



Learning and Teaching Policy

(To be read in conjunction with the Assessment Policy)



One Vision

'Enjoying our learning together'

One Mission

We all aim to enjoy our learning to create positive attitudes towards learning for life. The sense of 'our' creates a personal stake in a commitment and motivation for each individual involved. Learning is the key to our school's success. Success that is built on togetherness, with each individual playing their role in the team. A role that is in pursuit of excellence, in which we all look to give the very best we can.

Six Aims, Six Key Values

'To achieve our vision we aim to:

*.....encourage the **achievement** of all pupils in every aspect of their education by providing opportunities for children to be confident, independent and capable which is recognised, encouraged and rewarded.*

*..... create and maintain a **caring community** by encouraging a supportive, understanding and considerate environment that fosters mutual respect, kindness, trust and teamwork.*

..... to provide challenge that encourages children of all abilities to achieve their full potential through a broad, balanced, progressive and creative curriculum.

*..... give our children understanding of, and respect for **Christian values**, and an appreciation of all creeds, cultures and races.*

*.....to provide **equal opportunities** for all to develop cognitive, physical, emotional, spiritual and moral development, regardless of gender, race, ability, age, faith or religion or socio-economic background so that an inclusive culture exists in the school.*

*..... to provide **stimulating experiences** by developing a rich and varied learning environment which meets the children's needs, teaching styles match a variety of learning styles and multiple intelligences, while quality resources motivate children to take their learning to the next level.'*

The aim of this policy is to provide guidance and support to teachers to improve the effectiveness of our teaching. To make clear the expectations that St Mary's has regarding learning and teaching.

Ancient Chinese Proverb:

"Give a person a fish and you feed him for a day.
Teach him how to fish and you feed him for a
lifetime."

Contents:

Provision for Learning and Teaching	page 5
Leadership and Management	page 6
Effective Learning	page 8
Effective Teaching	page 8
Planning	page 9
Assessment, Recording and Reporting	page 11
Monitoring, Evaluation and Review	page 11
Professional Development	page 12
Resources	page 12
Review	page 15

Appendices;

1. Example Year 3 Timetable
2. Example Year 6 Curriculum Overview
3. Example Year 5 Draft Annual Cross Curricular Project Map
4. Example Year 5 Termly Timeline.
5. Example Subject Curriculum Map; History
6. Example Subject Skills Progression Map; History
7. English Medium to Short Term Planning Proforma.
8. Example Year 4 Mathematics Medium Term Plan
9. Mathematics Short Term Planning Proforma.
10. Example Foundation Subject Medium Term Plan; History
11. Learning and Teaching Strategies
12. Presentation Guidelines

Provision for Learning and Teaching:

- The school's curriculum is made up of 'The National Curriculum 2014', the 'Hertfordshire Agreed Syllabus for Religious Education', 'Collective Worship', 'Sex and Relationship Education', 'Personal, Social, Health and Citizenship Education' (as a cross curricular context) and 'Environmental Studies'.
- The school's aims and values supported by the National Curriculum objectives will provide the benchmark for curricular provision.
- The National Curriculum 2014 is made up of the following subjects:
 - Core subjects:** English, Mathematics and Science.
 - Foundation subjects:** Art and design, Computing, Design and technology, Languages (*Spanish, German and French are taught in school*), Geography, History, Music and Physical Education.
- Subjects are taught and timetabled explicitly to enable children to learn specific knowledge, understanding, skills and attitudes, which can then be applied and enhanced via identified cross curricular projects (see **Appendix 1** for example timetable).
- Learning is enhanced by cross curricular projects that will group areas of learning across a range of subjects together. Each project has a launch event designed to '**Inspire and Motivate**' as phase 1. This is followed up by phase 2 in which children '**Learn Specifics**'; skills, knowledge, understanding and attitudes. Phase 3 gives children the opportunity to '**Apply and Share**' their learning in innovative and creative ways to a range of real audiences.
- Children's learning is differentiated for higher, average or lower attaining pupils. Differentiation strategies, such as by task, resources, support, autonomy, pace and learning style, will be used and will be evident within curriculum plans. Differentiation by outcome is particularly effective when assessing pupils' attainment and progress.
- A range of learning styles including visual, auditory and kinaesthetic (VAK), activist, pragmatist, theorist and reflector (Honey and Mumford) along with a variety of multiple intelligences (Howard Gardner); linguistic, logical-mathematical, musical, bodily-kinaesthetic, spatial, interpersonal, intrapersonal, naturalist, spiritual, existential and moral will help to provide a stimulating learning experience (*See appendix 11 for a range of 'Learning and Teaching Strategies'*).
- 'Assessment for Learning' strategies are built into each lesson to allow teachers to differentiate and match the learning to the children's needs, allowing short term plans to be adapted and annotated as required. (*See 'Assessment Policy'*)
- 'Assessment of Learning' (AoL) is an on going process with pupil attainment recorded on a periodic basis in relation to each medium term unit of work to help identify the children's attainment, achievement and next step(s) for learning. (*See 'Assessment Policy'*)

- Children's attainment and progress will be recorded half-termly using 'Target Tracker' in English and Mathematics, at the end of each unit or termly for Science. For the Foundation Subjects this will be done at the end of each unit or cross curricular project using the 'Assessment and Recording' proforma. (See 'Assessment Policy')
- Half-termly pupil progress meetings are held between the head teacher and class teacher to track pupil progress and to identify the impact of current provision and to review further strategies required.
- The school has clear 'Presentation Guidance' (see **appendix 12**) which all staff are expected to adhere to. These guidelines help ensure that children present their work legibly and neatly in a common format across the school.
- Literacy and Mathematics attainment and progress is reported to parents at the mid-year consultation meetings and the end of year written reports to parents. All other subjects are reported to parents annually. Parents will be informed whether attainment and/or progress is 'below age related expectations', 'at age related expectations' or 'above age related expectations'.
- An annual evaluation of children's standards and achievements. will be made using 'RAISEonline', 'Target Tracker' and other data sources that will support the school self-evaluation process in identifying areas for priority for school improvement.
- Members of the school will be encouraged to work co-operatively, showing tolerance, understanding and respect for all.

Leadership and Management:

a) The headteacher is responsible for:

- Providing leadership and vision.
- Using school self-evaluation strategies to help inform the strategic direction of the school through the 'School 3 year Development Plan' and annual 'Improvement Plan'
- Setting the 'Base Timetable' for each Year Group.
- Facilitate and monitor the role of 'Curriculum' leader, head of Upper/Lower school and subject leaders.
- Reporting attainment and progress to the governing body and parents on an annual basis.
- Facilitating LA and DfE data returns

b) The 'Curriculum' Leader is responsible for:

- Providing leadership and vision.
- Provision and coverage of the KS2 national curriculum and RE across the school by leading and supporting colleagues and liaising with subject leaders as required.
- Monitor standards of provision and coverage of the curriculum across the school to ensure breadth, balance, progression and enrichment are built into the school plans by monitoring Year group 'Curriculum overview', 'Cross Curricular Project

Map' and 'Curriculum Planning Timeline', (see examples in **appendices 2, 3 and 4** respectively)

- Supporting and monitoring subject leaders and phase leaders in curriculum mapping and planning of subject medium term units of work (see example in **appendix 10**) to ensure continuity and progression.

c) Phase leaders (Head of Lower/Upper School) is responsible for:

- Supporting colleagues by providing advice and guidance on provision and coverage of the KS2 national curriculum and RE lower/upper school.
- Checked that their respective phase year groups' 'Curriculum overview', 'Curriculum Map' and 'Curriculum Planning Timeline' have been completed and sent to the 'Curriculum' leader in a timely manner.
- Liaising with subject leaders to ensure appropriate feedback on new or reviewed medium term units of work have been received and acted upon in a timely manner.

d) Responsibility of subject development is devolved to the subject leader. The subject leader is responsible for:

- Providing leadership and vision.
- Monitoring, evaluating and reviewing the quality and standards of the subject by undertaking work and planning scrutiny, and data analysis. Undertaking appropriate 'Learning walks', 'Lesson observations' or 'coaching' as deemed necessary and with the approval of the headteacher.
- Completing Subject Self-Evaluation Form (SSEF) on an ongoing annual basis.
- Use SSEF to contribute to school planning and self-evaluation by completing relevant sections that have been included in the 'School Improvement Plan' (SIP) and keeping up to date the subject self-evaluation form.
- Ensuring their subject follows the criteria laid down by this policy and the 'Assessment Policy'.
- Providing a 'Long-term Subject Curriculum Map' (see example in **Appendix 5**) and Subject Progression Map (see example in **Appendix 6**).
- Monitor, evaluate and support teachers reviewing new or adapted medium term units of work for their subjects, providing feedback in a timely manner.
- Providing appropriate resources to support the medium term units of work via the school's 'Resources Manager'
- Organising appropriate INSET, and giving advice and guidance as appropriate.
- Providing an overview of resource provision, enhancement and replacement, including an annual budget spending plan and resource catalogue.
- Report to parents, the head teacher and governing body as required.

e) Responsibility for teaching is each of the class teachers' who are expected to adhere to the vision, aims and processes of this policy when seeking to raise standards in learning.

