



Teaching and Learning Policy

Date of Policy: February 2024

Policy Review date: February 2027

Signed:

Headteacher: Julie Miles

Signed:

Chair of Governors: Dan Johnston

Equality Statement

In our school, we are committed to eliminate discrimination and advance equality of opportunity for all those with 'protected characteristics' under the Equality Act 2010, in relation to age, disability, ethnicity, gender, gender reassignment, maternity and pregnancy, religion and belief, sexual identity and marriage and civil partnership status. We will endeavour to foster good relations between all.

(Our full Equality Statement can be found on the school website)

Aims

We aim to put our children at the centre of their learning and place great emphasis on nurturing skills and attitudes to enable children to learn. We recognise the importance of making learning meaningful and memorable. For this reason, we teach through a themed, experienced based approach to enable children to make connections and link ideas and areas of learning. As a UNICEF Rights Respecting School, children's rights are learned, taught, practised, respected, protected and promoted through our curriculum. Our Teaching and Learning policy aims to ensure that the children at our school are provided with a high quality learning experience that leads to a high level of pupil achievement. Our Teaching and Learning policy is at the heart of all we do at Clapham Terrace. It sets out clear expectations, provides a consistent approach, can be easily monitored and ensures equal opportunity for all our children.

Purpose

We believe that children learn best in a variety of different ways. At our school we provide rich and varied learning opportunities that allow all children to develop their skills and abilities to their full potential. Through our teaching we aim to:

- Ensure that children's rights are learned, taught, practised, respected, protected and promoted
- Enable children to become caring, achieving, respectful learners (Clapham Carl).
- Foster children's self-esteem and help them to build positive relationships with other people.
- Develop children's characteristics of effective learning: resilience, independence, persistence, creativity and ability to work collaboratively
- Show respect for all cultures and, in doing so, promote positive attitudes towards others.
- Enable children to understand their local community, help them to feel valued as part of it and to give back to the community.
- Help children grow into reliable independent and positive citizens for the 21st century.
- Ensure pupils gain the knowledge, skills and vocabulary required for future learning and the cultural capital they need to successfully succeed in the wider world.
- Meet the needs of all learning styles e.g. visual, auditory and kinaesthetic learners.

Our Understanding

We acknowledge that children learn in many different ways and when planning our lessons, we take into account these different forms of intelligence ensuring wherever possible that our lessons cater for all learning styles.

Effective learning results in:

- Knowing you have succeeded
- Feeling you can do more
- Being able to explain what you have learnt
- Being able to teach it to someone else
- Feeling good about yourself as a learner

We encourage children to take responsibility for their own learning, to be involved as far as possible in reflecting on how they learn, what helps them to learn and what makes it difficult for them to learn. Effective learning requires effective teaching. When teaching, we focus on motivating the children and building on their prior skills, knowledge and understanding of the curriculum. We use our progressive and sequential school curriculum plan to guide our teaching.

Our Curriculum

As a Local-Authority-Maintained School we follow the National Curriculum 2014. We offer a broad and balanced curriculum with a wide range of subjects and learning which is personalised to individual needs whilst taking into account the unique locality of our school. It runs on a two-year cycle so that children and teachers can plan and learn together. Our progressive curriculum is carefully planned and sequenced to ensure pupils gain the knowledge, skills and vocabulary required for future learning and the cultural capital they need to be successful in the wider world. The curriculum is based around Clapham CARL (Caring, achieving, respectful learners). (See appendix 1 for our Long Term Curriculum Plan, appendix 2 Curriculum Overview)

For effective teaching to take place there are a number of key ingredients that we feel are needed

- Effective prior preparation and planning
- A clear 'WALT' ("We are learning to...") shared with the children in English and Maths.
- A big question to make learning purposeful at the start of foundation subject lessons alongside a subject specific objective
- A clear intended outcome to be achieved by the end of the lesson.
- Plenaries to review learning at appropriate points throughout the lesson.
- A clear set of success criteria shared with the children both visually and aurally.
- Adaptive teaching including scaffold and appropriate challenge for all the children.
- Teacher modelling through a variety of ways e.g. teacher talk, demonstration, shared reading, modelled writing
- Assessment and Peer Assessment.
- Being appropriately and readily resourced.
- Good questioning, covering a range of questioning techniques.
- Quality interaction between teacher and child and between children .E g Talk partners.

- Good pace
- Enthusiasm both by the teacher, other adults in the room and the children.
- Fun and memorable delivery, content and outcome.
- Involvement of all the children.
- Excellent behavioural management.
- Opportunities for independent learning.
- Purposeful feedback through effective verbal and written marking
- Effective use of vocabulary which is modelled by all adults
- Appropriate deployment of additional adults.

