



Curriculum Intent Handbook



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS (cycle 1 -22/23)	Ourselves and Nursery Rhymes <i>London</i> <i>What do I know about me and my family?</i>	Light and Dark <i>What things create light?</i>	Transport <i>What are all the different ways I can get about?</i>	Around the World <i>London</i> <i>What can I learn from stories around the world?</i>	Animals <i>The Environment</i> <i>Which animals can I talk about?</i>	Water <i>Rivers</i> <i>What can I do with water?</i>
EYFS (cycle 2 -23/24)	People Who Help Us <i>Who can I ask for help?</i>	Celebrations and Food <i>Where does our food come from?</i>	Homes and Buildings <i>Settlements</i> <i>What do different buildings and homes look like?</i>	Around the World <i>London</i> <i>What can I learn from stories around the world?</i>	In the Garden <i>The Environment</i> <i>What do we find in a garden?</i>	Monster Mayhem <i>What is a monster and are they real?</i>
Rainbow (cycle 1 -20/21)	All About Me <i>London</i> <i>What are the differences between me and my grandparents?</i>		Heroines and Heroes <i>Conflict and Invasion</i> <i>How have people helped us have better lives?</i>		Saving Planet Earth <i>Rivers, The Environment</i> <i>How can we look after our planet?</i>	
Rainbow (cycle 2 -21/22)	London, Homes and Buildings <i>London, Immigration, Settlements</i> <i>How has London Changed from before I was born?</i>		Explorers and Transport <i>Rivers, Immigration</i> <i>How do people travel?</i>		Water <i>Rivers, The Environment</i> <i>How do we use water?</i>	
Rainbow (cycle 3 -22/23)	London <i>London, Rivers, Settlements, Democracy</i> <i>What clues are there in London today about people that lived and events that happened before I was born?</i>		Explorers <i>Rivers, Immigration</i> <i>How have humans explored countries, continents and the globe?</i>		The Natural World <i>Rivers, The Environment</i> <i>Who and what do we share the Earth with?</i>	
Year 1	All About Me <i>London</i> <i>What are the differences between me and my grandparents?</i>		Heroines and Heroes <i>Conflict and Invasion</i> <i>How have people helped us have better lives?</i>		Amazing Africa <i>Immigration, The Environment, Settlements</i> <i>What has Africa given to us?</i>	
Year 2	London <i>London, Rivers, Settlements, Democracy</i> <i>What clues are there in London</i>		Explorers <i>Rivers, Immigration</i> <i>How have humans explored countries, continents and the</i>		The Natural World <i>Rivers, The Environment</i> <i>Who and what do we share the Earth with?</i>	

	<i>today about people that lived and events that happened before I was born?</i>	<i>globe?</i>	
Year 3	Stone Age to Iron Age <i>The Environment, Settlements</i> <i>What was daily life like for a hunter/gatherer?</i>	Ancient Egypt <i>Rivers, Settlements</i> <i>How different were the lives of the rich and the poor in Ancient Egypt?</i>	Saving Planet Earth <i>Rivers, The Environment</i> <i>What might the future be like if we don't look after our planet?</i>
Year 4	The Romans <i>London, Immigration, Conflict and Invasion, Democracy, Settlements</i> <i>How did the Romans change Europe?</i>	The Maya <i>Settlements</i> <i>How have the discoveries from the Maya shaped our lives today?</i>	Wild Weather <i>Rivers, The Environment</i> <i>How have the achievements of explorers impacted the world today?</i>
Year 5	Vikings and Anglo Saxons <i>London, Conflict and Invasion, Settlements, Rivers</i> <i>Who were the Vikings and how did they change Britain?</i>	Trade and Travel <i>Rivers, Immigration, Conflict, Democracy</i> <i>What are all the different ways the River Thames has been used throughout history?</i>	Victorian London <i>London, Rivers</i> <i>How did Britain build its wealth during the Victorian Era?</i>
Year 6	WW2 <i>London, Conflict and Invasion, Democracy</i> <i>Is it true to say that Britain won the Second World War?</i>	Evolution and Inheritance <i>Immigration</i> <i>Should the work of Charles Darwin be celebrated today ?</i>	Greece <i>Democracy, Settlements</i> <i>How have the Ancient Greeks influenced our lives today?</i>

RATIONALE

Our curriculum has been designed to raise standards and improve outcomes for the children throughout the federation. Children enter our schools with a wide range of needs and experiences, which are sometimes limited. Our approach has been developed to meet the needs of all our pupils and enrich their lives; whatever their starting point. Our diverse community and its multicultural heritage is instrumental in enriching our curriculum provision.