Good leadership and management across the school is essential in supporting effective learning and teaching:

Effective Learning:

A good learning environment is created when students participate in and are motivated by the lesson content, interact well with both the teacher and other students and improve their skills and confidence in themselves as learners. Pupils need to feel that they are learning and therefore achieving.

Where learning is effective the following is seen:

1. A variety of learning approaches to support the variety of learning styles found in children.
2. Clear knowledge, skills, understanding and attitudes being shown by children.
3. A clear purpose of the lesson that children understand.
4. A clear audience for children's work is in place to make it as relevant as possible.
5. A learning environment which encourages independence and working together.
6. Assessment for learning processes in place which children are clearly involved in.
7. Lessons are well planned and are based on what the children need to know, understand and do.
8. Enjoyment of learning together.
9. Pupils taking responsibility and being independent.
10. Pupils are valued as individuals.
11. High levels of participation with children actively engaged in learning.

In summary: Effective Learning = knowledge + skills + understanding + application + productivity + independence + collaboration.

Effective Teaching:

Good teaching occurs when understanding of both the teaching and learning processes and the building of pupils' skills, knowledge and understanding is established. Teachers are managers of the learning environment facilitating all pupils to reach their full potential.

Where teaching is effective the following is seen:

1. A variety of teaching styles are used to support the variety of learning styles.
2. The learning environment is managed - organised and ordered
3. There are clear aims and high expectations of behaviour
4. Lessons are purposeful, interesting, stimulating and planned
5. Learning activities / opportunities are matched to all abilities and preferences.
6. Positive and productive working relationships are established with pupils
7. Use of 'Assessment for Learning' and 'Assessment of Learning' strategies.

8. Clear marking, evaluation and feedback strategies so all know how well they have done and understand how to improve.
9. Provides links to other areas of learning.

In summary: Effective Teaching = good subject knowledge + high expectations + effective planning + high challenge + encouragement + engagement.

Planning:

a) **Long Term Planning:** responsibility of '**Curriculum**' Leader and **subject leader** to manage and co-ordinate, while year team/class teachers write, develop or adapt overviews, maps and timelines to meet the context of the school and needs of the children;

'Curriculum' Leader:

- i. Monitor, evaluate and review year group 'Curriculum overview', 'Cross Curricular Project Map' and 'Curriculum Planning Timeline'. (see examples in **appendices 2, 3 and 4** respectively)
- ii. Class/year group timetables (see example in **appendix 1**).
- iv. Collation of the above and medium term units of work (see example in **appendix 10**) into Year Group electronic folders on the schools network.

Subject Leader:

- i. Subject Curriculum Map; giving a termly breakdown of the medium term units of work over a four year period giving a notional time allocation for each unit. (see example in **appendix 5**).
- ii. Subject Skills Progression Map (see example in **appendix 6**).
- iii. Monitoring, evaluation and review of medium term units of work.
- iv. Resource provision.
- v. Collation and monitoring of medium term units of work in Subject electronic folders on the school's network.

b) **Medium Term Planning:** for English and Mathematics only (see example of each proforma in **appendix 7 and 8**). Responsibility of subject leader to monitor and provide model unit plans, while year team/class teachers write, develop or adapt medium term units of work to meet the context of the school and needs of the children. Plans will include;

ENGLISH;

- i. Unit Theme:
- ii. Form of writing
- iii. Purpose
- iv. Audience
- v. Term and duration
- vi. Guided Reading focus.
- vii. Grammar, Punctuation and Spelling foci
- viii. Teaching sequence of NC objectives by week
- ix. Cross curricular links

MATHEMATICS

- i. Strand (Domain)
- ii. Teaching sequence of NC objectives
- iii. Term and duration
- iv. Key on going objectives.
- v. Cross-curricular links.

c) **Medium Term Planning:** detailed units of work plans for Science, the foundation subjects and R.E. only. Responsibility of subject leader to monitor and provide model unit plans, while year team/class teachers write, develop or adapt medium term units of work to meet the context of the school and needs of the children (see **Appendix 10** for example);

'Unit of Work' plans will include:

- i. Subject, Unit title, About the unit, Term, Length.
- ii. National Curriculum age related expectations; '...at...', '...above...' and '...below...'
- iii. Outcomes
- iv. Cross curricular links to other outcomes/products
- v. Sequence of ordered key attainment targets, learning objectives, context and key teaching points.
- vi. Assessment project.
- vii. Possible ideas for differentiation for lower ability and more able.
- viii. Vocabulary.
- ix. Suggested list of range of learning/teaching strategies.
- x. Resources; detailed list and links to appropriate resources for each point in the sequence.
- xi. Subject assessment and record sheet (*Foundation subjects only*).
- xii. Summative Review notes; a blank space left here.

d) Written **Short Term Planning** for English (see example in **appendix 7**) and Mathematics (see example in **appendix 9**) only. Responsibility of class teacher:

This **must** include;

- i. differentiated groups related to learning.
- ii. clear and appropriate learning objective for each lesson.
- ii. context separated from objective
- iv. process success criteria by which to achieve the learning objective including differentiation for 'open' objectives.
- v. lesson detail/activities that cover breadth of learning theories to achieve objective.
- vi. differentiation strategies with respect for higher, average and lower attaining pupils.
- vii. Homework.

This **could** also include:

- vii. Administrative issues such as preliminary organisation, setting and collecting homework, checklists.
- viii. Evaluation of objectives and tasks taught, highlighting areas of success, areas to be developed and areas to be dropped for the next session.

- e) **Written Short Term Planning** for Science, the foundation subjects and R.E. only (responsibility of class teacher):

The extent of written short-term plans in Science, the foundation subjects and R.E. will depend upon individual teachers' experience. Detailed 'Medium term units of work' are planned to help minimise the need for detailed written short term plans. Short-term planning in these areas may be recorded in the 'Teacher's Planning Diary'.

The impact of any short-term planning is best found through lesson observations, work scrutiny and data analysis.

Assessment, Recording and Reporting (See 'Assessment Policy'):

Formal self and teacher assessment opportunities are built into the medium term plans and should determine the children's achievements at the end of the unit. Areas for development should be fed back into the curriculum at the earliest appropriate time.

Information from assessments is recorded on to the relevant format as identified under 'Provision for Learning and Teaching'; which for Reading, Writing, Mathematics and Science is against the new national curriculum objectives held electronically in 'Target Tracker'. At the end of each academic year the data is used to complete the teacher's summative records of attainment, which are collated and analysed to help determine curriculum needs, including informing school improvement planning.

Exemplars, moderation and exemplification of standards folder will help ensure that assessments are valid and reliable.

Reports to parents will take 3 forms:

- 1) Written end of year reports.
- 2) Termly parents evening where appropriate
- 3) Informal meetings according to need.

Monitoring, Evaluation and Review (M.E.R.):

Children's attainment and progress is calculated to help monitor and evaluate strengths and areas for development in relation to the key elements, through the analysis of National Curriculum Assessment tests/SAT's, NFER and other published tests such as 'Headstart' or 'Rising Stars' and/or teacher assessments.

National initiatives and areas for development provide the main focus for review

Plans, records and children's work should be monitored, evaluated and reviewed at least annually, but preferably half-termly in the core subjects and termly in the foundation.

Classroom observations should happen in line with the school's key areas for development and 'Performance Appraisal Policy'. Formal observations will be made by the head teacher unless otherwise delegated. Subject leaders do learning walks with the approval of the headteacher giving due notice to teaching colleagues.

Audits, interviews, questionnaires, surveys, observing meetings, pupil pursuit and photographs are further examples of possible M.E.R. activities which can help establish how well we are doing and what we need to do next.

Professional Development:

All teachers are also learners and should be striving to evaluate and improve their practice.

In order to facilitate the learning process for teachers there needs to be opportunities for professional development.