Our Responsibilities

We will ensure that our curriculum is unique, memorable and relevant. Through our planning, delivery, creative use of resources and personnel, professional development and training, we will endeavour to make teaching and learning outstanding.

Our Approach to effective teaching and learning

Our teaching is based on our knowledge of children's prior attainment and we have high expectations of all children. We take into account ability and any additional educational needs. Progress and attainment is assessed formatively and Lessons are planned with clear learning objectives; we evaluate all lessons and constantly look for ways to improve our teaching. Teachers plan using a long term overview, half termly medium plans and weekly powerpoints for English, Maths, Science and foundation subjects. The curriculum comprises of all the planned activities within and beyond the timetable, this includes: the National Curriculum; The Warwickshire Agreed Syllabus for Religious Education; Personal, Social and Health Education (for which we use Jigsaw) as well as our unique Clapham Charter (See appendix 3).

Our teachers and support staff make a special effort to establish very good working relationships with the children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our staff follow the school's Behaviour Policy. We praise children for their efforts and help to build positive attitudes towards school in general. We insist on good behaviour at all times. When children misbehave, we follow the guidelines for sanctions as outlined in the school's Behaviour Policy. We aim to teach in an atmosphere of trust and respect for all. We ensure that all tasks and activities the children do are safe and risk assessed.

We deploy teaching assistants and other adult helpers effectively. Sometimes they work with individual children, and at other times they may work with groups of children. All our staff reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support the staff in developing their skills, so that they can continually improve their practice. Regular monitoring provides feedback and next steps to help us to make teaching and learning even better.

Reading is prioritised right from the start; we teach daily phonics using the government approved 'Monster Phonics' scheme from Early Years and throughout Key Stage 1. To ensure that no child is left behind, children sometimes work in small intervention groups in addition to their daily phonics lesson to reinforce their learning. Whole class reading lessons take place four times a week from Year 1 to Year 6 where children are taught decoding and comprehension skills through the use of VIPERS.

We teach spelling following the statutory guidance from the 2014 National Curriculum. Children are given weekly spellings to learn at home and are tested on these in school every Friday, in addition there is dedicated time in class where spelling rules and patterns are taught. We use Spelling Shed as a teaching resource and all pupils have an individual log-in which enables them to practice their weekly spellings at home.

We teach children to write using the scheme 'Letter Join', cursive handwriting is taught from Year 1.

As a 'Sustaining Mastery' school, Maths is taught on a daily basis and combines a mixture of basic arithmetic work and mastery skills. The mastery approach ensures that children develop a deep understanding of maths following the five big ideas: coherence, representation, mathematical thinking, fluency and variation. Teachers use a range of resources to support their Maths teaching, these include: White Rose, NCETM, Maths a day and Nrich.

We regularly share the children's learning experiences through the weekly 'Heads up' newsletter, the website year group pages, our school Twitter page and in our class assemblies.

Children's achievements are acknowledged and recognised in our weekly Friday assembly.

'Pupil voice' in our school is very strong. Over 70% of all children are actively involved in leadership groups. We have a very active JLT (Junior Leadership Team) who are regularly consulted when making decisions.

We have 'learning detectives' in each year group who give the opinion of children when monitoring teaching and learning.

Our UNICEF Steering Group work collaboratively to promote children's rights beyond our immediate school.

We promote a strong partnership between home and school, with a structured homework programme which is progressive throughout the school and covers basic skills and creative learning.

Our Learning Environment

We believe that a stimulating environment sets the climate for learning and an exciting classroom promotes independent use of resources and high quality work by the children. Our classrooms are attractive learning environments. Each classroom has well-ordered clearly labelled resources. We change displays regularly to ensure that the classroom reflects the topics studied by the children. We ensure that all the children have an opportunity to display their work at some time during the year. All classrooms have a range of dictionaries and fiction and nonfiction books. Book corners are inviting and stocked with a selection of appropriate reading books.

We aim for our learning environment to:

- Be welcoming

- Be challenging and stimulating
- Be peaceful and calm
- Be happy and organised
- Be well resourced and clearly labelled
- Make learning accessible
- Be encouraging and appreciative
- Enable equal opportunities
- Provide for a working atmosphere
- Support the development of independent learners
- Have designated working walls for literacy and numeracy which support the children's learning over a block of teaching. These walls includes key vocabulary as well as strategies to support their learning against the success criteria.

Achievements

We take every opportunity to celebrate achievements through:

- Verbal or written praise by teachers, peers, Head Teacher, SLT and parents.
- Display of work.
- Opportunities to share and perform.
- Positive comments from parents, notes and discussions.
- Certificates and rewards.
- Choosing children for the weekly achievement assembly.

Curriculum leadership and management

The Head Teacher and Senior Leadership Team have ultimate responsibility for the provisions, achievements and standards within the curriculum, however, the leadership and management of curriculum areas is the responsibility of the subject leader. Their role is to provide leadership and management of their subject, to secure high quality learning and teaching and contribute to the priority areas in the School Development Plan.

