

CIRENCESTER PRIMARY SCHOOL

A CURRICULUM BASED ON SKILLS AND KNOWLEDGE TO SUPPORT CHILDREN TO THRIVE.

Our curriculum at Cirencester Primary and Nursery School supports children to grow into positive, responsible people who can communicate and co-operate with others, whilst developing their knowledge and skills in order to achieve their full potential. Core to planning are school values, communication skills and promoting health and well-being of all.

Our curriculum intent (refer to full policy)

What is the intent at CPS?	Why is this important?
A focus on human values with positive social relationships which promote children's spiritual, moral, social, cultural development.	Our expectation is for every child to leave CPS with a strong set of moral and ethical values, an inquisitive mind, high expectations of themselves and a healthy outlook. These are human values necessary for a working society. Carefully chosen by all stakeholders in the school and celebrated through values certificates.
Develop a love of learning by enriching the children's experiences and by modelling learning behaviours by enthusiastic and knowledgeable staff.	It is important to promote a natural desire for knowledge and understanding which will lead to life-long learners who achieve. We ensure staff leading the curriculum has a passion and expertise in their subject. This passion is emulated by all staff.
A communication rich environment.	In order to prepare children for life within and beyond CPS, we believe they need to be effective and confident communicators and therefore aim to develop strong communication skills. Our defined communication skills are: listening, being attentive, body language, eye contact, spoken and written accuracy, clarity and cohesions, reading for understanding, friendliness, open minded and begin respectful.
Knowledge and skills woven together.	Knowledge is the building blocks for developed learning and for deeper understanding, however an outcome cannot be reached by knowledge alone. There must be skills which are taught in a progressive scheme of learning which begins within EYFS. The two are connected, so when planning for learning both the developed CPS skills map and curriculum knowledge are incorporated.
Lead children to explore their own pathways and take responsibility for their own choices.	At CPS we have the 'hidden curriculum' - what the children learn from the way they are treated and expected to behave in society. By leading the children to take responsibility for choices and to explore their own interests and pathways, we enable personal growth and development.
Encourage our pupils to be inquisitive, confident and to make links with their learning.	Children must make links between areas of the curriculum. This is why the skills and knowledge are taught in a progressive way which enables children to build upon prior learning, deepening their understanding and make links with the world around them. In turn, this embeds knowledge into their long memory and allows for links to be developed into future life.
Providing a broad and balanced, enriched and extended curriculum.	Learning must be purposeful and meaningful to the children, meeting their own interests about the world they see. To do this, we teach a wide range of topics through the 'Big Questions'. These questions include a balance of all subjects within the National Curriculum, whilst incorporating experiences through trips, theme days and clubs to enrich their own personal experiences.
A curriculum which can be tailored to individual needs.	Every child deserves to thrive and have a sense of achievement. All children have different needs and these needs should not obstruct them from reaching their goals. Our curriculum looks to remove these obstacles.
Provide a curriculum which ensures children lead healthy, fulfilling, purposeful lives which will take them into adulthood.	We are a supportive school which ensures that children find purpose and fulfilment in what they do. As children grown into adults, they will be met with challenges which can be overcome with a healthy mind.



Our curriculum implementation (refer to full policy)

We strive for consistency across the school and within year groups, with agreed approaches using a range of teaching and learning strategies and styles which develop resilience and independence. At CPS, we believe in enquiry based learning that facilitates progression, inclusion and high standards, together with the development of wider personal skills to allow success as young people and adults. We are developing our thematic, enquiry-led curriculum with a focus on the development of key skills, in all subjects. We are also developing linked learning opportunities, thinking opportunities and sustained learning opportunities in a variety of learning environments that encourage links with writing and language development.

How is our intent and curriculum implemented?

We developed **skills progression documents** to ensure skills were built upon each year.

Focal:

Maths - CaB/ NH Art - SH
Writing - SS DT - GDS
Reading - WB RWI - EB
Geography - GDS RE - MB
History - EJ Computing - KB
PSHE - SH PE - AA
Music - SA Science - CeB
French - SD

Examples

These skills progression documents are collated into **year group skills**.

Focal:

Mrs Foster/ Miss Bailey

Subject leaders use the skills, knowledge and passion of their subject to create **sequences of lessons** which are progressive and ensure each year group build upon the year before.

Focal:

Maths - CaB/ NH Art - SH
Writing - SS DT - GDS
Reading - WB RWI - EB
Geography - GDS RE - MB
History - EJ Computing - KB
PSHE - SH PE - AA
Music - SA Science - CeB
French - SD

A **long term framework** ensures the curriculum coverage over the school year. Subject leaders consider if coverage meets all curriculum requirements. The quality book drives the curriculum.

Focal:

