



CURRICULUM POLICY

Whole school and EYFS

INTRODUCTION

At Parsons Green Prep we aim to help each child to achieve his or her full potential by providing a broad and balanced curriculum. We broadly follow the National Curriculum with an emphasis on creativity and discovery. We provide enrichment opportunities through Critical Thinking lessons (Year 6) and art, science and music-themed days and a range of challenges. Extra-curricular activities (see appendix 5), such as clubs, school productions, fundraising activities, school houses, visits, and residential trips (see appendix 6) all contribute to the total learning experience.

At Parsons Green Prep we believe that science, technology, engineering and mathematics (STEM) are key subjects in securing positive opportunities and career paths for future generations. Primary school is a critical period for encouraging children to explore and begin to understand the world around them. We pay great attention to integrating STEM skills across the curriculum in the hope to encourage pupils to understand the excitement and importance of science, technology, engineering and mathematics.

VALUES

Our school curriculum is underpinned by the British values we hold. At Parsons Green Prep we believe that an education that is rich in opportunities and experiences is one that influences a lifelong love of learning. We encapsulate these beliefs in our school motto, on which our foundations focus and aspirations are built.

Strive for excellence.

Through personalised learning, we foster the attributes of curiosity, enquiry and problem-solving in all. We aim to instil in each pupil the perseverance, determination and commitment that will make them successful at any endeavour. We actively promote a nurturing culture that safely allows each child to take risks and to try new activities and skills, no matter what their background, appearance or disability.

Excellence begins with the confidence that you can do something. It is our responsibility to ensure that every child at Parsons Green Prep believes that they have the ability to learn and the self-assurance to solve problems and overcome difficulties. We must inspire and engage, so that children develop a desire to learn that is born out of the magic of discovery. Learning must be relevant so that children see a reason for new skills and knowledge and can celebrate the feeling of achievement gained from the new doors they can open and be proud of a job well done.

AIMS AND OBJECTIVES

At Parsons Green Prep we aim to:

- Provide full-time supervised education for pupils of compulsory school age, (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.



- Maximise children's acquisition of knowledge, skills and qualities that will help them to develop intellectually, emotionally, socially, physically and morally.
- Ensure that our pupils make excellent progress according to their ability.
- Ensure that our pupils acquire skills in speaking, listening, literacy and numeracy.
- Ensure that our subject matter is appropriate for the ages and aptitudes of our pupils.
- Ensure that the personal, social, health and economic education reflects our aims and ethos and encourages respect and tolerance for others, paying particular regard to the protected characteristics set out in the Equality Act (2010).
- Provide a programme of activities for our EYFS classes that are appropriate to their educational needs in relation to personal, social, emotional, physical development and communication and language skills.
- Cater for the needs of individual children of both sexes from all ethnic and social groups, including the most able and those who are experiencing learning difficulties.
- Ensure that all children develop the skills they need to become confident, self-motivated learners, who can engage with and solve challenges innovatively so that they become independent, responsible, valuable and confident members of the community.
- Develop in every young person British values, skills and behaviours they need to get on in life through a rich provision of classroom and extra-curricular activities that develop a range of character attributes.
- Support and promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Effectively prepare pupils for the opportunities, responsibilities and experiences of life in British society.

ORGANISATION AND PLANNING

We plan our curriculum in three phases. We agree a yearly topic overview for the whole school (example in appendix 1). This indicates which topics are to be taught in each term, and to which groups of children. With our medium-term plans (appendix 2), we give clear guidance on the objectives and teaching we use when teaching each topic. Our short-term plans (appendix 3) are those our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, to identify what resources and activities we are going to use, and to highlight expected outcomes.

In the Early Years Foundation Stage (EYFS) we plan the curriculum so that there is coherence and full coverage of all aspects of the curriculum and early learning goals, and there is planned progression in all curriculum areas. Please see Appendix 4 for our EYFS planning template. Our school fully supports the principle that young children learn through play and by engaging in well-planned, structured activities.

Please see our **EYFS** policy for more information.