Each year the Subject Leader will:

- Carry out an audit to identify strengths of the subject and the areas for further development.
- Write an action plan to set out what needs to be done to improve standards of teaching and learning in their subject.

- Monitor the progress of their action plan.
- Evaluate the impact of the actions on standards of teaching and learning and use this analysis to guide further improvement.
- Monitor the quality of learning by the evaluation of samples of work, planning and displays of work and talking to the pupils.
- The quality of teaching will be carried out by the Senior Leadership Team.

The main focus of monitoring to be used in assessing the subjects is:

- Discussion with colleagues, talking to the children, displays, work trawls, resource audit, reviewing documentation, and data analysis.
- Evaluation of the standards of work in the subject across the school, comparing with like schools or national averages.
- Provision of support to staff on the teaching of the subject through giving advice, helping colleagues with planning and team teaching.
- Schemes of work, subject profiles of good work or resources.
- Communication and consultation with the Head Teacher and Governing Body.
- Maintaining a subject file containing information for the development of the subject.

Subject Leaders need:

- Knowledge of statutory requirements for their subjects.
- Knowledge of current research and inspection evidence.
- Understanding of the characteristics of high quality teaching in the subject.
- The skills to be role model for other staff teaching the subject.
- Leadership skills.
- Decision making skills.
- Communication skills.
- Self – management skills.
- Enthusiasm and commitment to their subject.

The school provides:

- Support, advice and leadership from the Head Teacher and Senior Leadership Team.
- Meeting time and some non-contact time to carry out specific tasks appropriate to the action plan;

training and professional development.

- Some clerical support from the office staff.

The role of the Governors

Our Governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by monitoring the allocation of resources effectively
- Ensure that the building and premises are best used to support successful teaching and learning
- Monitor teaching strategies in the light of health and safety regulations
- Monitor how effective teaching and learning strategies are in terms of raising pupils' attainment
- Ensure that staff development and appraisal policies promote good quality teaching
- Monitor the effectiveness of the schools' teaching and learning policies through the school's self-review process. These include reports from subject leaders, the Head Teachers report to Governors, Care and Welfare Updates and Safeguarding information.

The role of Parents and Carers

We believe that parents have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- Sending home a termly newsletter which details what the children will be covering that term.
- Holding twice yearly learning review meetings to share the children's progress.
- Delivering curriculum evenings to help parents support their children appropriately in school.
- Providing an annual report to parents in which we explain the progress made by each child and indicate how they can improve further.
- Explaining to parents how they can help their children with their homework.
- Providing opportunities for daily contact at the start and end of each day.

We believe that parents have the responsibility to support their children and the school, in implementing school policies.

We would like parents to:



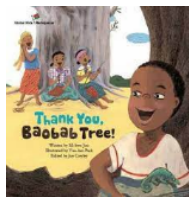
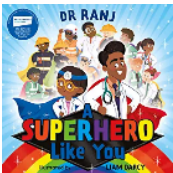
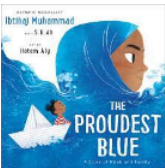



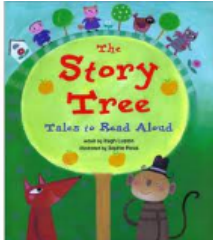
- Ensure that their child has the best possible attendance record possible.
- Ensure that their child is equipped for a school with the correct PE kit.
- Ensure that they hear their child read and complete their reading diary at least three times a week
- Do their best to keep their child healthy and fit to attend school.

- Inform school if there are matters outside of school that are likely to affect their child's performance or behaviour in school.
- Promote a positive attitude towards school and learning in general.
- Fulfil the requirements set out in the Home School Agreement and our Code of Conduct.


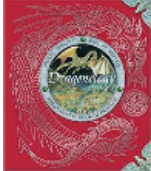


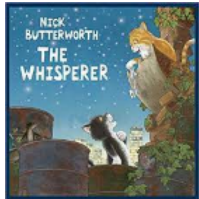
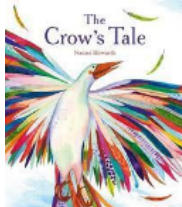
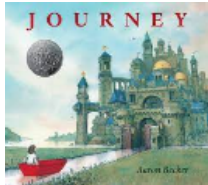


Monitor and review

We are aware of the need to monitor the schools Teaching and Learning Policy and to review it regularly so that we can take into account new initiatives and research, changes to the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every 3 years or earlier if necessary