Mrs Foster/ Miss Bailey

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	• Sequence events in their life • Sequence 3 or 4 artefacts from different periods of time • Match objects to people of different ages	• Sequence artefacts closer together or further apart • Sequence photographs etc. from different periods of their life • Describe memories of key events in lives	• Place the time studied on a time line • Use evidence to support the study unit and passing of time • Sequence several events or artefacts	• Place events from period studied on • Use terms related to the period and begin to use events • Understand more complex terms eg BC/AD	• Know and sequence key events of the period • Use relevant terms and period labels • Make comparisons between different times in the past	• Place current study on timeline in relation to other studies • Use relevant dates and terms • Sequence up to 10 events on a time line
Range and depth of historical knowledge	• Recognise the difference between past and present in their own and others lives • They know and recognise episodes from stories about the past	• Recognise why people did things, why events happened and what happened as a result • Identify differences between ways of life at different times	• Find out about everyday lives of people in time studied • Compare with our life today • Identify reasons for and results of people's actions • Understand why people may have wanted to do something	• Use evidence to reconstruct life in time studied • Identify key features and events of time studied • Look for links and effects in time studied • Offer a reasonable explanation for some events	• Study different aspects of different people - differences between men and women • Examine causes and results of great events and the impact on people • Compare life in early and late 'times' studied • Compare an aspect of life with the same aspect in another period	• Find out about beliefs, behaviour and characteristics of people • Recognise that not everyone shares the same views and feelings • Compare beliefs and behaviour with another time studied • Write another explanation of a past event in terms of causes and effect • Use evidence to support and evaluate their explanation • Know key dates, characters and events of time studied
Interpretations of history	• Use stories to encourage children to distinguish between fact and fiction • Compare adults talking about the past - how reliable are their memories?	• Compare 2 versions of a past event • Compare pictures or photographs of people or events in the past • Discuss reliability of photographic accounts/stories	• Identify and give reasons for different ways in which the past is represented • Use dates and terms related to the past • Distinguish between different versions of the same story • Look at representations of the past - museum, cartoons etc	• Look at the evidence available • Begin to evaluate the usefulness of different sources • Understand books and historical sources	• Compare accounts of events from different sources - factor of bias • Offer some reasons for different versions of events	• Link sources and work out how conclusions were arrived at • Consider ways of checking the accuracy of interpretations - fact or fiction and opinion • Be aware that different evidence will lead to different conclusions • Confidently use the history and interest for research
Historical enquiry	• Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a)	• Use a source - observe or handle sources to answer questions about the past on the basis of change	• Use a range of sources to find out about the past • Observe and evaluate artefacts, pictures • Select and record information relevant to the study • Begin to use the library and internet for research	• Use evidence to build up a picture of a past event • Choose relevant material to present a picture of one aspect of life in time studied • Ask a variety of questions • Use the library and internet for research	• Begin to identify primary and secondary sources • Use evidence to build up a picture of a past event • Select and record information relevant to the study • Use the library and internet for research with increasing confidence	• Recognise primary and secondary sources • Use a range of sources to find out about an aspect of time past • Begin to evaluate the usefulness of different sources • Use the library and internet for research with increasing confidence

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Year 1 Skills Progression	Year 2 Skills Progression	Year 3 Skills Progression	Year 4 Skills Progression	Year 5 Skills Progression	Year 6 Skills Progression
<p>Chronological understanding</p> <p>Sequence events in their life</p> <p>Sequence 3 or 4 artefacts from different periods of time</p> <p>Match objects to people of different ages</p>	<p>Chronological understanding</p> <p>Sequence artefacts closer together or further apart</p> <p>Sequence photographs etc. from different periods of their life</p> <p>Describe memories of key events in lives</p>	<p>Chronological understanding</p> <p>Place the time studied on a time line</p> <p>Use evidence to support the study unit and passing of time</p> <p>Sequence several events or artefacts</p>	<p>Chronological understanding</p> <p>Place events from period studied on</p> <p>Use terms related to the period and begin to use events</p> <p>Understand more complex terms eg BC/AD</p>	<p>Chronological understanding</p> <p>Know and sequence key events of the period</p> <p>Use relevant terms and period labels</p> <p>Make comparisons between different times in the past</p>	<p>Chronological understanding</p> <p>Place current study on timeline in relation to other studies</p> <p>Use relevant dates and terms</p> <p>Sequence up to 10 events on a time line</p>
<p>Range and depth of historical knowledge</p> <p>Recognise the difference between past and present in their own and others lives</p> <p>They know and recognise episodes from stories about the past</p>	<p>Range and depth of historical knowledge</p> <p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times</p>	<p>Range and depth of historical knowledge</p> <p>Find out about everyday lives of people in time studied</p> <p>Compare with our life today</p> <p>Identify reasons for and results of people's actions</p> <p>Understand why people may have wanted to do something</p>	<p>Range and depth of historical knowledge</p> <p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events of time studied</p> <p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p>	<p>Range and depth of historical knowledge</p> <p>Study different aspects of different people - differences between men and women</p> <p>Examine causes and results of great events and the impact on people</p> <p>Compare life in early and late 'times' studied</p> <p>Compare an aspect of life with the same aspect in another period</p>	<p>Range and depth of historical knowledge</p> <p>Find out about beliefs, behaviour and characteristics of people</p> <p>Recognise that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another time studied</p> <p>Write another explanation of a past event in terms of causes and effect</p> <p>Use evidence to support and evaluate their explanation</p> <p>Know key dates, characters and events of time studied</p>
<p>Interpretations of history</p> <p>Use stories to encourage children to distinguish between fact and fiction</p> <p>Compare adults talking about the past - how reliable are their memories?</p>	<p>Interpretations of history</p> <p>Compare 2 versions of a past event</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photographic accounts/stories</p>	<p>Interpretations of history</p> <p>Identify and give reasons for different ways in which the past is represented</p> <p>Use dates and terms related to the past</p> <p>Distinguish between different versions of the same story</p> <p>Look at representations of the past - museum, cartoons etc</p>	<p>Interpretations of history</p> <p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Understand books and historical sources</p>	<p>Interpretations of history</p> <p>Compare accounts of events from different sources - factor of bias</p> <p>Offer some reasons for different versions of events</p>	<p>Interpretations of history</p> <p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations - fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Confidently use the history and interest for research</p>
<p>Historical enquiry</p> <p>Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a)</p>	<p>Historical enquiry</p> <p>Use a source - observe or handle sources to answer questions about the past on the basis of change</p>	<p>Historical enquiry</p> <p>Use a range of sources to find out about the past</p> <p>Observe and evaluate artefacts, pictures</p> <p>Select and record information relevant to the study</p> <p>Begin to use the library and internet for research</p>	<p>Historical enquiry</p> <p>Use evidence to build up a picture of a past event</p> <p>Choose relevant material to present a picture of one aspect of life in time studied</p> <p>Ask a variety of questions</p> <p>Use the library and internet for research</p>	<p>Historical enquiry</p> <p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p> <p>Select and record information relevant to the study</p> <p>Use the library and internet for research with increasing confidence</p>	<p>Historical enquiry</p> <p>Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time past</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use the library and internet for research with increasing confidence</p>