At Key Stage 1 and 2 our creative curriculum gives high emphasis on acquiring skills as well as knowledge. We aim to teach through a cross-curricular approach; combining the knowledge of the foundation subjects with the key skills of literacy and STEM threaded throughout the timetable.

To ensure that each child has access to a comprehensive learning experience, pupils throughout school receive computer, music, French and sport lessons, taught by a specialist teacher wherever possible. In addition to this, pupils from Year 3 upwards receive specialist art lessons.

To ensure consistency within each Key Stage and across the school, teachers use specific Parsons Green Prep planning templates for all three phases of planning. National Curriculum documents and each subject have a handbook which is used to guide and direct planning, as well as a tool to support differentiation for specific groups of children. Each topic follows the same structure to ensure consistency across year groups (Appendix 8 – Scheme of work demonstrates clear objectives that have been covered in each year group and when).

Within Key Stage 1 and 2 teachers use a scheme of work to support teaching and learning in Numeracy (Abacus/ National Curriculum). In the EYFS and Key Stage 1 teachers use the Letters and Sounds document to sequence phonics planning. Other areas are planned for by teachers using the National Curriculum (2014) as guidance to structure sequences of lessons through our skills and knowledge-based curriculum. Previous assessment informs future planning and teachers ensure that lessons cater for all abilities and learning styles. Teachers regularly review, update and evaluate plans accordingly, depending on individual progress.

Please see our **Assessment, Record Keeping and Reporting** and **Teaching and Learning** policies for more information.

INCLUSION

Our curriculum is designed to provide access and opportunity for all children who attend the school. If we think it is necessary to adapt the curriculum to meet the needs of individual children, then we do so.

We are aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

Children with special educational needs or disabilities (SEND)

If a child has a specific need, staff do all they can reasonably can to meet these individual needs. With the guidance of the SENDCo, who monitors SEND progress, we comply with the requirements set out in the SEND Code of Practice (2014) in providing for children with special needs or disabilities. If a child displays signs of having special needs or disabilities, his/her teacher along with observations by the SENDCo makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. Arrangements for school trips or examinations take account of pupils' needs.

The school provides an Individual Educational Plan (IEP) for each of the children who are on the special needs register. This sets out the nature of the special need and outlines how the school will aim to address the need. It also sets out targets for improvement, so we can review and monitor the progress of each child at regular intervals.

If a child has an Education, Health and Care Plan (EHC plan) we will consult with all parties who contributed to the plan in order to provide an education that ensures access to the curriculum and substantial progress is made in all areas. We would meet all requirements of the plan.

Please see our **SEND** policy for more information.

English as an Additional Language (EAL)

We place EAL children who require support on a register which is circulated to all staff. Each child recognised as having EAL and needing additional support will also have an EAL plan carefully created by their class teacher, outlining areas where support is needed. This plan will include specific areas to develop the child and methods to be employed to reach these targets. The school can direct parents to teachers of EAL out of school to support EAL students in their early stages. Support sessions are run by classroom assistants who support EAL children with homework tasks, the Big Write or developing skills identified by the child's teacher. Different languages are incorporated in our school displays as well as within our instruction signs around the school.

Please see our **EAL** policy for more information.

Able, Gifted and Talented (AGT)

Able, Gifted and Talented children will at times require further extension and specific differentiation to target and enrich their specific gift/talent. Please see our SEND Policy for more information.

EXTRA-CURRICULAR ACTIVITIES

Parsons Green Prep provides a wide variety of extra-curricular activities for all children of all year groups to take part in. Each member of teaching staff, along with outside agencies, supports a timetable of before-school and after-school activities each term (Appendix 5 is an example of this).

Our timetable of extra-curricular activities provides a diverse array of opportunities for all children to take part in something that interests them outside of the daily school timetable.

To enhance and support our creative curriculum all classes attend at least one outing each term linked closely to the class topic. These outings are researched and selected carefully by teachers, who will then plan an engaging, useful period of activities for the group of children. Out of school visits include those to religious establishments, national museums and local areas of interest (Appendix 6). Part of our curriculum is delivered through residential trips in Years 3 to 6. Such trips aim to develop key skills such as teamwork, problem solving and confidence building.