1. INSET
2. External courses
3. Performance Appraisal
4. Self Study
5. Self Evaluation
6. Peer Observations
7. Coaching

The priority for professional development is based on individual needs that help to support the school improvement plan (*See 'Performance Appraisal Policy'*)

Resources:

Subject leaders will submit a draft budget spending plan to the 'Deputy Headteacher' to reflect the ideal level of funding required to meet the consumables, maintenance, initiatives and training needs.

The subject leader will, with the support of the Resources Manager, develop and maintain a resource catalogue.

All purchases should be made by, or referred to the appropriate subject leader and then the Deputy Headteacher to ensure:

- a) compliance with the improvement plan, 'Proposed Spending Plan' and curriculum plans, and
- b) quality and suitability for purpose.

If the aims of the school are to be achieved it is essential that adults arrange resources effectively and to good purpose.

Space:

The school uses the available space, including outside space such as the 'Nature Garden', 'School Field' and 'School Swimming Pool' to its maximum potential and is a key element of effective learning and teaching. Environmental Studies is taught as a discrete theme, including such subjects as Science and Geography, with part of its key aim to looking after and improving our outside spaces.

The school has two libraries; Fiction Library running between Year 4 and Year 5, and a non-fiction library adjacent to Year 6. The latter is also used as a mini-classroom to support small group work.

A small music room is centrally located in the school to support the peripatetic teaching of keyboards, vocals, drums and guitars from 'Hertfordshire College of Music'.

Teachers are encouraged to organise their classrooms so that space is used effectively for whole class, group and individual teaching, so that movement, availability of resources and displays promote effective learning.

Furniture:

The school ensures the upkeep of the accommodation through the application of the 'Asset Management Plan' and the appropriate 'Behaviour and Safety' section of the School Improvement Plan (SIP).

Teachers are encouraged to organise their classrooms so that children can have access to necessary resources which are clearly labelled to encourage independent learning. Table arrangements are flexible to help facilitate the demands of the lesson, collaboration through group work when planned, the need to group children by ability and to create more open areas as required. All classrooms have an interactive whiteboard (IWB), visualizer and speaker system that connects into the provided teacher laptop. There is an ICT area with two touch screen computers connected to the school's ICT network. A mini-library in each classroom enables children to have access to differentiated dictionaries and thesaurus', along with a range of relevant fiction and non-fiction books just relevant to that class and year group.

Time:

Each year group and class have a published timetable that includes the explicit teaching of English and Mathematics in the mornings. All children have a sustained period of time to read for 25 minutes before lunch on 4 days a week. Afternoon lessons are a mix of discretely taught subjects and those that form part of a range of cross curricular projects over the year.

Teachers are encouraged to use time flexibly in their teaching so that children are able to feel a sense of control alongside a sense of urgency. A mix of deadlines, time limits, reflection and extensions are used in lessons according to the needs of the children. The typical standard type lesson includes three phases 1. Introduction 2. Development 3. Plenary. Teachers are encouraged to use mini-plenaries during the

development phase to act as a check on learning where tasks can be adapted in light of the needs of the children within lessons and help accelerate their progress.

People *(see the School Staffing Structure):*

The school employs a variety of adults that are used in different roles to enhance the teaching and learning in school. Pupils are aware of the difference in roles and who to ask help from.

Teachers are clear about the roles of TA's and HLTA's within the classroom environment and are expected to deploy them effectively in class. Their use and impact is monitored regularly by the Inclusion leader and the Headteacher.

Specialist teachers are employed by the school to teach Physical Education, Environmental studies and Violins (as part of the Music Curriculum in Year 4)

The school has strong links with private enterprise to help enhance wider opportunities in learning; 'First Class Learning' providing study support in English and Mathematics, 'Mad Science', 'Schoolfriendclub' providing after school care, 'Ware Rangers Football Academy', 'Pathways Plus' and 'Sports Extra' running holiday clubs and 'Rare Productions' providing a Youth Theatre for the community.

Materials and Apparatus:

The school has clearly designated areas for materials and apparatus including;

- a) Resources Room: largely for paper based materials, but also houses Curriculum and Office network servers plus the data storage cabinet and associated routers and switches.
- b) Central areas in the Dining Room for Mathematics, Science, SEN and a Kiln room for Art and design and Design technology,
- c) Hall storage for indoor P.E. and Music equipment,
- d) Music room for peripatetic instruments and ICT resources including two laptop trolleys and supporting sets of headphones, microphones and microscopes.
- e) Staffroom, for security, has 30 Apple iPads and a 'MacMini' that acts as a server. A well-resourced teacher library is also in the staffroom.
- f) A small walk-in cupboard houses miscellaneous resources including Science resources.
- g) Outside there is a large P.E. storage shed and smaller lunchtime's games shed.
- h) Each classroom has a large walk-in storage cupboard where class teachers keep required day to day stock, resources relevant to their year group and resources relevant to their subject leader's role.

Teachers ensure that the children are taught how to use these specific items so that they know what they are for, how to use them properly and where to keep them. Members of staff have delegated responsibilities for curriculum areas ensuring that appropriate resources are available and well maintained to support the curriculum.

Review

The *Governing* body should ensure that the policy is reviewed at least every three years or more frequently as required by local or national requirements. *Governors* should ensure they seek support from the headteacher who is responsible for implementing the policy.

Appendices;

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Example Year 3 Timetable

	0850 - 0900			1000 - 1020	1020 - 1035		1135 - 1200	1200 - 1255	1255 - 1325		1405 - 1420		1525	Class	Homework
Monday	R E G	Maths Set	A S	B	English (Grammar and punctuation skills)	R	L	P.E. (Mr Carr)	B	Environmental Studies (Miss George)	3B	English skills			
								Environmental Studies (Miss George)		P.E. (Mr Carr)	3M				
Tuesday	I S	Maths Set	E R	English	E A	U	MfL	Cross Curricular Project	R	Cross Curricular Project	3B	Maths skills			
								Cross Curricular Project		Cross Curricular Project	3M				
Wednesday	T R	Maths Set	M E	English	D I	N	Cross Curricular Project	E	Cross Curricular Project	3B	Cross Curricular				
							MfL	Cross Curricular Project		Cross Curricular Project	3M				
Thursday	A T	Maths Set	B A	English	N G	C	P.E.	A	Cross Curricular Project	3B	Reading				
							Cross Curricular Project		P.E.	3M					
Friday	I O N	Maths Set	L Y	K	English (Spelling and Handwriting skills)	What is in the News	H	ICT	K	R.E.	3B	Spelling and Handwriting			
								R.E.		ICT	3M				

Curriculum Overview; Cross Curricular Project.

Theme: Traffic Jam!

Purpose: to raise awareness of traffic issues in Ware town centre/High Street

Audience: parents and local town councillors/ Hertfordshire Highways

The unit will revolve around the Town Centre and the traffic issues faced there. There will be some fieldwork in Ware town centre surveying traffic volumes passing through, impact of traffic lights/crossings and examining the key hotspots. OS maps will be used to explore map references and road routes. Children will explore the creation of battery powered vehicles- as toys and in modern road use. They will create their own moving/controllable vehicle using DT skills.

While the children are in the High Street, recordings should be made of the traffic sounds. These can then be replicated in the classroom using percussion instruments. A story of a traffic jam can then be created using sequencing of instruments and exploring different dynamics of music.

Through the unit gymnastics work will be focused on how exercise is beneficial through a travelling theme and science work will look at electricity and circuits with regard to traffic lights and switches. This will also link to computing where children will explore how to control traffic lights and the sequencing of them.

The data collected during the survey will give information for data presentation and interpretation in maths as evidence of the issues faced.

Literacy work will begin with reviewing news articles on the theme of traffic problems, analysing for features and language techniques used. News articles and reports will be written with the intention of telling people about the traffic problems in the town centre. The audience for these will be the local town council and Hertfordshire Highways.

Visit/visitor opportunities: Ware town centre for fieldwork, art and music.

Local town councillors, Hertfordshire Highways representatives, journalists from local newspapers

Traffic Jam!

PE

Gym: travelling

- Develop flexibility, strength, techniques, control and balance
- Compare performances with previous ones and demonstrate improvements to achieve their personal best
- Different methods of travel; avoiding obstacles; how to overcome obstacles; simple sequences; perform, record and review; improve.

Science

Electricity and how traffic lights work

- Compare and give reasons for variations in how components function: brightness of bulbs, loudness of buzzers; on/off switches; symbols
 - reporting and presenting findings from enquiries
 - Number and voltage of cells
- Make simple circuit, include switches in circuits.
Series and parallel circuits

Music

Traffic sounds. Traffic jam story along the High St.