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Year 1 Skills Progression	Year 2 Skills Progression	Year 3 Skills Progression	Year 4 Skills Progression	Year 5 Skills Progression	Year 6 Skills Progression
<p>Chronological understanding</p> <p>Sequence events in their life</p> <p>Sequence 3 or 4 artefacts from different periods of time</p> <p>Match objects to people of different ages</p>	<p>Chronological understanding</p> <p>Sequence artefacts closer together or further apart</p> <p>Sequence photographs etc. from different periods of their life</p> <p>Describe memories of key events in lives</p>	<p>Chronological understanding</p> <p>Place the time studied on a time line</p> <p>Use evidence to support the study unit and passing of time</p> <p>Sequence several events or artefacts</p>	<p>Chronological understanding</p> <p>Place events from period studied on</p> <p>Use terms related to the period and begin to use events</p> <p>Understand more complex terms eg BC/AD</p>	<p>Chronological understanding</p> <p>Know and sequence key events of the period</p> <p>Use relevant terms and period labels</p> <p>Make comparisons between different times in the past</p>	<p>Chronological understanding</p> <p>Place current study on timeline in relation to other studies</p> <p>Use relevant dates and terms</p> <p>Sequence up to 10 events on a time line</p>
<p>Range and depth of historical knowledge</p> <p>Recognise the difference between past and present in their own and others lives</p> <p>They know and recognise episodes from stories about the past</p>	<p>Range and depth of historical knowledge</p> <p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times</p>	<p>Range and depth of historical knowledge</p> <p>Find out about everyday lives of people in time studied</p> <p>Compare with our life today</p> <p>Identify reasons for and results of people's actions</p> <p>Understand why people may have wanted to do something</p>	<p>Range and depth of historical knowledge</p> <p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events of time studied</p> <p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p>	<p>Range and depth of historical knowledge</p> <p>Study different aspects of different people - differences between men and women</p> <p>Examine causes and results of great events and the impact on people</p> <p>Compare life in early and late 'times' studied</p> <p>Compare an aspect of life with the same aspect in another period</p>	<p>Range and depth of historical knowledge</p> <p>Find out about beliefs, behaviour and characteristics of people</p> <p>Recognise that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another time studied</p> <p>Write another explanation of a past event in terms of causes and effect</p> <p>Use evidence to support and evaluate their explanation</p> <p>Know key dates, characters and events of time studied</p>
<p>Interpretations of history</p> <p>Use stories to encourage children to distinguish between fact and fiction</p> <p>Compare adults talking about the past - how reliable are their memories?</p>	<p>Interpretations of history</p> <p>Compare 2 versions of a past event</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photographic accounts/stories</p>	<p>Interpretations of history</p> <p>Identify and give reasons for different ways in which the past is represented</p> <p>Use dates and terms related to the past</p> <p>Distinguish between different versions of the same story</p> <p>Look at representations of the past - museum, cartoons etc</p>	<p>Interpretations of history</p> <p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Understand books and historical sources</p>	<p>Interpretations of history</p> <p>Compare accounts of events from different sources - factor of bias</p> <p>Offer some reasons for different versions of events</p>	<p>Interpretations of history</p> <p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations - fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Confidently use the history and interest for research</p>
<p>Historical enquiry</p> <p>Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a)</p>	<p>Historical enquiry</p> <p>Use a source - observe or handle sources to answer questions about the past on the basis of change</p>	<p>Historical enquiry</p> <p>Use a range of sources to find out about the past</p> <p>Observe and evaluate artefacts, pictures</p> <p>Select and record information relevant to the study</p> <p>Begin to use the library and internet for research</p>	<p>Historical enquiry</p> <p>Use evidence to build up a picture of a past event</p> <p>Choose relevant material to present a picture of one aspect of life in time studied</p> <p>Ask a variety of questions</p> <p>Use the library and internet for research</p>	<p>Historical enquiry</p> <p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p> <p>Select and record information relevant to the study</p> <p>Use the library and internet for research with increasing confidence</p>	<p>Historical enquiry</p> <p>Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time past</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use the library and internet for research with increasing confidence</p>