ROLES AND RESPONSIBILITIES

Teachers' responsibility

Each teacher has at least one curriculum responsibility (with the exception of NQTs.) For their area of responsibility they are responsible for:

- Ensuring that the curriculum is in place correctly throughout the school.
- Evaluating the subject policy annually, updating as necessary and ensuring that all staff are aware of any changes made.
- Monitoring the curriculum in place, including children's workbooks and teachers' planning.
- Ensuring that resources are ordered as necessary and labelled and stamped.
- Keeping track of where resources are being used within the school.
- Ensuring the values of tolerance, democracy, mutual respect for one another and individual liberty is celebrated and encouraged in the classroom

The following are required to carry out an area of responsibility correctly:

- Ensuring year group teachers are following the required curriculum content each term.
- Liaising with year group teachers each term to evaluate the quality of teaching and learning for the previous term's Enriched Curriculum topic. Identify key activities/outcomes to keep and discuss ways of improving the topic for the following year.
- Monitoring the quality of children's curriculum book work. For example, the correct books being used, appropriate presentation for year group, content, marking, quality of activity, does activity match/achieve the intended learning outcome.
- Liaising with year group teachers in advance of a new term to ensure that they have adequate resources for the delivery of high-quality teaching and learning.
- Continually providing year group teachers with suitable websites, resources and teaching ideas for enriched curriculum topics.
- Providing year group teachers with input as per assessment week activities.
- Evaluating/assessing the effectiveness of teachers' marking to ensure that comments are linked to learning objectives and also state next steps for improvement/development.
- Providing a Curriculum Area Update during a staff meeting to highlight/share new resources, techniques, teaching strategies and professional reading for development.
- Liaising with the Headmaster regarding possible INSET training opportunities or courses for specific teachers to attend as part of developing their curriculum area.
- Updating the subject policy annually in line with any changes that have been implemented within the school.
- Complete lesson drop-ins and providing feedback to teachers (appendix 9).
- Curriculum coordinators are responsible for ensuring their specialist subject is taught to a high stand. (Please see appendix 7 as an example of planning scrutiny template).

Other responsibilities

The Headmaster is responsible for monitoring the way the school curriculum is implemented. The EYFS and Key Stage 1 and 2 coordinators, supports the leadership of the curriculum and assists in monitoring its provision.

The Special Educational Needs or Disabilities (SEND) coordinator is responsible for the development of provision mapping and for supporting the work of support staff to achieve the best possible outcomes for individual pupils.

Class teachers ensure that the curriculum is well planned and taught and that the aims are achieved for the class. They regularly review, update and evaluate plans.

Further information about our curriculum can be found in individual subject policies.

| This policy will be reviewed annually | | |
|--|--|--|
| Reviewed: January 2012 | Jessica Ainley | |
| Reviewed: October 2013 | Martha McLachlan | Changes: added details of school mission statement. |
| Reviewed: 20 October 2013 | Pippa Hogg-Andrews Jessica Ainley | Changes: Curriculum responsibilities policy absorbed into this policy in the appropriate section Updated appendices |
| Reviewed: 5 September 2014 | Jessica Ainley | Changes: STEM information added Specialist staff information amended Assessment information related to APP amended Updated appendices 3, 4, 5 and 6 added EAL and AGT information added |
| Reviewed: 10 May 2015 | Jessica Ainley | Minor spelling and grammar changes Appendices updated (3 and 6) |
| Reviewed: 17 July 2015 | Jessica Ainley | Updated ISI requirements added |
| Reviewed: 1 August 2016 | Ryan McAvoy Checked by Lucinda Waring | Removal of curriculum coordinator. Further information on planning. Updated examples of planning templates, coordinator checklists etc. added paragraph about subject coordinators. |
| Reviewed: 10 February 2017 | Ryan McAvoy | Added paragraphs on the following: British Values and |

