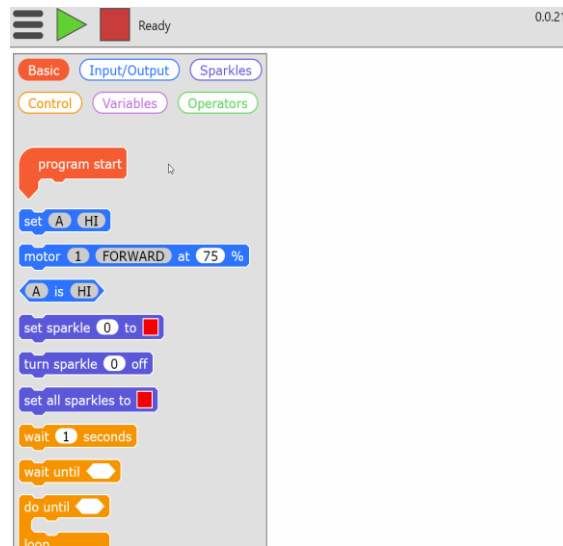
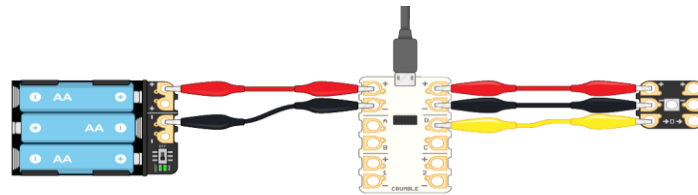
Education for a Connected World – 2020 edition

A framework to equip children
and young people for digital life

Start here >



UK Council for
Internet Safety



PSHE

Scheme – Jigsaw

A mindful and child-centred approach to PSHE.

An emphasis on emotional literacy, mental health and SMSC.

Also promotes British Values and lessons on relationships and sexual education (on a scaling systems).



Coverage

Being Me in My World

Celebrating Difference

Dreams and Goals

Healthy Me

Relationships

Changing Me