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Year 1 Skills Progression	Year 2 Skills Progression	Year 3 Skills Progression	Year 4 Skills Progression	Year 5 Skills Progression	Year 6 Skills Progression
<p>Chronological understanding</p> <p>Sequence events in their life</p> <p>Sequence 3 or 4 artefacts from different periods of time</p> <p>Match objects to people of different ages</p>	<p>Chronological understanding</p> <p>Sequence artefacts closer together or further apart</p> <p>Sequence photographs etc. from different periods of their life</p> <p>Describe memories of key events in lives</p>	<p>Chronological understanding</p> <p>Place the time studied on a time line</p> <p>Use evidence to support the study unit and passing of time</p> <p>Sequence several events or artefacts</p>	<p>Chronological understanding</p> <p>Place events from period studied on</p> <p>Use terms related to the period and begin to use events</p> <p>Understand more complex terms eg BC/AD</p>	<p>Chronological understanding</p> <p>Know and sequence key events of the period</p> <p>Use relevant terms and period labels</p> <p>Make comparisons between different times in the past</p>	<p>Chronological understanding</p> <p>Place current study on timeline in relation to other studies</p> <p>Use relevant dates and terms</p> <p>Sequence up to 10 events on a time line</p>
<p>Range and depth of historical knowledge</p> <p>Recognise the difference between past and present in their own and others lives</p> <p>They know and recognise episodes from stories about the past</p>	<p>Range and depth of historical knowledge</p> <p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times</p>	<p>Range and depth of historical knowledge</p> <p>Find out about everyday lives of people in time studied</p> <p>Compare with our life today</p> <p>Identify reasons for and results of people's actions</p> <p>Understand why people may have wanted to do something</p>	<p>Range and depth of historical knowledge</p> <p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events of time studied</p> <p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p>	<p>Range and depth of historical knowledge</p> <p>Study different aspects of different people - differences between men and women</p> <p>Examine causes and results of great events and the impact on people</p> <p>Compare life in early and late 'times' studied</p> <p>Compare an aspect of life with the same aspect in another period</p>	<p>Range and depth of historical knowledge</p> <p>Find out about beliefs, behaviour and characteristics of people</p> <p>Recognise that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another time studied</p> <p>Write another explanation of a past event in terms of causes and effect</p> <p>Use evidence to support and evaluate their explanation</p> <p>Know key dates, characters and events of time studied</p>
<p>Interpretations of history</p> <p>Use stories to encourage children to distinguish between fact and fiction</p> <p>Compare adults talking about the past - how reliable are their memories?</p>	<p>Interpretations of history</p> <p>Compare 2 versions of a past event</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photographic accounts/stories</p>	<p>Interpretations of history</p> <p>Identify and give reasons for different ways in which the past is represented</p> <p>Use dates and terms related to the past</p> <p>Distinguish between different versions of the same story</p> <p>Look at representations of the past - museum, cartoons etc</p>	<p>Interpretations of history</p> <p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Understand books and historical sources</p>	<p>Interpretations of history</p> <p>Compare accounts of events from different sources - factor of bias</p> <p>Offer some reasons for different versions of events</p>	<p>Interpretations of history</p> <p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations - fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Confidently use the history and interest for research</p>
<p>Historical enquiry</p> <p>Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a)</p>	<p>Historical enquiry</p> <p>Use a source - observe or handle sources to answer questions about the past on the basis of change</p>	<p>Historical enquiry</p> <p>Use a range of sources to find out about the past</p> <p>Observe and evaluate artefacts, pictures</p> <p>Select and record information relevant to the study</p> <p>Begin to use the library and internet for research</p>	<p>Historical enquiry</p> <p>Use evidence to build up a picture of a past event</p> <p>Choose relevant material to present a picture of one aspect of life in time studied</p> <p>Ask a variety of questions</p> <p>Use the library and internet for research</p>	<p>Historical enquiry</p> <p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p> <p>Select and record information relevant to the study</p> <p>Use the library and internet for research with increasing confidence</p>	<p>Historical enquiry</p> <p>Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time past</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use the library and internet for research with increasing confidence</p>

Our curriculum implementation (refer to full policy)

How is it implemented?

We identify children's needs through pupil progress meetings, ECHP, My Plan, assessment data, class contexts and vulnerable learner logs.

Focal:
EYFS Lead - Mrs Ellis
KS1 Lead - Mrs Baggus
KS2 Lead - Mrs Smith



Vulnerable Learners Log – Greece class



PUPIL	VULNERABLE GROUPS	Intervention needed	SUBJECTS/ Area	Current / Expected data
Pr, S&E, B, SEND	Yes-My Plan +	R/W / Nurture	R: 1.2 (2, 2) W: 1.1 (2, 1) M: 1.2 (2, 3) Pr not met	
AL, SEND	Yes-My Plan	R/W M	R: PKF W: PKF M: PKF	
AL, PP, SEND	Yes-My Plan	R/W M	R: PKF W: PKF M: PKF	
AD, EAL	Yes-My Plan	R/W M	R: 1.1 (2, 1) W: PKF M: 1.1 (2, 1)	
Pr, S&E	Yes-My Plan	R/W M / Nurture	R: 1.2 (2, 3) Pr not met W: 1.2 (2, 3) Pr not met M: 1.1 (2, 3) Pr not met	
PP	No		R: 1.3 (2, 3) W: 1.3 (2, 3) M: 1.3 (2, 3)	
Pr	No, QFT	R/W	R: 1.2 (2, 3) Pr not met W: 1.2 (2, 3) Pr not met M: 1.2 (2, 2)	
Pr	No, QFT and small group work	R/W M	R: 1.2 (1, 3) Pr not met W: 1.1 (1, 3) Pr not met M: 1.2 (1, 3) Pr not met	
Pr	No, QFT and small group work	R/W M	R: 1.1 (1, 3) Pr not met W: 1.1 (1, 2) M: 1.1 (1, 2) Pr not met	
Pr	No, QFT		R: 1.3 W: 1.3 M: 1.2 (1, 1) Pr not met	
PUPIL	VULNERABLE GROUPS	Intervention needed	SUBJECTS/ Area	Current / Expected data
Pr, S&E, B, SEND	Yes-ECHP	R/W / Nurture	R: 1.2 (2, 2) Pr not met W: 1.1 (2, 1) M: 1.1 (2, 3) Pr not met	

Examples

Cirencester Primary School

Year Group: 2 Class: Greece

Record of pupil progress meeting

Teacher: Melody Bailey

	Target pupils	Action/s	What success will look like
Read	Below their attainment target for this time in the school year and therefore not on track for their end of year target. Plus specifics from class teacher		
Write	Below their attainment target for this time in the school year and therefore not on track for their end of year target. Plus specifics from class teacher		
Maths	Below their attainment target for this time in the school year and therefore not on track for their end of year target. Plus specifics from class teacher		

Our outcome planning gives teachers a clear plan of coverage in the term so links can be made. Here teachers have autonomy to create lessons which use their own talents and the talents of the class. Teachers consider the pupil's needs and ensure the Big Question is purposeful and instils a love of learning. Children will work through their enquiry questions towards their outcomes.