| | | |
|-------------------------------|--------------|---|
| | | SENDCo/ SEND. Changed and updated appendixes, yearly topic overview and added scheme of work appendix, added appendix 8 and 9. |
| Reviewed: 1 August 2017 | Ryan McAvoy | Changes made to formatting of appendixes. |
| Reviewed: 23 October 2018 | Headmaster | Minor changes to reflect new timetable allocations and planning Update EAL and AGT sections Update to Appendixes: 3, 5 and 7 |
| Reviewed: August 2019 | R. McAvoy | Added Critical Thinking to reflect new lessons in Year 6. Edited appendixes (plans etc) |
| Reviewed: 4 September 2020 | By: R McAvoy | Removed the mention of Thinking Friday (this will be altered to a more encompassing 'questioning/ thinking' session in class) AGT is now covered in SEND Policy; cross-reference now included here Change from "good" progress to "excellent" progress on p 2 |
| Next review: 4 September 2021 | | |

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9: Example of curriculum drop in lesson observation

Appendix 1: Parsons Green Prep Yearly Topic Overview

| | | EYFS Curriculum Yearly Overview | | | | |
|-------------|---------------------------------------|--|-----------------------------------|------------------------------|-------------------|-------------------------------------|
| | | Autumn | | Spring | | Summer |
| EYFS | Reception | All About Me | People Who Help Us | Quirky Stories | | New Life All Around the World |
| | KS1 Curriculum Yearly Overview | | | | | |
| | | Autumn | | Spring | | Summer |
| Key Stage 1 | Year 1 | Extraordinary Animals | Famous for more than five minutes | Medieval Tales | Castles and Homes | Pirates Do You Live Around Here? |
| | Year 2 | Stories People Tell | Travel and Transport | Horrible Histories of London | Circus | A World of Contrasts |
| | | KS2 Curriculum Yearly Overview | | | | |
| | | Autumn | | Spring | | Summer |
| Key Stage 2 | Year 3 | Chocolate | | The Ancient Egyptians | | The Tudors |
| | Year 4 | Invasions | | Climate Change | | World War II |



| | | | |
|---------------|---------------------|-----------------------|----------------------|
| Year 5 | Victorious | Ancient Greece | Rivers |
| Year 6 | 11+ Revision | Going Global | Barmy Britain |

Appendix 2: Example of a medium-term plan

| Year 3 maths Autumn 2017 | |
|---------------------------------|---|
| Week Number | Learning Objective |
| 1 | Mental addition and subtraction (MAS) |
| 2 | To compare, order, add and subtract two-digit numbers |
| 3 | Comparing, ordering and understanding place value |
| 4 | To understand and use calendars, To understand analogue time |
| 5 | To solve word problems with analogue time |
| 6 | To understand the relationship between analogue and digital times. To multiply and divide by certain numbers |
| 7 | Division and halving |
| HALF TERM | |
| 8 | Fractions of number and fractions of shape |
| 9 | Assessment Week 2D Shape |
| 10 | 3D Shape Counting on and finding the next number, number patterns |
| 11 | Column addition and perimeter |
| 12 | Column subtraction |
| 13 | Maths Surgery |

Appendix 3: KS1 and KS2 short-term plan template

| | | | | |
|---|------------|---------------------------|----------------|---|
|  <p>PARSONS GREEN PREP SCHOOL</p> | | Maths Plan | | |
| Year: 3 | | Term: Spring 1 | Week: 5 | Area Focus: angles (what you are covering) |
| AGT: | HA: | MA: | LA: | DSEN: |
| EAL: | | Summer Born: | | |