- Play and perform in solo and ensemble contexts; playing instruments with increasing accuracy
 - Improvise music for a range of purposes
- Explore instruments and sounds made; how to play instruments; compare and evaluate sounds and performances explore recorded sounds and attempt to recreate them; compare and evaluate performances; improve performances

DT

Moving/controllable vehicles

- 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
 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams
 - select from and use a wider range of tools and equipment to perform practical tasks accurately
 - select from and use a wider range of materials and components according to functional properties
 - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
 - understand how key events and individuals in design and technology have helped shape the world
 - understand and use electrical systems in their products
- Explore battery powered vehicles; Sinclair C5 design and innovation; battery use in modern cars; design own; choose materials; build and adjust; evaluate.

MFL

Ware

- describe people, places, things and actions orally and in writing
 - present ideas and information orally
- Where we live; directions; shops; streets; school

English

Journalistic writing- reports on the state of the High Street with traffic

- identifying and discussing themes and conventions in and across a wide range of writing
- ask relevant questions
- articulate and justify answers
- participate in presentations
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- plan writing- audience and purpose, form, using models
- draft writing, using organisational and presentational devices; indicate grammatical features; formal writing vocabulary and structures
- evaluate and edit; tenses, subject and verb agreement, reported speech
- proof read

Reading newspaper reports, compare written news to spoken news, analyse features, using reported speech, formal writing, writing reports, editing, improving, presenting.

Letters to outside audience using formal language and structure/organisational features

Maths

Data collection and interpretation from traffic survey incl mean median mode.

Compass directions.

- use, read, write and convert between standard units, converting measurements of length, from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places (DT link)
- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average.

Interpreting data in various forms. Teach to interpret line graphs and pie charts including fractions or percentages of totals. Planning data collections. How to construct line graphs/pie charts to show data collected. Averages for data sets and concluding statements.

Geography

Field work- traffic survey, volumes of traffic, directions of travel.

- use maps to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (incl on OS maps) to build knowledge of the UK
- use fieldwork to observe, measure, record and present the human features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
- describe and understand key aspects of human geography, including land use

Reading maps; OS maps and symbols; locate Ware- physical and human features; transport links; plan groups and purpose of surveys; learn how to do traffic data collection and plan for own; collect data; present and interpret data and findings.

Computing

Controlling devices, lights, timers, Probots

- use sequence, selection and repetition in programs; work with variables and various forms of input and output
 - design write and debug programs that accomplish specific goals, including controlling or simulating physical systems
- Recap logo sequencing. Use Probots to sequence moving vehicle. Write and test programs. Move onto using inputs with Lego robots.

Art

Not taught

History

Not taught

Theme:

Control	Mysterious Mayans	Adventure Island	Why live here?	Healthy eating/living	The journey of life	
Subjects:						
Instructions	Poetic style	Stories from other cultures	Novels by significant authors	Persuasion	Film Narrative	Narrative poems
Controlling devices	Coding	Mayan civilisation	Coasts	Pizza	Journeys (abstract)	Roundabout/singing
Controllable vehicles		N/S America location	Moving toys	Data	Earth and space	Animals (lifecycle)
Properties and changes of materials		Living things and their habitats	Forces	Containers (pottery)	Spreadsheets/data handling	Journey into space
		Objects and meanings		Multimedia presentation		Geometry
		Cyclic patterns		Number		
		Dance	Orienteering			

English	Geography	Computing	Design technology	Science
Art and design	Music	Mathematics	Physical Education	

Year 5 Autumn Term Timeline 2014

Year 3, 4, 5, 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week7	Week 8	H/ T	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	
Project	Mysterious Mayans										Mysterious Mayans- Produce presentations for Rainforest charities in order to save rainforest and Mayan relics.						
Major events	Launch-travel back in time to the Mayans?									Van Hage's visit						Client presentation	
English links to Project	Stories from other cultures (linked to Mysterious Mayans)						Poetic Styles e.g. free poetry, wordplay and rhyme				Poetic Styles	Persuasion (linked to Mysterious Mayans)					
Maths links to Project						Mysterious Mayans- Shape, position and movement, reflection, translation etc.											
KEY SUBJECT(s)																	
Science	Properties and changes of materials (weekly science lesson)										Mysterious Mayans- Living things and their habitats (weekly science lesson)						
History	Mysterious Mayans																
Geography										Mysterious Mayans-South American study							
ICT	Mysterious Mayans- Coding										Mysterious Mayans- Coding						
Art & Design						Mysterious Mayans- clay masks											
DT															Controllable vehicles (Year6?)		
Non-project Subjects																	
RE	Judaism/Christianity: rules for living To know some beliefs and teaching s- rules	To know some beliefs and teaching s- Shema	Making promises and commitments	Moral values and behaviour religious code of conduct 5 commandments of own	Rules of Jewish living affecting everyday life- Torah, Kosher	Rules of Jewish living affecting everyday life- Torah, Kosher	Rules of Jewish living affecting everyday life- Torah, Kosher	Review learning		Light-stillness and quiet-how does light make people feel	Light-Madonna and child paintings	Light-candle symbols	Light-symbols	Light-Christingle Advent	Light-Hanukah	Christmas	

Music	On-going skills (see LCP)				Mysterious Mayans- South American music- Samba					Mysterious Mayans- South American music- Samba				On-going skills- also singing and performance skills in preparation for Christmas Service		
MfL	Greeting s- bonjour, je m'appelle, j'ai neuf ans	Greeting s- Ca va, bien, j'habite a,	Greeting - je me presente, numbers 1 to 15	Applying learning to games- translate what is said- greetings	Numbers- memory game	Following Instructions to sing a song	Following Instructions to sing a song	Games- follow instruction s- Jacques-a-dit		Parts of the body- label body	Parts of the body- Heads, shoulders, knees and toes	Colours- matching colour cards	Colour- use colours on different objects	Celebrations- Christmas	Celebrations- birthdays and songs	Rehearse Christmas carol in French
PE	Athletics									Mysterious Mayans-Dance						
	Tag rugby									Netball						
Environmental Studies	Talking Trees - native trees, woodlands and woodland plants									Talking Trees - planting trees, rainforests.						

St Mary's Junior School

Curriculum Project Planning Timeline Autumn 2014

Notes:

- Please enter the 'Project' title for the half term or term.
- Record major events e.g. launch event and concluding client interaction.
- Please note that there is at least 5 hours available each week to support the teaching of the foundation subjects involved in the 'Project'.
- For each subject that is linked to the 'Project' merge the weeks that it will be taught, add the unit title and the planned number of hours needed. If there is a week or more break in which that unit is not taught do not merge the cells but leave empty.
- For non-project based subjects that are not taught by specialist teachers highlight the weeks that they are taught and add the unit title. Some weeks where these are not taught e.g. in Music, Computing, MfL or R.E. because unit plans are based over 6 weeks and you have an 8 week half term then the additional time could be used to support the 'Project'.

History Subject Curriculum Map

			British History	World History
Year 3	A local history study; 'History and development of Ware over the ages. exploring Ware from Stone Age to World War 2.'	Notional Time: 3 hours each year.	'Changes in Britain from the Stone Age to the Iron Age' <i>Including link to local study; 'What was Ware like during this period in history?'</i>	<u>'The achievements of the earliest civilisations – an overview of all and a depth study of Ancient Egypt'</u>
Notional Time			12 hours	12 hours
Year 4			'The Roman Empire and its impact on Britain' <i>Including link to local study; 'What was Ware like during this period in history?'</i>	<u>'Ancient Greece – a study of Greek life and achievements and their influence on the western world'</u>
Notional Time			12 hours	12 hours
Year 5			'Britain's settlement by Anglo-Saxons and Scots' <i>Including link to local study; 'What was Ware like during this period in history?'</i>	<u>A non-European Society that provides contrasts with British history; 'Mayan civilisation c. AD 900'</u>
Notional Time			12 hours	15 hours
Year 6			'The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor' <i>Including link to local study; 'What was Ware like during this period in history?'</i>	
			An aspect of British History beyond 1066; 'A significant turning point in British history: the Battle of Britain' <i>Including link to local study; 'What was Ware like during this period in history?'</i>	
Notional Time			12 hours + 12 hours	