Focal: Mrs Foster/ Miss Bailey

Topic	Week 1 (1.10.20)	Week 2 (1.10.20)	Week 3 (1.10.20)	Week 4 (1.10.20)	Week 5 (1.10.20)
English	Readers, authors, characters	Readers, authors, characters	Readers, authors, characters	Readers, authors, characters	Readers, authors, characters
Maths	Place value, addition, subtraction	Place value, addition, subtraction	Place value, addition, subtraction	Place value, addition, subtraction	Place value, addition, subtraction
Science	Living and non-living things	Living and non-living things	Living and non-living things	Living and non-living things	Living and non-living things
History	Medieval times	Medieval times	Medieval times	Medieval times	Medieval times
Geography	Local area	Local area	Local area	Local area	Local area
Art	Art and design	Art and design	Art and design	Art and design	Art and design
Music	Music	Music	Music	Music	Music
Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
Computing	Computing	Computing	Computing	Computing	Computing
RE	RE	RE	RE	RE	RE
PSHE	PSHE	PSHE	PSHE	PSHE	PSHE

An overview is sent home so parents and carers can engage with curriculum and support children's learning.

Focal:
Mrs Foster/ Miss Bailey

Geography

National curriculum reference: Use the geography of the school and the local area to study the physical features of its surrounding environment.

Design technology

National curriculum reference: Design products for themselves and other users based on design criteria. Skills to be covered: To create a design. To use a range of materials to build a model. To use simple building techniques. To evaluate products by using questions. Evaluate their products by drawing them and making a model of the design process.

Science

National curriculum reference: Learning about materials and how they can be used for different purposes. Skills to be covered: Performing simple tests using materials to make them. Identifying, describing and naming materials. Observing the properties of materials and how they change.

Maths

National curriculum reference: Adding to counting on, finding a number bond, adding to 10, subtracting and comparing. Skills to be covered: Adding to 10, subtracting and comparing. Adding to 10, subtracting and comparing.

English

National curriculum reference: Reading to learn and for pleasure. Skills to be covered: Reading to learn and for pleasure. Reading to learn and for pleasure.

History

National curriculum reference: Learning about the past. Skills to be covered: Learning about the past. Learning about the past.

Computing

National curriculum reference: Learning about computers and how they can be used for different purposes. Skills to be covered: Learning about computers and how they can be used for different purposes.

Weekly reading and writing plans which set out the objectives for each lesson and consider the needs of individual pupils. The quality book chosen is a driver of the reading and writing lessons.

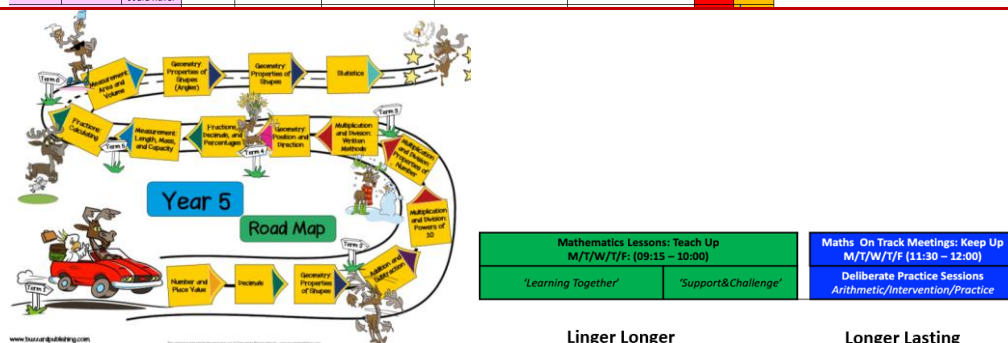
Focal:
Mrs Scott
Mrs Berrell

Text type:	Purpose of writing:	GENRE SUCCESS CRITERIA	SPAG focus for discrete lesson (phase 6 spellings rules)
1. S&E	2	3	4
5	6	7	8

Guided Reading	WAL: To write a poem	Steps to Activity Teacher Led	Input/Differentiated group tasks	Target not met	Target exceeded
WTS	EXS	GDS	Independent Task	Independent Task	Independent Task
What do you think the books will be about?	Look at the title of the picture. Can you use this section to predict what symbol the waves and emptiness could have?	Children will be shown a WAGOLL. This WAGOLL has been created not by the teacher but by a poet! Children are to have a discussion about how it makes them feel.	Grouping words into classes.	Grouping words into classes.	Grouping words into classes.
			Target	Target	Target
			To identify word classes in a text. Nouns, adjectives, verbs	To identify word classes. Nouns, adjectives, verbs	To identify word classes. Nouns, adjectives, verbs

Mathematics Planning is through 'Can Do Maths'. The sequences of lessons are built into units to create small achievable steps. Maths

Focal:
Miss Black/ Miss Hardy



Linger Longer

Longer Lasting

Examples

follows a systematic approach and gives all children the chance to succeed in smaller groups. The interventions and adapted books supports all children's needs supporting their decoding skills and enabling them to access a wide range of reading material in our impressive library.

Sport Provision supports a healthy body and healthy mind and allows children to explore their own pathways while developing SMSC and our school values.