| Day | Lesson Starter | WALT WILF | Main Teaching | Groups/Differentiation | Plenary | Resources |
|-----|---|--|--|--|--|---|
| M | <p>WALT: To recall number bonds to 100</p> <p>Children to play table</p> <p>Teacher calls out 70</p> <p>Lesson starter</p> | <p>WALT: Identify right angles and know they measure 90° (what</p> <p>WILF: What I am looking for you to do</p> <p>I am looking for you to identify</p> <p> I am looking for you to draw an acute angle at 25°</p> | <p>Introduction: Recap prior knowledge,</p> <p>Discuss WALT with children and elicit understanding</p> <p>Traffic lights, thumbs up or down etc</p> <p>Main teaching: <i>What is a right angle?</i> <i>What unit do we measure angles in?</i> <i>How many degrees in a circle?</i></p> <p>Show WILFS and discuss with children and elicit understanding</p> <p>Discuss SMSC skills with children</p> | <p>LA: children to identify right angles in classroom. Teacher to support</p> <p>MA: children to identify and</p> <p>HA: using protractors children to TA</p> <p>I am looking for you to draw an acute angle at 25</p> <p>Here you will clearly show what</p> <p> Elicit understanding</p> | <p>Plenary: Children to demonstrate their</p> <p>Always include a</p> <p>Elicit understanding</p> | <p>IWB Protractor</p> <p>LA: MA: objects found in classroom HA: Worksheet 123</p> <p>Evaluation</p> |

Appendix 4 EYFS Planning Template

| PARSONS GREEN PREP SCHOOL | | | | Weekly Plan | | | | | |
|------------------------------|-----------|---------------------------|---|---|---------------------------------|---------|-----------------------------------|------------|--|
| Year: RE | | | | Term: Autumn | | Week: 2 | | | |
| AGT: | | | H/MA: Maths: Lara, Lucas, Costa, Iris, Summer, Teddy Literacy: | | L/MA: Maths Literacy: | | Miss Lissie: Miss Natalie: | | |
| EAL: Rens | | | | Summer Born: Delphine, Lucas, James, Emilia, Leo | | | DSEN: Freddie | | |
| Day | Time | Focus | W A L T W I L F | Main Teaching | Groups Differentiation | Plenary | Resour ces | Evaluation | |
| Monday | 8.4 0 | Free Flow Play | | See Indoor and Outdoor Provision Plan | | | | | |
| | 9:0 0 | PE | | | | | | | |
| | 10: 00 | Outside play/ snack | | | | | | | |
| | 10: 30 | Maths | | | | | | | |
| | 11. 30 | Free Flow Play | | See Indoor and Outdoor Provision Plan | | | | | |
| | 12. 00 | Lunch/ Play | | | | | | | |
| | 13. 00 | Silent Reading | | | | | | | |
| | 13. 30 | Topic/Art | | | | | | | |



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|--|--|--|--|--|--|--|--|

Appendix 5: Extra-curricular activities timetable (example)