		Year Team Pitch	Year 3	Year 4			Year 5		Year 6
			Year 4	Year 5		Year 6			
			Year 5	Year 6			Year 7		Year 8
			Year 6	Year 7		Year 8			
Aims	Key Element	Key Skills	Level 1	Level 2	Level 3 (Minimum Age-related expectation by end of Year 4)	Level 4 (Minimum Age-related expectation by end of Year 6)	Level 5	Level 6	
<p>A) Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>F) Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>	Chronological understanding	<p>Using terminology</p> <p>Ordering and sequencing</p>	<p>Pupils recognise the distinction between present and past in their own and other people's lives</p> <p>They show their emerging sense of chronology by placing a few events and objects in order, and by using everyday terms about the passing of time</p>	<p>Pupils show their developing sense of chronology by using terms concerned with the passing of time,</p> <p>by placing events and objects in order,</p> <p>and by recognising that their own lives are different from the lives of people in the past</p>	<p>Pupils show their developing understanding of chronology by their realisation that the past can be divided into different periods of time,</p> <p>their recognition of some of the similarities</p> <p>and differences between these periods, and their use of dates and terms</p>	<p>Pupils show factual knowledge and understanding of aspects of the history of Britain and the wider world.</p> <p>They use this to describe characteristic features of past societies and periods,</p> <p>and to identify changes within and across different periods</p>			
<p>A) Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>B) Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p> <p>D) Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p>	Knowledge and understanding of events, people and changes in the past	<p>Identifying</p> <p>Describing</p> <p>Explaining</p> <p>Making links and comparisons</p>	<p>They know and recount episodes from stories about the past</p>	<p>They show knowledge and understanding of aspects of the past beyond living memory,</p> <p>and of some of the main events and people they have studied</p> <p>They are beginning to recognise that there are reasons why people in the past acted as they did.</p>	<p>They show knowledge and understanding of some of the main events, people and changes studied.</p> <p>They are beginning to give a few reasons for, and results of, the main events and changes.</p>	<p>They describe some of the main events, people and changes.</p> <p>They give some reasons for, and results of, the main events and changes.</p>	<p>Pupils show increasing depth of factual knowledge and understanding of aspects of the history of Britain and the wider world.</p> <p>They use this to describe features of past societies and periods and to begin to make links between them.</p> <p>They describe events, people and changes.</p> <p>They describe and make links between events and changes and give reasons for, and results of, these events and changes.</p>	<p>Pupils use their factual knowledge and understanding of the history of Britain and the wider world to describe past societies and periods,</p> <p>and to make links between features within and across different periods.</p> <p>They examine and explain the reasons for, and results of, events and changes.</p>	
<p>E) Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p>	Historical interpretations	<p>Identifying</p> <p>Interpreting</p> <p>Explaining events</p>		<p>They are beginning to identify some of the different ways in which the past is represented</p>	<p>They identify some of the different ways in which the past is represented</p>	<p>They show some understanding that aspects of the past have been represented and interpreted in different ways.</p>	<p>They know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this.</p>	<p>Pupils describe, and begin to analyse, why there are different historical interpretations of events, people and changes.</p>	

<p>D) Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p> <p>E) Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p>	<p>Historical Enquiry</p>	<p>Enquiry</p> <p>Using sources</p>	<p>They find answers to some simple questions about the past from sources of information</p>	<p>They observe or handle sources of information to answer questions about the past on the basis of simple observations.</p>	<p>They use sources of information in ways that go beyond simple observations to answer questions about the past.</p>	<p>They are beginning to select and combine information from different sources.</p>	<p>Using their knowledge and understanding, pupils are beginning to evaluate sources of information and identify those that are useful for particular tasks.</p>	<p>Using their knowledge and understanding, they identify and evaluate sources of information, which they use critically to reach and support conclusions.</p>
<p>C) Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’</p> <p>F) Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>	<p>Organisation and Communication</p>	<p>Using terminology</p> <p>Selecting</p> <p>Organising</p> <p>Communicating/ deploying</p>				<p>They are beginning to produce structured work, making appropriate use of dates and terms.</p>	<p>They select and organise information to produce structured work, making appropriate use of dates and terms.</p>	<p>They select, organise and deploy relevant information to produce structured work, making appropriate use of dates and terms.</p>



English Unit Plan - Overview

Unit Theme:		Purpose:		Outcome	
				Form:	Audience:
Term:	Guided Reading:	Homework:	Focus; Grammar;		
Duration of unit:			Punctuation;		
			Spelling:		
	Week 1	Week 2	Week 3	Week 4	
NC Objectives; Teaching Sequence					
Cross curricular links					



English Short Term Planning		Teacher:	Week beginning	
Differentiated Groups (please indicate SEN , PPF and AMA)				
LA		AA		HA
Homework LA		Homework AA		Homework HA
Day	Objective & Success Criteria	Lesson Details		Differentiated activities**
Mon			LA	
			AA	
			HA	
Tue			LA	
			AA	
			HA	

Day	Objective & Success Criteria	Lesson Details	Differentiated activities**	
Wed			LA	
			AA	
			HA	
Thu			LA	
			AA	
			HA	
Fri			LA	
			AA	
			HA	

Planning checklist*					
✓	Differentiated activities that build on or reinforce learning	✓	Use of laptops or iPads	✓	Opportunities to apply grammar, punctuation and spelling skills
✓	Range of teaching styles to support range of children's learning styles	✓	Assessment opportunities	✓	Focus on handwriting and spelling
✓	Time planned for self or peer marking/editing, feedback and evaluation	✓	Adult support shown & LA independent work	✓	Opportunities to meet target
✓	Time to respond to marking and feedback; corrections/improvements or now try this	✓	Reinforcement of previous work		

* This does not mean that all points have to be covered each lesson, but it is envisaged that good teaching will cover most over each week and all over a unit of work. Points in **bold** in the left hand column are high priority.

** Where groups and differentiated activities have been generically split into 3 (LA, AA, HA) as a minimum expectation of needs to be met, you may sub-divide these further, for example for lower attaining (LA) children you may need 2 different activities to ensure the very lowest ability children have their needs met, likewise this may also at times be relevant to have more than one differentiated activity for the average (AA) or higher attaining (HA). The extent of differentiation will depend on the needs of the children so that you are building on what they already know or can do.



Mathematics Medium Term Planning Grid Year 4

Autumn Term 1 st half		
Strand	Objective	Lessons
Number – number and place value	find 1000 more or less than a given number	2
Number – number and place value	recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)	3
Number – number and place value	order and compare numbers beyond 1000	3
Number – multiplication and division	use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1	2
Number – number and place value	solve number and practical problems that involve all of the above and with increasingly large positive numbers	2
Number – fractions (including decimals)	recognise and show, using diagrams, families of common equivalent fractions	2
Number – fractions (including decimals)	round decimals with one decimal place to the nearest whole number	2
Number – fractions (including decimals)	compare numbers with the same number of decimal places up to two decimal places	3
Number – fractions (including decimals)	solve simple measure and money problems involving fractions and decimals to two decimal places.	3
Measurement	Convert between different units of measure [for example, kilometre to metre; hour to minute]	3
Measurement	estimate, compare and calculate different measures, including money in pounds and pence	3
Measurement	read, write and convert time between analogue and digital 12- and 24-hour clocks	3
Measurement	solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.	2
Geometry – Properties of shape	identify acute and obtuse angles and compare and order angles up to two right angles by size	2
Statistics	interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.	3
Total Lessons		35

Ongoing objectives for this half term	
Strand	Objective
Number – number and place value	count in multiples of 6, 7, 9
Number – number and place value	solve number and practical problems that involve all of the above and with increasingly large positive numbers
Number – number and place value	identify, represent and estimate numbers using different representations
Number – multiplication and division	recall multiplication and division facts for multiplication tables up to 12 × 12
Opportunities for cross curricular links for this half term	
Subject(s)	Applied skill in...

Autumn Term 2 nd half		
Strand	Objective	Lessons
Number – number and place value	count backwards through zero to include negative numbers	3
Number – number and place value	round any number to the nearest 10, 100 or 1000	2
Number – addition and subtraction	solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	5
Number – multiplication and division	use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1	2
Number – fractions (including decimals)	recognise and show, using diagrams, families of common equivalent fractions	2
Number – fractions (including decimals)	count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.	3
Number – fractions (including decimals)	find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths	4
Number – fractions (including decimals)	round decimals with one decimal place to the nearest whole number	3
Number – fractions (including decimals)	compare numbers with the same number of decimal places up to two decimal places	3
Number – fractions (including decimals)	solve simple measure and money problems involving fractions and decimals to two decimal places.	5
Measurement	Convert between different units of measure [for example, kilometre to metre; hour to minute]	2
Geometry – Properties of shape	compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes	2
Geometry – Properties of shape	identify lines of symmetry in 2-D shapes presented in different orientations	1
Geometry – position and direction	describe positions on a 2-D grid as coordinates in the first quadrant	1
Number – fractions (including decimals)	compare numbers with the same number of decimal places up to two decimal places	3
Geometry – position and direction	plot specified points and draw sides to complete a given polygon.	2
Statistics	solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	2
	Total Lessons	35

Ongoing objectives for this half term	
Strand	Objective
Number – number and place value	identify, represent and estimate numbers using different representations
Number – number and place value	solve number and practical problems that involve all of the above and with increasingly large positive numbers
Number – multiplication and division	recall multiplication and division facts for multiplication tables up to 12 × 12
Measurement	estimate, compare and calculate different measures, including money in pounds and pence
Opportunities for cross curricular links for this half term	
Subject(s)	Applied skill in...