What is the purpose of this session?	Ditty Group (Photocopiable Ditties) To encourage children to reading simple sentences.	Red Ditty Group (Red Ditty Storybooks) To practice reading a simple Storybook ready to read Green Ditty Storybooks	Option 1 (best) - class teacher and 2 TAs
What can the child do?	To train children on routines and reading activities ready to read Red Ditty Storybooks. Aim for children to read no more than 10 Ditties (one per day). Read single letter S1 1 sounds at speed. Reest 2 and 3 sound words using Fred Talk.	Read all Set 1 sounds at speed Read 3 and 4 sound words containing 'special friends' Read 3 sound nonsense words Read 4 and 5 sound words accurately. Read nonsense words with 3 and 4 sounds, including 'special friends'.	Term 1: 20 minutes teaching per group First four weeks Whole class: 5 minutes (teacher and TAs team-teach at the front) Teach Set 1 Sounds Followed by: Three progress groups: 15 minutes Teach letter formation, Word Time reading and spelling at tables
What do they need to do to reach the next stage?	Read Set 1 'special friends'. Read 3 and 4 sound Green and nonsense words containing 'special friends'.	Read 3 sound nonsense words Read 4 and 5 sound words accurately. Read nonsense words with 3 and 4 sounds, including 'special friends'.	After four weeks Three progress groups: 20 minutes each Teach Speed Sounds Lesson including letter formation and Word Time reading and spelling at tables.
Which sounds do I teach?	Set 1 Speed Sounds Lesson - 'special friends' See Handbooks p. 3.36. Once reading these confidently, consolidate at Set 1 'special friends' and review Set 1 single sounds as required, focus on Read the sound, Review the sounds and Speed write.	Consolidate all Set 1 'special friends' and review Set 1 single sounds as required, focus on Read the sound, Review the sounds and Speed write.	Slowest progress group - carousel teaching in 4s and/or daily one-to-one tutoring for 5 minutes NB Once children begin the Ditty Group, teach a 30-minute session.
What is the focus for Word Time?	Read the Phonic Green Word Cards (special friends: Fred Talk, read the word) Green Words WT 1.5 - 1.6.	Read the Phonic Green Word Cards (special friends: Fred Talk, read the word) Green Words WT 1.6 - 1.7	Term 2: 30 minutes teaching per group Three progress groups Teach Speed Sounds Lesson (10 minutes), Ditties/ Storybooks (20 minutes) Slowest progress group - carousel teaching in 4s and/or daily one-to-one tutoring for 5 minutes
What is the focus for Word Time?	Review the words 1. 'special friends', Fred Talk, read the word 2. 'Fred in your head' to speedily reading Green Words WT 1.1 - 1.4 Add 1.5 - 1.6 words once taught	WT 1.7 has different types of words. Progress through in order 1. words with double consonants 2. 4 sound words 3. 5 sound words 4. multisyllabic words	Term 3: 40 – 60 minutes teaching per group Three progress groups Teach Speed Sounds Lesson (10 minutes), Ditties/ Storybooks (at least 30 minutes). Use Carousel 4 and daily one-to-one tutoring for 5 minutes if any children learning Set 1 sounds and blending.
What is the focus for Word Time?	Reading Assessment Read 3 sound nonsense words	Review the words 1. 'special friends', Fred Talk, read the word	What is the Carousel 4? Slowest progress group of 4 children (no more) Teach Speed Sounds Lesson (10 mins) to whole group Teach blending one-to-one (5 mins per child) Organise independent play activities for the other three children To teach as a group once they can blend three and four sound words

Reception						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Session 1	Growth	Colour my magic	Food	Amazing world	Adventureland	Seaside
Session 2	Growth	Colour my magic	Food	Amazing world	Adventureland	Seaside

Year 1						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE	Gymnastic Activities Core task	Gymnastic Activities Core task	Phrase dance Three Little pigs – students	Dance BBC/topic focus	Athletics activities (running, jumping and throwing)	Core Task Catching/Striking with hand
Games	Core Task Rolling	Underarm throwing activities/multi skills	Core Task Overarm throw/multi skills	Core Task Kicking activities	Athletics activities (running, jumping and throwing)	Outdoor and Adventurous Activities

Year 2						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE	Gymnastic Activities Core Task	Gymnastic Activities Mr Lee	Dance Emily Bowden	Dance	Core Task Net/Wall	Core Task Striking and Fielding
Games	Core Task Piggy in the Middle	Core Task Underarm throwing the Ball	Net/wall skills	Quicksticks	Athletics activities Colour Match	Core Task Striking and Fielding

An enhancement event develops children's love for learning and creates a well-balanced curriculum. Throughout the year enhancement events or activities are planned including: forest school, educational visits, whole school learning (for example E-safety, world book day, community engagement)

Subject	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Writing						
Reading		Theatre Visit A Christmas Carol		World Book Day		
Science						
History						
Geography						
Science						
Computing						
Music		Christmas Choir Performance				
Art						
DT						
RE						
PSHE						
PE						
Clubs						
SMSC??	Preparation visit at Lacock - week 6					

At CPS we strive to extend the curriculum and provide a variety of lunchtime and after school **clubs**.

Autumn Clubs

Teacher	Club	Who is the club for?	Day of the week	Club description
Mrs Bowden	Fundraising Club	Years 5,6	Tuesday lunchtime	We will be looking at different ways that we can fundraise. We will make posters and look at how to organise an event.
Mrs Alvarez	Music	Years 1,2,3	Tuesday lunchtime	A beginning course in how to play the recorder and read basic notes.
Mr Archer	Year 5,6 Football	Years 5,6	Monday 3:15 - 4:15	You will be learning passing, shooting and dribbling skills.
Mr Archer	Netball	Years 5,6	Wednesday 3:15 - 4:15	In this club you will be learning the skills needed to play netball.
Mr Archer	Dance	Years 4,5,6	Monday 3:15 - 4:15	We will be learning how to move in different ways, listening to the tempo of the music.
Miss Hardy	Singing	Reception	Tuesday 3:15 - 4:00	Get ready for Christmas! We will learn lots of Christmas songs.
Mrs Foster	Storytelling	Years 1,2,3	Tuesday 3:15 - 4:15	A club full of stories! You will listen and join in with a range of stories using drama.
Mr Johnson	Year 3,4 Football	Years 3,4	Thursday 3:15 - 4:15	You will be learning passing, shooting and dribbling skills.

Planning within **EYFS** is vital to give the children the best start and access the curriculum throughout their upcoming years.