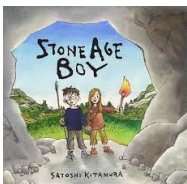
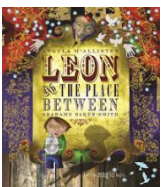
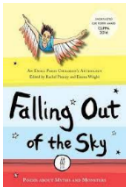
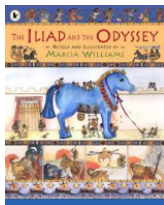

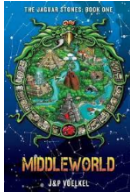
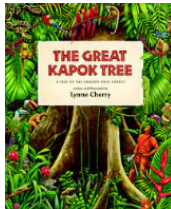
Appendix 1 Long Term Plans

Key Stage 1: Cycle A					
Autumn		Spring		Summer	
Global theme: Sustainable development		Global theme: Human Rights		Global theme: Identity & Diversity	
Core texts:   		Core texts:   		Core texts:   	
History: Fire & Fireworks	Geography: Compare London & Madagascar	History: Medical heroes	Geography: People and their communities	History: My Family History	Geography: Investigating India
Science Y1: Everyday materials	Science Y1: Seasonal change 1	Science Y1: Animals including humans		Science Y1: Plants	Science Y1: Seasonal change 2
Science Y2: Working like a scientist	Science Y2: Uses of everyday materials	Science Y2: Living things and their habitats		Science Y2: Plants	Science Y2: Animals including humans
Art: Painting: Colour mixing	DT: Cooking: prepare to party	Art: Drawing Portraits: Degas vs. Picasso	DT: Construction: picture frames	DT: Construction: mini greenhouse	Art: Printing: traditional Indian colour pattern printing
RE:	RE:	RE: Who is a Christian and what do they believe?		RE: What makes some places sacred?	

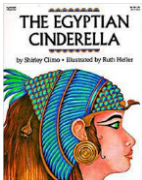
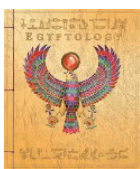
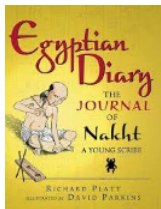

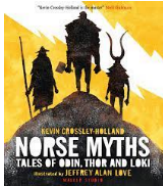
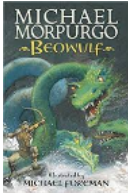

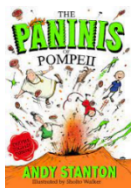
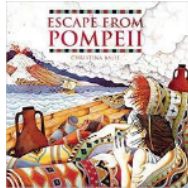
What does it mean to belong to a faith community?	How and why do we celebrate special and sacred times?				
PSHE: Being me in my world	PSHE: Celebrating Difference	PSHE: Dreams and goals	PSHE: Healthy me	PSHE: Relationships	PSHE: Changing me
Computing Y1: SAFE	Computing Y1: 2Code On Screen 1	Computing Y1: 2Code On Screen 2	Computing Y1: Technology Around Us	Computing Y1: Pictograms	Computing Y1: Create a 2D animation
Computing Y2: Zip it!	Computing Y2: Rapid Router 1	Computing Y2: Rapid Router 2	Computing Y2: Using the Internet	Computing Y2: Simple Graphs	Computing Y2: Create an eBook
PE Y1: Fundamental movement skills	PE Y1: Games	PE Y1: Dance	PE Y1: Games	PE Y1: Games	PE Y1: Outdoor Athletics
PE Y2: Dance	PE Y2: Fundamental movement skills	PE Y2: Fundamental movement skills	PE Y2: Dance	PE Y2: Fundamental movement skills	PE Y2: Outdoor Athletics
Music: Introducing Beat	Music: Adding Rhythm & pitch	Music: Introducing tempo & dynamics	Music: Combining pulse, rhythm & pitch	Music: Having fun with improvisation	Music: Exploring sound & create a story

Key Stage 1: Cycle B					
Autumn		Spring		Summer	
Global theme: Power & Governance		Global theme: Social justice & equity		Global theme: Sustainable development	
Core texts:   		Core texts:   		Core texts:   	
History: Warwick Castle	Geography: Countries, cities & seas of the UK	History: Queen Victoria	Geography: Local Area	History: Travel & Transport	Geography: Continents, Oceans and weather of the world.
Science Y1: Everyday materials	Science Y1: Seasonal change 1	Science Y1: Animals including humans		Science Y1: Plants	Science Y1: Seasonal change 2
Science Y2: Working like a scientist	Science Y2: Uses of everyday materials	Science Y2: Living things and their habitats		Science Y2: Animals including humans	Science Y2: Plants
Art: Drawing: castles (sketchbook)	DT: Textiles: Sewing a dragon	DT: Cooking: bring on breakfast	Art: Sculpture: clay elephants	DT: Mechanical components: moving vehicles	Art: Collage: underwater
RE: Who is a Muslim and what do they believe?		RE: How should we care for others and the world, and why does it matter?	RE: How and why do we celebrate special and sacred times?	RE: How can we learn from sacred books?	