Mathematics Short Term Planning		Teacher:	Maths group	Week beginning
Differentiated Groups (please indicate SEN , PPF and AMA)				
LA		AA		HA
Homework LA		Homework AA		Homework HA
Day	Objective & Success Criteria	Lesson Details		Differentiated activities**
Mon			LA	
			AA	
			HA	
Tue			LA	
			AA	
			HA	

Day	Objective & Success Criteria	Lesson Details	Differentiated activities**	
Wed			LA	
			AA	
			AA	
Thu			LA	
			AA	
			HA	
Fri			LA	
			AA	
			HA	

Planning checklist*					
✓	Differentiated activities that build on or reinforce learning	✓	Use of laptops or iPads	✓	Mix of written and practical activities
✓	Range of teaching styles to support range of children's learning styles	✓	Assessment opportunities	✓	Mental maths test/activity
✓	Time planned for self or peer marking, feedback and evaluation	✓	Adult support shown & LA independent work	✓	Opportunities to apply knowledge
✓	Time to respond to marking and feedback; corrections or now try this	✓	Brief reinforcement of previous work	✓	Opportunities to meet target

* This does not mean that all points have to be covered each lesson, but it is envisaged that good teaching will cover most over each objective taught. Points in **bold** in the left hand column are high priority and should all be covered for each objective taught.

** Where groups and differentiated activities have been generically split into 3 (LA, AA, HA) as a minimum expectation of needs to be met, you may sub-divide these further, for example for lower attaining (LA) children you may need 2 different activities to ensure the very lowest ability children have their needs met, likewise this may also at times be relevant to have more than one differentiated activity for the average (AA) or higher attaining (HA). The extent of differentiation will depend on the needs of the children so that you are building on what they already know or can do.

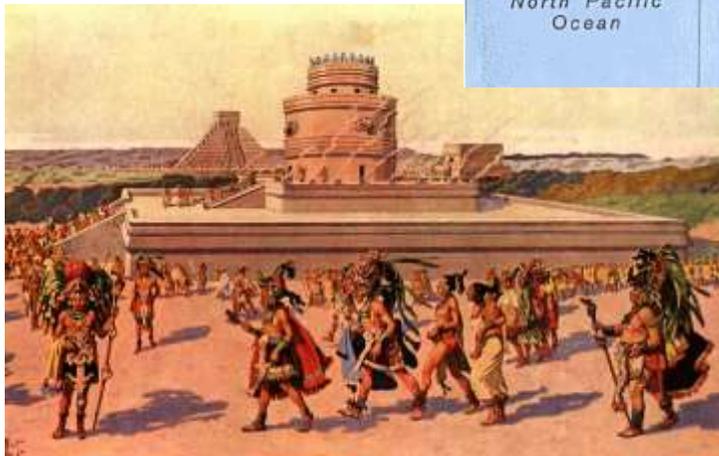


Medium Term Plan

Term: Year group: 5. Length: 16 hours

Subject: History Unit title: **Mayan Civilization c. AD 900;**

About the unit: - A non-European society that provides contrasts with British history.



National Curriculum expectations and levels (age related expectations)**Most children will:** (Level 4)***Chronology; terminology, ordering and sequencing***

Use historical vocabulary to describe characteristic features within the Mayan civilization

Knowledge and understanding: Describing

know the ways the Mayan's civilization operated

Knowledge and understanding: Explaining

give reasons why the way of life in Mayan civilization and life today are different in some ways;

Historical interpretation:

Show understanding by identifying that the Mayan culture can be interpreted in different ways e.g. peaceful people, religious, builders, cultured, entertainers, hunters, fighters.

Historical enquiry:

Ask and answer questions about the past beginning to select and combine information from different sources.

Organisation and communication;

Begin to produce structured work making appropriate use of dates and vocabulary.

Some will not have made so much progress: (Level 3)

know about the way of life of Mayan civilization select information from individual sources to answer questions about the past; know what the Mayans have left behind that tell us about their civilization

Some children will have progressed further and will: (Level 5)

give reasons why the Mayan civilization died out; compare and contrast a selected aspect of a key area of Mayan life to life in Britain at that time; work independently to produce a structured recount of a chosen aspect of the Mayan civilization, selecting and organising information using dates and terms appropriately from a range of sources, beginning to evaluate sources that are useful in completing particular tasks.

Outcomes (Presentation/display/product)**Non-chronological writing;** a class book; divided into different aspects about the Mayan Civilization that have been researched by the children to tell other children and parents about the Mayan Civilization

Cross curricular links to other outcomes/products

Literacy; non-chronological report. Recount. Reading/research skills; use of contents and index, scan and skim reading, retrieving information, using inference and making deductions.

Sequence of Key skills/objectives/context (Key teaching points)

1. **Geography link: Place.** Describe location, climate and terrain. Context: Central America, Mexico (*Southern Hemisphere; Tropic of Cancer so temperate to tropical weather with wet and dry season 24 to 28 C. Mountainous regions and tropical rainforests. High risk of earthquake and volcanic activity as sat on 3 tectonic plates*)
2. **Chronological understanding:** Show factual knowledge on a timeline. Context: Where in time does Ancient Mayan Civilisation sit? (*Maya calendar started in 3,114 BC in Archaic period up to 900 AD known as Classic Maya period*)
3. **Historical interpretations:** Explain that the past has been represented and interpreted in different ways. Context: Using information and artefacts what were the Mayans like? (*What evidence can children find; peaceful, religious, builders, cultured, entertainers, hunters, fighters. Can children give a 'biased' view using evidence?*)
4. **Knowledge and understanding of events, people and changes in the past:** To recognize similarities and differences. Context: How does Mayan architecture (buildings) compare and contrast to other buildings through history in the UK. (*Mayan; solid building blocks, flat roof, columns, pyramid, red, statues, carvings. Similarities with Egyptians, Stonehenge, contrasts with wooden/mud huts in Britain at time*)
5. **Historical enquiry:** Use a source(s) of evidence. Context: How did Mayans tell the time? (*Identify key words: Maya, Mayan, time, calendar, clock, dates. Scan and skim read, contents, index and find paragraphs to retrieve information from text*)
6. **Historical enquiry:** Use a range of sources of evidence. Context: What was the importance of Religion to the Mayans? (*Identify key words: Maya, Mayan, religion, gods, goddess, sacrifice, worship, prayer, beliefs. Scan, skim read, select best sources, retrieve info'*)
7. **Historical enquiry:** Use a range of sources of evidence. Context: How were the roles of boys and girls in Mayan culture different? (*Identify key words: Maya, Mayan, boy, girl, male, female, child, children, school, play, job, role. Previous skills plus introduce reference of sources used; title, author or publisher, date and page number*)
8. **Knowledge and understanding of events, people and changes in the past:** Explain the reasons for and results of the main events and changes. Context: Why did the Mayan civilization die out? (*Drought, over-population, warfare, disease*)
9. **ASSESSMENT FOCUS: Historical enquiry. Knowledge and understanding of events, people and changes in the past. Organisation and communication** Use sources of evidence to organise and combine information. Context: Chosen aspects about the Mayan civilisation and how it compares or contrasts with Britain or British History. (*Recap on previous skills, identify areas of Mayan life to research deeper or new; e.g. Gods, buildings, warfare, collapse of civilisation. Devise key questions. Plan organisation and layout; headings, sub-headings, images, text, references*)