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|-------------------------|---|---|--|--|--|
| | | CHESS Year 3 and 4 With Miss Maria 8.00 - 8.45am | | | CHESS Year 5 and 6 With Miss Maria 8.00 - 8.45am |
| BEFORE SCHOOL | | STUDY SKILLS Year 6 Miss Phoebe 08.00 - 08.45 | MULTISPORTS Year 6 With Mr Tom 8.00 - 8.30am | MULTISPORTS Year 5 With Mr Tom 8.00 - 8.30am | MULTISPORTS Year 4 With Mr Tom 8.00 - 8.30am |
| | | MULTISPORTS Year 3 With Mr Tom 8.00 - 8.30am | | | |
| RECEPTION | | | | | |
| AFTER SCHOOL | Wraparound TA in classroom | Wraparound TA in classroom | Wraparound TA in classroom | Wraparound TA in classroom | |
| | ART ADVENTURERS Reception With Mr Lee 3.35 - 4.30pm | BALLET Reception With Miss Alice 3.35 - 4.30pm | MUSIC EXPRESS Reception With Miss Bonnie 3.35 - 4.30pm | CHELSEA FOOTBALL CLUB Reception With Chelsea FC Foundation 3.35 - 4.30pm | |
| YEAR 1 | | | | | |
| | Wraparound TA in classroom | Wraparound TA in classroom | Wraparound TA in classroom | Wraparound TA in classroom | |
| | BRILLIANT BAKERS Year 1 Miss Sabina & Miss Dava 3.35 - 4.30pm | YOUNG ENGINEERS LEGO CLUB Year 1 With Miss Kimberly 3.35 - 4.30pm | STEMTASTIC Year 1 With Miss Dinsmore 3.35 - 4.30pm | STAGE KOOL Year 1 and 5 With Mr John 3.35pm - 4.30pm | |
| | CHELSEA FOOTBALL CLUB Year 1 With Chelsea FC Foundation 3.35 - 4.30pm | | | | |
| YEAR 2 | | | | | |
| | Wraparound TA in classroom | Wraparound TA in classroom | Wraparound TA in classroom | Wraparound TA in classroom | |
| | | CRAZY CREATIONS Year 2 With Miss Lucy 3.35 - 4.30pm | COMPUTER GAME DESIGNERS Year 2 Miss Samantha 3.35 - 4.30pm | CHESSLINGS Year 2 With Miss Maria 3.35 - 4.30pm | |
| YEAR 3 | | | | | |
| | Wraparound TA in classroom | Wraparound TA in classroom | Wraparound TA in classroom | Wraparound TA in classroom | |
| | | CYPHER CODING CLUB Year 3 4.00-4.45PM | CHELSEA FOOTBALL CLUB Year 3 4.00 - 4.45pm | BALLET Year 3 Miss Alice 4.00-4.45 | |
| YEAR 4 | | | | | |
| | Wraparound TA in classroom | Wraparound TA in classroom | Wraparound TA in classroom | Wraparound TA in classroom | |
| | THE ARTISTS WAY Year 4 With Miss Louise 4.00 - 4.45pm | MASTERCHEF With Miss Sabina Year 4 4.00-4.45PM | | YOUNG ENGINEERS LEGO CLUB Year 4 With Miss Kimberly 4.00 - 4.45pm | |
| YEAR 5 | | | | | |
| | Wraparound TA in classroom | Wraparound TA in classroom | Wraparound TA in classroom | Wraparound TA in classroom | |
| | CULTURE CLUB Year 5 With Mr Ryan 4.00-4.45 | HOCKEY ALL STARS Year 5 With Miss Beth 4.00- 4.45pm | | CYPHER CODING CLUB Cypher Year 5 and 6 4.00-4.45pm | |
| | | | | STAGE KOOL Year 5 and 1 With Mr John 4.00 - 4.45pm | |
| YEAR 6 | | | | | |
| | Wraparound TA in classroom | Wraparound TA in classroom | Wraparound TA in classroom | Wraparound TA in classroom | |
| | | PARLOUR GAMES With Mr Faulkner 4.00-4.45 | DEBATING SOCIETY Year 6 With Mr Faulkner 4.00 - 4.45pm | CYPHER CODING CLUB Cypher Year 5 and 6 4.00-4.45pm | |
| FRENCH PROGRAMME | | | | | |

Appendix 6: Educational visits timetable

| | Autumn Term | Spring Term | Summer Term | Other outings |
|-----------|---|---|--|---|
| Reception | Fire station and Pizza Express | Polka Theatre (linked to Topic 'Quirky Stories' and Literacy) | Battersea Zoo | |
| Year 1 | London Zoo (Topic link) | Tower of London (History Topic link) | Golden Hinde (History Topic link) | Fulham palace (link to science) |
| Year 2 | Natural History Museum | St Paul's Cathedral (linked to topic) | Kew Gardens (linked to Science) | |
| Year 3 | Roald Dahl Museum (linked to Literacy) | Freshwater Theatre Company Visit – Egyptian Day (Linked to Topic/ History) | Hampton Court Palace (linked to Topic/ History) | Residential trip to Woodrow High House |
| Year 4 | St Albans (Linked to Topic on Ancient Rome) | Science Museum (Linked to Topic and Science on climate) | Shri Swami Swaminarayan temple (linked to Hinduism) | Residential trip to Mill on the Brue – Somerset |
| Year 5 | Victorian Day – actors coming into school | British Museum (linked to 'Ancient Greece' topic) | River Thames at Putney – with Thames explorer trust (linked to 'Go with the Flow' topic) | Residential trip to Hindleap Warren STEM – London Transport Museum |
| Year 6 | Trip to the Unicorn Theatre | The London Docklands Museum (linked to Going Global topic) The British Library (linked to World Book Day) Buddhapadipa Temple (linked to RE – Buddhism) | Houses of Parliament National Portrait Gallery | Water sports residential trip Optional ski trip |