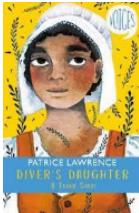

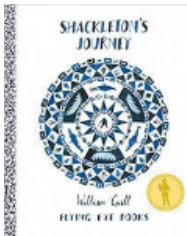

PSHE: Being me in my world	PSHE: Celebrating Difference	PSHE: Dreams and goals	PSHE: Healthy me	PSHE: Relationships	PSHE: Changing me
Computing Y1: SAFE	Computing Y1: 2Code On Screen 1	Computing Y1: 2Code On Screen 2	Computing Y1: Technology Around Us	Computing Y1: Pictograms	Computing Y1: Create a 2D animation
Computing Y2: Zip it!	Computing Y2: Rapid Router 1	Computing Y2: Rapid Router 2	Computing Y2: Using the Internet – email / message	Computing Y2: Simple Graphs	Computing Y2: Create an eBook
PE Y1: Fundamental movement skills	PE Y1: Games	PE Y1: Dance	PE Y1: Games	PE Y1: Games	PE Y1: Outdoor Athletics
PE Y2: Dance	PE Y2: Fundamental movement skills	PE Y2: Fundamental movement skills	PE Y2: Dance	PE Y2: Fundamental movement skills	PE Y2: Outdoor Athletics
Music: Introducing Beat	Music: Adding Rhythm & pitch	Music: Introducing tempo & dynamics	Music: Combining pulse, rhythm & pitch	Music: Having fun with improvisation	Music: Exploring sound & create a story

Lower Key Stage 2: Cycle A					
Autumn		Spring		Summer	
Global theme: Power & Governance		Global theme: Identity and diversity		Global theme: Social justice & equity	
Core texts:   		Core texts:   		Core texts:  	
History: Stone Age	Geography: Local Area	History: Ancient Greece	Geography: Eastern Europe	History: Maya Civilisation	Geography: Compare UK to South America
Science Y3: Working like a scientist	Science Y3: Rocks	Science Y3: Forces and magnets	Science Y3: Animals including humans	Science Y3: Light	Science Y3: Plants
Science Y4: Working like a scientist	Science Y4: States of matter	Science Y4: Electricity	Science Y4: Sound	Science Y4: Living things and their habitats	Science Y4: Animals including humans
DT: Construction: Stone Age tools	Art: Painting: Jephson Gardens (John Constable)	Art: Drawing: Greek temples	DT: cooking: lovely lunch	Art: 3D: Maya masks	DT: Textiles: Peruvian bags
RE: What does it mean to be a Christian in Britain today?		RE: What do different people believe about God?	RE: Why are festivals important to religious communities?	RE: Why do people pray?	RE: Why is the Bible so important for Christians today?
PSHE: Being me in my world	PSHE: Celebrating Difference	PSHE: Dreams and goals	PSHE: Healthy me	PSHE: Being me in my world	PSHE: Celebrating Difference

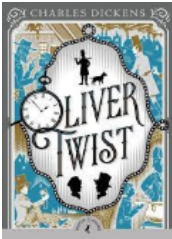


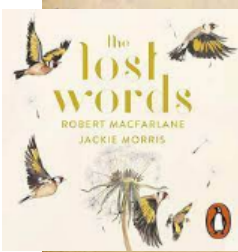
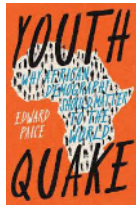
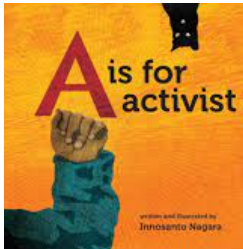

Computing Y3: Be Smart - Online safety	Computing Y3: Scratch Junior - computer programming	Computing Y3: Scratch Create a 2D Animation	Computing Y3: Computers and Networks: working with websites	Computing Y3: Branching Database – Data Handling	Computing Y3: 3D Stop Frame Animation – Data Handling
Computing Y4: Flag it – Online safety	Computing Y4: Create a Scratch Animation – computer programming	Computing Y4: Create a Simple Game Using 2DIY3D2	Computing Y4: Making Sense of Online content	Computing Y4: Simple Spreadsheets	Computing Y4: Creating a presentation
PE Y1: Fundamental movement skills	PE Y3: Net and Wall	PE Y3: Invasion Games	PE Y3: Dance	PE Y3: Athletics	PE Y3: Striking and fielding
PE Y4: Dance	PE Y4: Fundamental movement skills	PE Y4: Fundamental movement skills	PE Y4: Invasion Games	PE Y4: Net and wall / Striking and fielding	PE Y4: Athletics
Music: Developing notation skills	Music: Enjoying improvisation	Music: Composing using your imagination	Music: Sharing musical experiences	Music: Learning more about musical styles	Music: Recognising different sounds
French Y3: Getting to know you	French Y3: All about me	French Y3: Food glorious food	French Y3: Family and friends	French Y3: Our school	French Y3: Time
French Y4: Around town	French Y4: On the move	French Y4: Going shopping	French Y4: Where in the world?	French Y4: What's the time?	French Y4: Holidays and hobbies