<p><u>Differentiation</u></p> <p><u>Lower ability children could</u></p> <ul style="list-style-type: none"> • Lower ability children could: • Use structured enquiry sheets that focus on the use of individual sources to find out about Mayan civilization. • be given more guidance on which sources to use • produce work to show what the Mayans have left behind • Give only a limited range of comparisons and fewer reasons for the differences between the Mayans and life in Britain at the time. • briefly describe and illustrate what the Mayans achieved 	<p><u>More able children could</u></p> <ul style="list-style-type: none"> • Work independently in research groups to answer question • Devise and research their own questions on given themes within an extended project. • Use the school library and internet to find their own sources of information • Organise and communicate findings in a coherent well-presented format they choose; e.g. pamphlet, PowerPoint, podcast or display board • Record sources and references in a bibliography at end of project
<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • <i>words associated with the study of ancient Mayans, e.g. legacy, civilization, calendar, drought</i> • <i>words associated with the passing of time, e.g. ancient, BC, AD</i> • <i>Bias/biased</i> • <i>Primary sources/secondary sources</i> 	
<p><u>Learning/teaching strategies</u></p> <ul style="list-style-type: none"> • Talking partners/no hands up • 'Opinion line' • 'Jigsaw' • 'Ability Groups' 	<ul style="list-style-type: none"> • Devising own questions • 'Delegates' • Role play; 'Hot seat' • Independent working • Self and peer marking and feedback

Resources

- **Place;** i. Range of maps, atlases, holiday brochure's related to modern Mexico. (This could be a preliminary homework activity). ii. Online holiday searches e.g. www.thomascook.com, www.firstchoice.co.uk. iii. <http://www.mayadiscovery.com/> iv. Mexico Video: <http://www.youtube.com/watch?v=PWuWpHXGvtM>
- **Chronology;** i. Common Class timeline display; to include all areas of study at key stage 1 & 2 plus some from key stage 3 e.g. Tudors, Victorians, World War 1, World War 2 and today. ii. Individual timelines (differentiated; blank to 'cloze procedure'). iii. ICT timeline created on IWB 'notebook' software.
- **Interpretation;** i. Range of artefacts and pictures. ii. Common Worksheet. iii. Word bank to support LA. iv. https://www.britishmuseum.org/explore/cultures/the_americas/maya.aspx
- **Knowledge...architecture;** i. Picture packs of Mayan buildings and contrasting buildings from Ancient Egypt, Greece and Britain. Modern buildings. ii. Video clip of a reconstructed Mayan Settlement a) <http://www.csupomona.edu/~lugo/MAYA/index-2.html> b) <http://alternativearchaeology.jigsy.com/mayan-index#dialog:close>
- **Enquiry...time;** i. Plan and pictures of [Chichen Itza](http://www.bbc.co.uk/learningzone/clips/how-ancient-mayan-temples-were-built-to-tell-the-time/12379.html) ii. Videos a) <http://www.bbc.co.uk/learningzone/clips/how-ancient-mayan-temples-were-built-to-tell-the-time/12379.html> b) <http://www.discovery.com/tv-shows/mayan-doomsday-prophecy/videos/the-mayan-calendar-doomsday-prophecy.htm> iii. Website <http://www.mayacalendar.com/mayacalendar.html> (*most able*) iv. Collection of pictures and reference books; v. Internet search e.g. via 'Google', 'Bing' or 'Yahoo' image search.
- **Enquiry...religion;** i. Information Packs on Mayan Religion; **LA;** specifically selected resources that contain the relevant **AA;** a broader range of resources that are relevant, this may include specific reference books. **HA;** A laptop or tablet to share with a partner.
- **Enquiry...gender roles;** i. BBC website on Mayan Civilization (currently not developed); ii. Internet search engine, Useful Website list, iii. Books, pictures, objects
- **Knowledge...end of Mayan civilisation;** i. video <http://www.youtube.com/watch?v=5ml7Co0w22M> (first 01:18) ii. Website http://www.bbc.co.uk/history/ancient/cultures/maya_01.shtml
- **Assessment focus;** i. **LA;** specifically selected resources that contain the relevant information **AA;** a broader range of resources that are relevant, this may include specific reference books and links to websites. **HA;** Access to the school library, a selection of Mayan reference books and a laptop or tablet to share with a partner ii. Website <http://ngm.nationalgeographic.com/2007/08/maya-rise-fall/gugliotta-text>
- **Other general;** i. pictures of inscriptions on Mayan buildings, sculptures, Mayan Calendar ii. a range of written and picture sources iii. A classroom display including a labelled plan of a Mayan civilization e.g. at Chichen Itza or Tikal iv. A collection of artefacts that represent various aspects of Mayan life. v. Useful websites a) <http://www.mayankids.com/> b) <http://www.learner.org/interactives/collapse/mayans.html> c) <http://www.historymuseum.ca/cmcc/exhibitions/civil/maya/mmc01eng.shtml>
- **Teacher preliminary research;** History Channel (USA) video 1; <http://www.youtube.com/watch?v=5ml7Co0w22M> video 2; http://www.youtube.com/watch?v=n69-Ng_D9xI video 3; <http://www.youtube.com/watch?v=bCc47vfIqcs> Article 1 http://en.wikipedia.org/wiki/Maya_civilization. Article 2; http://www.bbc.co.uk/history/ancient/cultures/maya_01.shtml

Foundation Subject Assessment and Recording Sheet: History Unit title; **Mayan Civilization c. AD 900;**

This sheet is to be completed at the end of each unit of work. Copies of the completed sheets should be given to the subject coordinator

The end of unit expectations provide broad descriptions of achievement and should help teachers to decide where a child's progress differs markedly from the rest of the class

Children	Expectations	
Most children will be able to:	<ul style="list-style-type: none"> • use historical vocabulary to describe characteristic features within the Mayan civilization • know the ways the Mayan's civilization operated • give reasons why the way of life in Mayan civilization and life today are different in some ways; • Show understanding by identifying that the Mayan culture can be interpreted in different ways e.g. peaceful people, religious, builders, cultured, entertainers, hunters, fighters. • Ask and answer questions about the past beginning to select and combine information from different sources. • Begin to produce structured work making appropriate use of dates and vocabulary. 	
Some children will not have made the expected progress:	<ul style="list-style-type: none"> • know about the way of life of Mayan civilization • select information from individual sources to answer questions about the past • know what the Mayans have left behind that tell us about their civilization. 	
Some children will exceed the expected progress:	<p>In addition to 'Most children...':</p> <ul style="list-style-type: none"> • give reasons why the Mayan civilization died out • compare and contrast a selected aspect of a key area of Mayan life to life in Britain at that time • work independently to produce a structured recount of a chosen aspect of the Mayan civilization • selecting and organizing information using dates and terms appropriately from a range of sources • beginning to evaluate sources that are useful in completing particular tasks. 	
Children with lower achievement	Children with higher achievement	Children who missed the activity

Evaluation Notes:

Learning and Teaching Strategies

Learning Styles

Visual, auditory, kinesthetic	Learning Tasks
Visual	Diagrams, charts, videos, films, graphs, posters, concept maps, pamphlets, textbooks, drawing, visualisation (creating mental pictures), collages, colour highlighting.
Auditory	Discussion, group work, pair work, debates, interviewing, expositions, presentations, improvisations, listening to guest speakers, mnemonics, writing notes and essays, poems, sketches, stories, reading.
Kinaesthetic	role-play, dance, model making, simulations, "show me" cards, freeze games, improvisation, associating ideas with movements, human graphs, human sentences or time lines, field trips, games, competitions.

Learning style	Honey and Mumford Definition
Activist	<i>Activists involve themselves fully and without bias in new experiences. They enjoy the here and now, and are happy to be dominated by immediate experiences. They are open-minded, not sceptical, and this tends to make them enthusiastic about anything new. Their philosophy is: "I'll try anything once". They tend to act first and consider the consequences afterwards. Their days are filled with activity. They tackle problems by brainstorming. As soon as the excitement from one activity has died down they are busy looking for the next. They tend to thrive on the challenge of new experiences but are bored with implementation and longer term consolidation. They are gregarious people constantly involving themselves with others but, in doing so, they seek to centre all activities around themselves.</i>
Pragmatist	<i>Pragmatists are keen on trying out ideas, theories and techniques to see if they work in practice. They positively search out new ideas and take the first opportunity to experiment with applications. They are the sort of people who return from courses brimming with new ideas that they want to try out in practice. They like to get on with things and act quickly and confidently on ideas that attract them. They tend to be impatient with ruminating and open-ended discussions. They are essentially practical, down to earth people who like making practical decisions and solving problems. They respond to problems and opportunities 'as a challenge'. Their philosophy is "There is always a better way" and "If it works it's good".</i>
Theorist	<i>Theorists adapt and integrate observations into complex but logically sound theories. They think problems through in a vertical, step-by-step logical way. They assimilate disparate facts into coherent theories. They tend to be perfectionists who won't rest easy until things are tidy and fit into a rational scheme. They like to analyse and synthesize. They are keen on basic assumptions, principles, theories models and systems thinking. Their philosophy prizes rationality and logic. "If its logical its good." Questions they frequently ask are: "Does it make sense?" "How does this fit with that?" "What are the basic assumptions?" They tend to be detached, analytical and dedicated to rational objectivity rather than anything subjective or ambiguous. Their approach to problems is consistently logical. This is their 'mental set' and they rigidly reject anything that doesn't fit with it. They prefer to maximise certainty and feel uncomfortable with subjective judgements, lateral thinking and anything flippant.</i>