Appendix 7: Planning Scrutiny template

Planning Scrutiny

Subject:
Subject Coordinator:
Teacher:

Date:

| Planning Scrutiny | ✓ or x |
|---|-----------------------------|
| Contextual information Is the contextual information completed correctly? | |
| Learning Objective Is there a clear learning objective | |
| Progression Is there clear progression of learning in the lesson and over time | |
| Does the work match pupils abilities Is there clear differentiation of work for differing abilities, including SEND and AGT | |
| Starters Are the starters effective? | |
| Main teaching activity Are their opportunities for modelling, sharing or guided activities? | |
| Questioning Are key questions in italics? | |
| Differentiation Are the independent activities differentiated to support and extend all children? | |
| Plenaries Are the plenaries effective? Do they include opportunities for review? | |
| Resources Is there a clear list of resources required? | |
| Evaluations Have lessons evaluations been completed? | |
| Star and a wish | |
| Strength | Area for improvement |
| □ | □ |

Appendix 8: Example of a scheme of work

| KS2 | <u>Art/DT Coverage</u> | | | | | | | | | | | |
|---|------------------------|---------------|------------|---------------------------------|-------------|------------------|----------------|--------------------|------------|------------------|------------------|--------------------------------|
| | Y3: Chocolate | Y3: Egyptians | Y3: Tudors | Y4: Invasions (Romans, Vikings) | Y4: Climate | Y4: World War II | Y5: Victorians | Y5: Ancient Greece | Y5: Rivers | Y6: 11+ Revision | Y6: Going Global | Y6: Great Britain & its Empire |
| Exploring and developing ideas for art, cooking and nutrition | | | | | | | | | | | | |
| Pupils should be taught: | | | | | | | | | | | | |
| a. to create sketch books to record their observations and use them to review and revisit ideas | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| b. to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| c. about great artists, architects and designers in history | ✓ | | | ✓ | | ✓ | | ✓ | | | ✓ | ✓ |
| d. understand and apply the principles of a healthy and varied diet | ✓ | | | ✓ | | ✓ | | ✓ | | | ✓ | ✓ |
| e. prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques | | | | | | ✓ | | | | | | |
| f. understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed | ✓ | | | ✓ | | | | ✓ | ✓ | | ✓ | ✓ |
| Investigating and making art, craft and design | | | | | | | | | | | | |
| Pupils should be taught: | | | | | | | | | | | | |
| a. use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| b. generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ |
| c. select from and use a wider range of tools and equipment to perform practical tasks, such | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | ✓ |



| | | | | | | | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| as cutting, shaping, joining and finishing, accurately d. select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities | | | | | | | | | | | | | | | | | | | | |
| Evaluate | | | | | | | | | | | | | | | | | | | | |
| Pupils should be taught to: a. investigate and analyse a range of existing products | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| b. evaluate their ideas and products against their own design criteria and consider the views of others to improve their work | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| c. understand how key events and individuals in design and technology have helped shape the world | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Technical Knowledge | | | | | | | | | | | | | | | | | | | | |
| Pupils should be taught to: a. apply their understanding of how to strengthen, stiffen and reinforce more complex structures | ✓ | ✓ | | | | | | | | | | | | | ✓ | | | | | |
| b. understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages | | ✓ | | | | | | | | | | | | | | | | | | ✓ |
| c. understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors | | | | | | ✓ | | | | | | | | | | | | ✓ | | |
| d. apply their understanding of computing to programme, monitor and control their products | ✓ | | | | | | | | | | | | | | | | | | | |
| Breadth of study | | | | | | | | | | | | | | | | | | | | |
| 5. During the key stage, pupils should be taught the knowledge, skills and understanding through: a. exploring a range of starting points for practical work [for example, themselves, their experiences, images, stories, drama, music, natural and made objects and environments] | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| b. working on their own, and collaborating with others, on projects in two and three dimensions and on different scales | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| c. using a range of materials and processes, including ICT [for example, painting, collage, | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