Lower Key Stage 2: Cycle B					
Autumn		Spring		Summer	
Global theme: Human Rights		Global theme: Peace & Conflict		Global theme: Sustainable development	
Core texts:   		Core texts:   		Core texts:   	
History: Ancient Egypt	Geography: Our World	History: Anglo Saxons & Vikings	Geography: The UK	History: The Roman Empire	Geography: Natural Disasters
Science Y3: Working like a scientist	Science Y3: Rocks	Science Y3: Forces and magnets	Science Y3: Animals including humans	Science Y3: Light	Science Y3: Plants
Science Y4: Working like a scientist	Science Y4: States of matter	Science Y4: Electricity	Science Y4: Sound	Science Y4: Living things and their habitats	Science Y4: Animals including humans
DT: Mechanical: Levers and linkages: Sahdud	Art: Patchwork landscapes	DT: Cooking: be a baker	Art: Pottery: Clarice Cliffe	DT: Structures: Roman Bridges	Art: Printing: Hokusai Japanese Art
RE: What does it mean to be a Hindu in Britain today?		RE: What can we learn from religions about deciding what is right and wrong?	RE: Why is Jesus inspiring to some people?	RE: Why are festivals important to religious communities? Eid focus	RE: How should we care for others and the world, and why does it matter?
PSHE: Being me in my world	PSHE: Celebrating Difference	PSHE: Dreams and goals	PSHE: Healthy me	PSHE: Being me in my world	PSHE: Celebrating Difference

Computing Y3: Be Smart - Online safety	Computing Y3: Scratch Junior - computer programming	Computing Y3: Scratch Create a 2D Animation	Computing Y3: Computers and Networks: working with websites	Computing Y3: Branching Database – Data Handling	Computing Y3: 3D Stop Frame Animation – Data Handling
Computing Y4: Flag it – Online safety	Computing Y4: Create a Scratch Animation – computer programming	Computing Y4: Create a Simple Game Using 2DIY3D2	Computing Y4: Making Sense of Online content	Computing Y4: Simple Spreadsheets	Computing Y4: Creating a presentation
PE Y1: Fundamental movement skills	PE Y3: Net and Wall	PE Y3: Invasion Games	PE Y3: Dance	PE Y3: Athletics	PE Y3: Striking and fielding
PE Y4: Dance	PE Y4: Fundamental movement skills	PE Y4: Fundamental movement skills	PE Y4: Invasion Games	PE Y4: Net and wall / Striking and fielding	PE Y4: Athletics
Music: Developing notation skills	Music: Enjoying improvisation	Music: Composing using your imagination	Music: Sharing musical experiences	Music: Learning more about musical styles	Music: Recognising different sounds
French Y3: Getting to know you	French Y3: All about me	French Y3: Food glorious food	French Y3: Family and friends	French Y3: Our school	French Y3: Time
French Y4: Around town	French Y4: On the move	French Y4: Going shopping	French Y4: Where in the world?	French Y4: What's the time?	French Y4: Holidays and hobbies

Upper Key Stage 2: Cycle A					
Autumn		Spring		Summer	
Global theme: Peace & conflict		Global theme: Power & Governance		Global theme: Identity & Diversity	
Core texts:   		Core texts:  		Core texts:  	
History: WW2	Geography: Mountains of the World	History: Tudors (Ancient Greece 2023)	Geography: Rivers and coasts	History: How life has changed during Queen Elizabeth I reign	Geography: Biomes and Climate change
Science Y5: Working like a scientist	Science Y5: Earth and space	Science Y5: Forces	Science Y5: Properties and changes to materials	Science Y5: Animals including humans	Science Y5: Living things and their habitats
Science Y6: Electricity	Science Y6: Evolution and inheritance	Science Y6: Animals including humans	Science Y6: Living things and their habitats	Science Y6: Light	Science Y6: Working like a scientist
Art: Line drawings Henry Moore	DT: Engineering project: Hydraulic machine	DT: Construction: Tudor house	Art: Painting: Water colours (Monet, Van Gough & Seurat)	Art: David Hockney Photography	DT: Cooking: grab and go
RE: Why do some people think God exists?	RE: If God is everywhere, why go to a place of worship?	RE: What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)		RE: What does it mean to be a Muslim in Britain today?	