Reflector	<i>Reflectors like to stand back to ponder experiences and observe them from many different perspectives. They collect data, both first hand and from others, and prefer to think about it thoroughly before coming to a conclusion. The thorough collection and analysis of data about experiences and events is what counts so they tend to postpone reaching definitive conclusions for as long as possible. Their philosophy is to be cautious. They are thoughtful people who like to consider all possible angles and implications before making a move. They prefer to take a back seat in meetings and discussions. They enjoy observing other people in action. They listen to others and get the drift of the discussion before making their own points. They tend to adopt a low profile and have a slightly distant, tolerant unruffled air about them. When they act it is part of a wide picture which includes the past as well as the present and others' observations as well as their own.</i>
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Teaching Strategies

	Core Skills	Explanation	Possible dominant Learning Style(s) A – Activist P – Pragmatist T – Theorist R - Reflector
1 Teacher Led	Listening		P,T,R
2 Solo	Learning with others		A,R
3 Brainstorm	Learning with others Generate and extend ideas Look for alternatives	Pupils are given a large piece of paper and a central word, concept or idea. They record all ideas that are raised, often in the form of a “spider” diagram, which captures key words, ideas or phrases. This can be extended to clustering where pupils are asked to group or colour code ideas, which “go together” in some way.	A,P,R
4 Model Mapping	Learning with others Thinking Skills	Pupils name a topic in the centre of paper and draw branches radiating outwards with key word for each branch. Smaller branches then radiate for ideas that form part of the main branch.	A,P,T,R
5a Pair Work 5b Think / Pair / Share	Communication Learning with others Give reasons for opinions and actions Generate and extend ideas; look for alternative outcomes Test conclusions Evaluate information		A,P,T,R
6 Questions	Raise and respond to questions Information Processing	Pupils practice raising questions, focus their research	A,P,T

7 Talk / Partners	Communication Learning with others Give reasons for opinions and actions Generate and extend ideas; look for alternative outcomes Test conclusions Evaluate Information	Pupils explore ideas in pairs, given a focus and timescale. Pairs may become fixed to become established “response partners” so pupils always explore ideas or discuss their own work with a particular partner.	A,T,R
8 Teams	Learning with others	Using team jobs Messenger Tracker Manager Skill Builder (NB with team working you need to vary the composition of groups and how team roles are allocated. This depends on the particular team skill you are planning as the learning objective – cross reference this with the “I can” statements for “learning as part of a group”)	A,P
9 Carousel	Context Dependent	Pupils complete a series of set activities within a given time frame. Pupils can physically “rotate” around a set of activities.	A
10 Change it	Information processing Enquiry	Pupils challenged to turn information presented in one form or another: e.g. Text to flow diagram Music into picture Text into diagram Story into bullet points	A,P,R
11 Choice Cards	Give reasons for actions and opinions Evaluate Look for alternative outcomes	Pupils have cards or “fans” with a choice of generic responses: e.g. <ul style="list-style-type: none">• Yes/no/don’t know• Yes/no/depends• Agree/disagree• Red/amber/green• Tick/cross/question mark Which as individuals they raise in response to questions or scenarios. Pupils can challenge each other’s choices if they disagree. In the light of discussion pupils are allowed to change their minds.	A,P,R

12 Debating	Locate and collect relevant information Use precise language Give reasons Judge the value of information	Pupils are placed into “teams” to represent different sides of the debate. Or viewpoint. Pupils are encouraged, through teacher modelling, to develop the skills necessary to “chair” discussion. Pupils also can have opportunities to set the “rules” for the debate at the outset.	P,R
13 Delegates	Locate and collect relevant information Plan how to research Evaluate information Generate and extend ideas	Pupils are presented with a range of resource stations which each present information about a given resource in a different way e.g. <ul style="list-style-type: none"> • A table with posters • A PowerPoint presentation on the computer • A tape • A video • Pieces of text • An experiment In base groups they decide who to send to which station to research the topic or find answers to pre-prepared key questions. This choice will be informed by learning style preferences, formally or informally. On returning to homegroups they can take it in turns to “teach” each other. This can be extended to any activity where pupils synthesise the information into one presentation.	A,P,T,R
14 Hot Seating	Raising and responding to questions Evaluating information	Teacher or pupil “in role” as a character from a context or story is questioned by other pupils. Pupils in small groups may be given time to devise questions first.	T,R
15 Jigsaw	Communication Learning with others Raising questions Select and combine information	Pupils are numbered 1-4 etc. They then work with those having the same number to explore or research a dimension of the topic. They then return to base groups to “teach” what they have discovered to the group.	A,P,T,R
16 Learning Style Groups	Context dependent	Pupils are grouped according to learning style preferences (visual, auditory, kinaesthetic and task structure is defined accordingly e.g. produce a tape recording/diagram/drama) within a given theme.	A,T
17 Opinion Line	Give reasons for opinions and actions Evaluate what they see and hear	Pupils are given a phrase or proposition about which they have to formulate an opinion. They are then asked to stand along a continuum line between two labelled chairs e.g. strongly agree / disagree e.g. Henry VIII was a good ruler / not a good ruler. Those near to each other discuss where they have placed themselves and see if they need to move places in the light of this.	A,R,T

18 Quiz	Raising questions Information processing Use precise language	Either as a focus or to review information that has been found, pupils are challenged to devise a specified number of questions (with accurate answers) to contribute to a whole class “quiz” or to ask another group. Useful if kept as a quick revision / revisiting tool.	A,T,R
19 Question Boards	Improve ideas Generate and extend ideas Information processing Evaluation	Questions which require extended answers are selected and each written at the top of a large sheet of paper. These are spread around / displayed around the room and pupils in small groups rotate around them, adding any information they can to each. The teacher, or a pupil, acts as timekeeper.	A,P,T,R
20 Representatives	Communication Locate and collect information, analysing and synthesising Evaluate Information Use precise language	Group representatives visit and “learn from” other groups. They then return to base groups to “teach” what they have learned.	P,R
21 Role Play	Communication Learning with others Apply imagination Make deductions	Pupils may be given a situation to explore or be given specific character roles. A “mystery” object or set of facts / artefacts / information may be used as a way in – roles then emerge as the context is explored.	A,P
22 Snowballing	Communication Learning with others Classifying information Synthesis Test and improve ideas	Pupils think individually / make jottings of current thoughts. These are then shared and expanded with a partner and then two pairs join together to review and collate. A specific frame for the final report back may be given e.g. tells the class the three most significant things you have discussed.	P,T,R
23 Scan and Tell	Communication Information Processing Enquiry Speaking and listening	Pupils given some information and given 5 minutes to scan an then 1 minute to tell a partner what they have found out. Partner feeds back to class (a on b / b on a)	P,R
24 Which / who would you rather be?	Analyse relationships Reasoning Look for alternative outcomes Evaluation	Pupils are given opinions and think independently and then discuss with a group which they would rather be and why. They are challenged to try and change each other’s minds.	P,T,R

Presentation guidelines

- Long date on left hand side, top line.
- Leave one blank line, then write learning objective on next line (L.O.) *Your teacher may also ask you to write the context too.*
- Leave another blank line then start work.
- Use neat, joined handwriting.
- Use a ruler to draw straight lines.
- Diagrams and illustrations should be drawn with pencil.
- Write the labels in PRINT (*not joined*).
- Use a pencil and ruler to draw a straight line joining the label to the diagram.
- Draw a line (*with ruler*) before starting the next piece of work.
- Make corrections or improvements in a different colour so they are easy to spot.

Presentation guidelines (*Mathematics*)

- Draw a margin approximately three squares wide, on the left of the page. *You may be asked to draw on in the middle of the page.*
- Short date on left hand side, top line.
- Leave one blank line, then write learning objective on next line (L.O.) *Your teacher may also ask you to write the context too.*
- Leave another blank line then start work.
- Write one digit (*or symbol*) in each square.
- Leave a blank line after each calculation.
- Make sure answers are clear, underlining if needed.
- Use a ruler to draw straight lines.
- Draw a line (*with ruler*) before starting the next piece of work.
- Make corrections or improvements in a different colour so they are easy to spot.