[illegible]

Reading	Listening	Writing
<p>Read each text and the background. Write down your own version of the text. Show examples Printing of the original</p> <p>This is a text This is a text This is a text and it is said: (this is a text line 1) This is a text (this is a text line 2) This is a text (this is a text line 3)</p>	<p>Listen to the audio and write down what you hear. Show examples Printing of the original</p> <p>This is a text This is a text This is a text and it is said: (this is a text line 1) This is a text (this is a text line 2) This is a text (this is a text line 3)</p>	<p>Write down what you hear. Show examples Printing of the original</p> <p>This is a text This is a text This is a text and it is said: (this is a text line 1) This is a text (this is a text line 2) This is a text (this is a text line 3)</p>
<p>Use the range of phrases</p> <ul style="list-style-type: none"> What is the subject? What is the main purpose: what are we around this text? Why are there any things from this context? What is the main point? Is it positive? What is the main point? Is it negative? What is the main point? 	<p>Use the range of phrases</p> <ul style="list-style-type: none"> What is the subject? What is the main purpose: what are we around this text? Why are there any things from this context? What is the main point? Is it positive? What is the main point? Is it negative? What is the main point? 	<p>Use the range of phrases</p> <ul style="list-style-type: none"> What is the subject? What is the main purpose: what are we around this text? Why are there any things from this context? What is the main point? Is it positive? What is the main point? Is it negative? What is the main point?
<p>Use the range of phrases</p> <ul style="list-style-type: none"> What is the subject? What is the main purpose: what are we around this text? Why are there any things from this context? What is the main point? Is it positive? What is the main point? Is it negative? What is the main point? 	<p>Use the range of phrases</p> <ul style="list-style-type: none"> What is the subject? What is the main purpose: what are we around this text? Why are there any things from this context? What is the main point? Is it positive? What is the main point? Is it negative? What is the main point? 	<p>Use the range of phrases</p> <ul style="list-style-type: none"> What is the subject? What is the main purpose: what are we around this text? Why are there any things from this context? What is the main point? Is it positive? What is the main point? Is it negative? What is the main point?
<p>Use the range of phrases</p> <ul style="list-style-type: none"> What is the subject? What is the main purpose: what are we around this text? Why are there any things from this context? What is the main point? Is it positive? What is the main point? Is it negative? What is the main point? 	<p>Use the range of phrases</p> <ul style="list-style-type: none"> What is the subject? What is the main purpose: what are we around this text? Why are there any things from this context? What is the main point? Is it positive? What is the main point? Is it negative? What is the main point? 	<p>Use the range of phrases</p> <ul style="list-style-type: none"> What is the subject? What is the main purpose: what are we around this text? Why are there any things from this context? What is the main point? Is it positive? What is the main point? Is it negative? What is the main point?

Our curriculum implementation (refer to full policy)

How is our intent and curriculum implemented?

Home learning and parental engagement

It's really important that children are supported and support others. Our community consists of many different people and our 'tree of support' ensures that we are all included in the CPS community

Focal:

Mrs Foster

Miss Bailey

Inclusion support focuses on those 'human values' and encourages communication for those children for whom communication may be a barrier. At CPS we provide a team around the family working closely with agencies, and incorporate into our own nurture support.

Focal:

Nurture - Mrs Jarrett

SENCo- Mrs Ellis

Safeguarding lead - Mrs Baggus

Interventions are evident within the vulnerable log and intervention document. Small steps have been created by the SENCo team and resources have been suggested and/or made for use. These small steps are provided on the My Plan and recorded in the vulnerable intervention log.

Monitoring of the taught curriculum through books looks, discussions with the children and learning walks ensure the curriculum is delivered to the highest standard and that there is consistency. A monitoring timetable gives the subject expert and SLT time so no area is missed.

Focal:

Key Stage leaders

Mrs Foster

Miss Bailey

Examples



Nurture support referral form

Date of referral: _____

Name of child: _____ Last: _____ Teacher of referral: _____

Stage on pathway: _____

Main concern and reason for referral (include what is concerning you / behaviours being demonstrated / what is holding the child back?) _____

What strategies have been implemented already? _____

NO: (If support needed with activities from SL, please detail here)
 Rosie could do with talking to an adult – about life at home, friendships,

Parental involvement _____

Office use only

Initial assessment & recommendations _____

SLT decision _____

REVIEW (if applicable) _____

Inclusion Support

Area of support	How is support given
Attendance	<ul style="list-style-type: none"> Attendance is monitored by the attendance officer. For children who have reached an AIM, support may be given to collect the child. Support within an AIM For children whose their whereabouts has not been ascertained by 9:30am, a home visit will be made.
SMSC	<ul style="list-style-type: none"> Lunchtime club to support those struggling to communicate and make friends 1:1 sessions on a particular barrier linked to SMSC and communication Group sessions with a focus on SMSC and communication
Support around the family	<ul style="list-style-type: none"> Attend family and agency meetings, forwarding information and supporting with actions in school.
Supporting SEND	<ul style="list-style-type: none"> Providing support to class teachers and children in consultation with the SENCo, including resourcing Supporting the My Plan, My Plan + and ECHP process alongside the SENCo Liaise with agencies to ensure children with SEND
Behaviour	<ul style="list-style-type: none"> Provide a safe and engaging place for children if needed Support with behaviour and support group meetings where children need support outside of the behaviour policy

MY PLAN

Child Young Person's Name: _____ Date of Birth: _____ Parent/Carer/Young Person's Signature: _____ Date of Signature: _____

Parent/Carer's Name: _____ Parent/Carer consent to attach electronic copy of this plan to child/young person's details held by Gloucestershire County Council YES/NO _____