PSHE: Being me in my world	PSHE: Celebrating Difference	PSHE: Dreams and goals	PSHE: Healthy me	PSHE: Relationships	PSHE: Changing me
Computing Y5: Contact – Online safety	Computing Y5: On screen challenges and Task2code	Computing Y5: Use a HTML code to create a simple webpage	Computing Y5: Computers and network – digital literacy	Computing Y5: Creating and using databases	Computing Y5: Mobile APP – Data handling
Computing Y6: Respect – Online safety	Computing Y6: On screen challenges and Task2code	Computing Y6: Introduction to Python - programming	Computing Y6: Making sense of online content and evaluating websites	Computing Y6: Spreadsheet modelling	Computing Y6: News Broadcast - multimedia
PE Y5: Fundamental movement skills	PE Y5: Invasion games	PE Y5: Net and wall	PE Y5: Fundamental movement skills	PE Y5: Athletics	PE Y5: Striking and fielding
PE Y6: Dance	PE Y6: Fundamental movement skills	PE Y6: Dance	PE Y6: Invasion games	PE Y6: Net and wall / striking and fielding	PE Y6: Athletics
Music: Getting Started with Musical Tech	Music: Emotions & Musical Styles	Music: Exploring Key & Time Signatures	Music: Introducing Chords	Music: Words, Meaning & Expression	Music: Identifying Important Musical Elements
French Y5: Getting to know you	French Y5: All about ourselves	French Y5: That's tasty	French Y5: Family and friends	French Y5: School life	French Y5: Time travelling
French Y6: Let's visit a French town	French Y6: Let's go shopping	French Y6: This is France		French Y6: All in a day	

Upper Key Stage 2: Cycle B					
Autumn		Spring		Summer	
Global theme: Social justice		Global theme: Sustainability		Global theme: Human Rights	
Core texts:  		Core texts:  		Core texts:   	
History: Victorians	Geography: Local Area	History: WW1 (Maya for Y6 2023 only)	Geography: Sustainability	History: Powerful Activists	Geography: Trade links
Science Y5: Working like a scientist	Science Y5: Earth and space	Science Y5: Forces	Science Y5: Properties and changes to materials	Science Y5: Animals including humans	Science Y5: Living things and their habitats
Science Y6: Electricity	Science Y6: Evolution and inheritance	Science Y6: Animals including humans	Science Y6: Living things and their habitats	Science Y6: Light	Science Y6: Working like a scientist
Art: Drawing and pastels: Lowry	DT: Mechanical components: make a wire loop game	DT: Construction: design a zeppelin	Art: Collaborative 3D collage (linked to ocean plastics)	Art: Textiles: Empowered Embroidery (Frieda Kahlo)	DT: Cooking: serve a salad
RE: Is it better to express your beliefs in arts and	RE: What difference does it make to believe in	RE: What matters most to Christians and Humanists?		RE: What do religions say to us when life gets hard?	

architecture or in charity and generosity?	Ahimsa, Grace and/or Ummah?				
PSHE: Being me in my world	PSHE: Celebrating Difference	PSHE: Dreams and goals	PSHE: Healthy me	PSHE: Relationships	PSHE: Changing me
Computing Y5: Contact – Online safety	Computing Y5: On screen challenges and Task2code	Computing Y5: Use a HTML code to create a simple webpage	Computing Y5: Computers and network – digital literacy	Computing Y5: Creating and using databases	Computing Y5: Mobile APP – Data handling
Computing Y6: Respect – Online safety	Computing Y6: On screen challenges and Task2code	Computing Y6: Introduction to Python - programming	Computing Y6: Making sense of online content and evaluating websites	Computing Y6: Spreadsheet modelling	Computing Y6: News Broadcast - multimedia
PE Y5: Fundamental movement skills	PE Y5: Invasion games	PE Y5: Net and wall	PE Y5: Fundamental movement skills	PE Y5: Athletics	PE Y5: Striking and fielding
PE Y6: Dance	PE Y6: Fundamental movement skills	PE Y6: Dance	PE Y6: Invasion games	PE Y6: Net and wall / striking and fielding	PE Y6: Athletics
Music: Getting Started with Musical Tech	Music: Emotions & Musical Styles	Music: Exploring Key & Time Signatures	Music: Introducing Chords	Music: Words, Meaning & Expression	Music: Identifying Important Musical Elements
French Y5: Getting to know you	French Y5: All about ourselves	French Y5: That's tasty	French Y5: Family and friends	French Y5: School life	French Y5: Time travelling
French Y6: Let's visit a French town	French Y6: Let's go shopping	French Y6: This is France		French Y6: All in a day	

Appendix 2 Curriculum Overview



Clapham Terrace Primary School Curriculum

Our Unique Locality

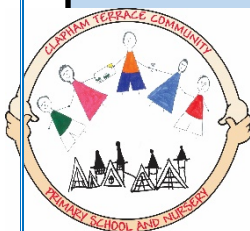
We are very proud of our beautiful Victorian building which dates back to 1890. We use this to help children get a real sense of the past and of what it would have been like to go to school during this time. Our unique building lends itself to developing the children's historical enquiry skills as well as allowing them to look at changes, geographically, in the local area.