Parent/Carer/Young Person's consent to share this My Plan: YES/NO _____

People contributing to My Plan: _____

My Needs	My Outcomes	Actions	Resources	Review
Reading I need to improve the fluency of my reading, increasing my speed	Know my blue FROB sounds by the end of the year I will be reading a tongue twister book	I will go to my small group 4x a week to work on my sounds I will have FROB interventions to help me learn and blend my sounds 1:1 I will read with an adult for a week	Flashcards FROB scheme FROB white books FROB blue books Change reading book	Choose an item Notes of outcome (one outcome sentence of achievement against target): Week 1: Week 2: Week 3: Week 4: Week 5:
Writing I need to improve my handwriting	I will begin to learn the round lead rule: a 6 8 6 7 I will watch an adult write the letters, then copy it next to their example An adult will show me letter set	Handwriting book	Choose an item Notes of outcome (one outcome sentence of achievement against target): Week 1:	

Interventions 2019-20

Year 2 Class: Grace Teacher(s): Melody Bailey and Sophie Hunt Table: Marie Smith

Intervention	Start Date	End Date	Frequency	Notes
Reading				
Writing				
Maths				
Science				
History				
Geography				
Art				
Music				
PE				
Other				

Cirencester Primary School Monitoring timetable

Subject	AUTUMN TERM	SPRING TERM	SUMMER TERM
Writing	SS learning walk and book look R - Yr 6 supported by SLT	SS learning walk and book look R - Yr 6 supported by SLT	SS learning walk and book look R - Yr 6 supported by SLT
Reading	WB learning walk and book look R - Yr 6 supported by SLT	WB learning walk and book look R - Yr 6 supported by SLT	WB learning walk and book look R - Yr 6 supported by SLT
Maths	CB, NH learning walk and book look R - Yr 6 supported by SLT	CB, NH learning walk and book look R - Yr 6 supported by SLT	CB, NH learning walk and book look R - Yr 6 supported by SLT
Science	CB learning walk and book look. Supported by SLT	CB learning walk and book look. Supported by SLT	CB learning walk and book look. Supported by SLT
History	EJ learning walk and book look. Supported by SLT	EJ learning walk and book look. Supported by SLT	EJ learning walk and book look. Supported by SLT
Geography	ODS learning walk and book look. Supported by SLT	ODS learning walk and book look. Supported by SLT	ODS learning walk and book look. Supported by SLT
Computing			
Music			
Art			
DT			
RE	MB to collect RE folders for book look	MB to collect RE folders for book look	MB to collect RE folders for book look
PSHE			
PE			
Well-being	Child class survey: EJ and class TA follow up meetings	Child class survey: EJ and class TA follow up meetings	Child class survey: EJ and class TA follow up meetings

We celebrate achievements and values daily which build confidence.



Enhancements such as forest school and visitors teach children life skills and knowledge.

We are performers, both at school and in the wider community. Encouraging communication skills and confidence.

Our curriculum impact (refer to full policy)

The Curriculum Team will further develop the alignment of the curriculum led by the Head teacher and supported by staff and the governor Curriculum and Standards Committee. At Cirencester Primary, we acknowledge the importance of learning from mistakes, encouraging resilience and positive attitude to meeting challenges and learning from them.

When implemented, what is the impact of our curriculum	How is this measured or monitored?
Teaching is consistent across the classes and year groups.	<ul style="list-style-type: none"> Monitoring of effective and consistent classroom teaching through drop ins Subject leaders review the way the subject is taught and plan for improvement linked to whole school objectives Subject leaders reviews curriculum plans Observations by SLT Book looks from subject leaders and SLT
Planning is systematic and progressive	<ul style="list-style-type: none"> Learning objectives, coverage and skills are allocated to year groups Curriculum team monitor outcome planning and yearly overviews Subject leaders monitor progression within their subject
Levels of attainment in Reading, Writing and Maths are improving.	<ul style="list-style-type: none"> Using SIMs to input data and HelloData to analyse the improvements at assessment points. Comparison to National Standards to ensure CPS remains in line. Use of banding systems to track small steps of improvement (RWI, Book-banding, Accelerated reader) Use of writing assessments against end of year expectations to determine WTS, EXS, GDS Use of NFER papers, Can Do Maths assessments Use of moderation between classes supports the raise in attainment
Children are supported to reach GDS standard.	<ul style="list-style-type: none"> GDS activities and extensions are planned using the outcome planning Use of 'deepen it' activities in maths and differentiated levels of challenge in reading provide children with open ended discussion points Use of precision teaching targets GDS children to extend their writing.
Children with SEND have the support needed to succeed	<ul style="list-style-type: none"> Precision teaching in writing enables all learners to have independence and to achieve a target at their level. SENCo supports all teachers to use the My Plan as a working document. SENCo supports families requiring a ECHP for their child. Additional resources are provided to children who require it (For example recording buttons, additional adult support)
Communication skills are developed so that children are able to confidently discuss ideas.	<ul style="list-style-type: none"> The school council enables children to have a voice and impact larger school decisions Fundraising clubs support children to communicate ideas Open discussion and debate are encouraged in class Pupil voice questionnaires Opportunities for school performances to audiences
Children gain both knowledge and skills across curriculum areas.	<ul style="list-style-type: none"> Subject leaders question time with children A progressive skills document Outcome planning which follows a cross-curricular approach, linking skills and knowledge across subjects Knowledge organisers
A love of learning and aspiration is clear among pupils.	<ul style="list-style-type: none"> Pupil Voice questionnaires Children enjoy coming to school Children have many experiences which shape a love of learning.

How will monitoring be purposeful? We need to ensure that our monitoring is manageable, purposeful and allows for future improvement.

Curriculum leads and SLT will meet with faculty leads to discuss school improvement actions.

The faculty leaders will meet with the experts and identify no more than three areas which are a focus to be monitored.

Experts will conduct learning walks and book looks, considering the three areas. Consider what is going well and next steps and bring this to the faculty meetings.

Faculty leaders will report findings back to SLT.

SLT will review what is going well and what improvements have been identified. SLT will discuss next steps with all experts.