Royal Leamington Spa is a unique town which was given its Royal title by Queen Victoria who stayed here and drank the spa water. We use this to motivate the children to find out more fascinating facts about the local area including:

Bomb shelters, local rivers, Elephants in Leamington Spa, architecture, links with local businesses.

Being a community school, we also have great links with local schools and art and science links with Warwick University. This year, we have become an associate

of the Royal Shakespeare Company which provides the children with workshops, tours and performances both to watch and to take part in.



Our Topics

Skills Ladders

In addition to developing children's knowledge, we ensure that

As a Local-Authority-Maintained School we follow the National Curriculum 2014. We offer a balanced curriculum with a wide range of subjects and learning which is personalised to individual needs. This meets the needs of the academic, personal and social development of each child. We enable children to make decisions about their learning and have a clear understanding of next steps.

Our curriculum has been designed to support our children in becoming independent, enthusiastic and confident learners. It runs on a 2-year cycle so that children and teachers can plan and learn together. A copy of the Long Term Plan can be found under the curriculum tab of our website.

100 things we do at Clapham:

We believe in developing independence and want children to undertake a wide range of experiences beyond the National Curriculum. Our unique '100 things to do at Clapham!' provides a list of activities for children to do at Clapham.

Big Questions

Each topic, science and RE lesson starts with a Big Question which the children answer during the course of the lesson. This helps to put the children's learning into a context and ensures that lessons are knowledge driven. Examples of big questions include: 'Which biscuit has the best dunkability?', 'Do children



Our Environment



Learning Zone

Our learning zone is an area dedicated to





As a school we are passionate about promoting our pupil's creativity. The Mess is our purpose-built classroom for

**HOME
LEARNING**

children to
extra space
acts and with

There are two strands to this:

- 1) Consolidation of basic maths, spelling, reading and grammar skills.
- 2) A chance for children to develop their creative skills to express themselves.

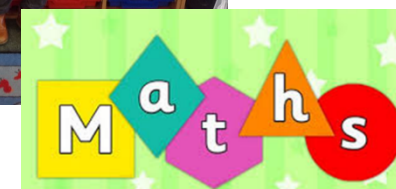


From the Spring term of Year 1, all children take home a weekly list of spellings taken from the National Curriculum., they are tested on these on a Friday . As a school, we subscribe to Spelling Shed, an online resource for children to practice their spellings at home. In Year 6, children are given weekly support them with their



Reading

We are passionate about encouraging children to read regularly at home, as this will enable them to become confident life-long readers. We check the children's reading diaries on a weekly basis and insist on a minimum of three reads at home. We use marble jars as an incentive; when a class fills their jar they are able to purchase a new book for their class reading corner. All children take home two books—one closely matched to their reading level and another which is an aspirational book to encourage reading for pleasure. At the early stage of learning to read we ensure reading books are closely matched to the stage of phonics the child is working on.



From year 2, children are given weekly Maths homework to consolidate what they have been doing in the classroom. We also encourage children to learn number bonds and times tables at home. We subscribe to TT-Rockstars which enables all children to practice their times tables at home in a fun

PSHE and Citizenship



At Clapham Terrace, we are committed to safeguarding and promoting the welfare of our children . Safeguarding runs throughout our school curriculum, some examples are: first aid workshops, bike ability, food hygiene and relationships.

Remember to...

High 5

This is part of our PHSE learning.

High 5 teaches

Charity



We follow Jigsaw as our PSHE, well-being and SRE scheme. Jigsaw is a unique, spiral, progressive and effective scheme of work, aiming to prepare children/young people for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world.

British Values – These run through our PHSE and assembly programme: democracy, rule of law, mutual respect & tolerance and individual liberty. Children are taught to value diversity and a sense of moral value. Children experience real life democracy through the voting process for our Junior Leadership Team.

We are a UNICEF Rights Respecting School; children learn about their rights and put them into practice every day. As such this promotes: well-being, participation, relationships and self-esteem. Our steering group work collaboratively to promote children's rights beyond our immediate school.



We are proud of the work we do around E-safety!

All our children are taught about how to be safe online. These are through weekly sessions in the computer suite. We also have a COST team who work with senior members of staff and Governors to support all children in how to keep safe in and out of school. Children contribute to our weekly newsletter.



Appendix 3 Clapham Charter

Clapham Charter

In addition to our curriculum, we have also devised our own charter of 50 things all pupils will achieve throughout their time at Clapham. These activities are documented in individual pupil charter books and go home with children when they leave in Year 6.