Our curriculum has been shaped to reflect the ethos, aims and values of our schools:

We learn and succeed together

INTENT

Creative learning helps to equip young people with the skills, ability, confidence and attitudes to enable them to work creatively and to transfer and apply knowledge in different contexts towards new and valuable goals. It encourages creative, critical and reflective thinking and produces excited, enthusiastic, enquiry-driven, active learners.

Our curriculum is planned to:

- help children to become INDEPENDENT, RESILIENT, ACTIVE learners
- be MEMORABLE, fun and engaging
- provide opportunities for children to be creative and allow time for them to explore and develop their own ideas, solve their own problems and use and apply skills – TINKERING
- be child centred and based on children's interests, allowing them to direct the learning where appropriate
- have a strong focus on Literacy, including opportunities to read, write, speak, debate, discuss and question across a range of styles and subjects
- be broad, balanced and cross curricular, making links to prior learning, knowledge and skills so that the learning is meaningful
- encourage children to make informed choices
- be flexible and allow us to respond to personal, local and national events

IMPLEMENTATION

Our curriculum is implemented through termly topics which are carefully planned to ensure that knowledge and skills are covered and progression occurs. We explicitly teach key skills and subject specific knowledge and vocabulary and build upon children's knowledge and skills through a series of lessons.

Wherever possible, the topic is used to link core and foundation subjects together such as literacy, history, geography, art and design. Spiritual, Moral, Cultural and Social development opportunities are woven through our curriculum, alongside British Values, to support children's personal development and prepare them for life in modern Britain.

We recognise that children have preferred learning styles, and so make allowances for this in our planning and delivery. We use a range of approaches including practical activities and discussions. Teachers plan using the termly planning sheet which is also shared with parents each term and displayed in the school entrance hall. Individual subjects may sometimes be 'blocked' to support teaching and learning. Children complete meaningful 'homework projects' that help to engage them in the topic.

How our curriculum is implemented can be found on our curriculum framework, topic webs, unit posters and planning.

Teachers are encouraged to broaden the experience of the topics for the children using the rich local environment as a basis for learning and provide opportunities for outdoor learning and fieldwork, educational visits, visitors into school and shared experiences of the wider school community, e.g. involvement with parents and school links. Children typically go on a trip each half term.

Special events such as International Week and Health Week help children to see the links between curriculum areas and also promote excitement for different subjects. They allow children to study subjects in more depth. Each year we learn about significant people who have had an impact on the world and encourage the children to challenge stereotypes. We also take on a whole school project linked to a local, national or global issue.

We value the diversity of individuals within the school. All children have equal access to the curriculum and are treated fairly regardless of race, religion or ability (see Inclusion Policy). Many of our Rainbow children integrate into sessions to meet their needs and interests. Where possible we identify children who have strengths or talents in the different curriculum areas. (See More Able and Talented Policy).

IMPACT

The impact of our curriculum is monitored throughout the year by the SLT and Curriculum Leaders. This is done in a range of ways including:

- data analysis
- looking at children's work and other evidence of outcomes
- Planning monitoring and curriculum coverage documents
- Learning walks
- lesson observations
- feedback from children
- feedback from teachers

WHAT WE BELIEVE AND WHY

In keeping with the National curriculum (2014), our aim at the Bridges Federation is to promote high standards of language and literacy, which we believe, underpin lifelong learning. It is our duty to ensure that every child achieves their full potential by providing them with these vital life skills.

Literacy develops children's ability to listen, speak, read and write for a range of purposes, so using language to communicate ideas, views and feelings is fundamental.

At the Bridges Federation, children are encouraged to express themselves creatively and imaginatively, as they become enthusiastic and critical readers. We encourage pupils to use their knowledge, skills and understanding in speaking, reading and writing across a range of experiences and genres. Our English curriculum is planned to encourage and facilitate independent learning for all our children. We value the range of languages, which are spoken in our community and use children's ideas and experiences when planning lessons to ensure they are fun, engaging and challenging.

READING

INTENT

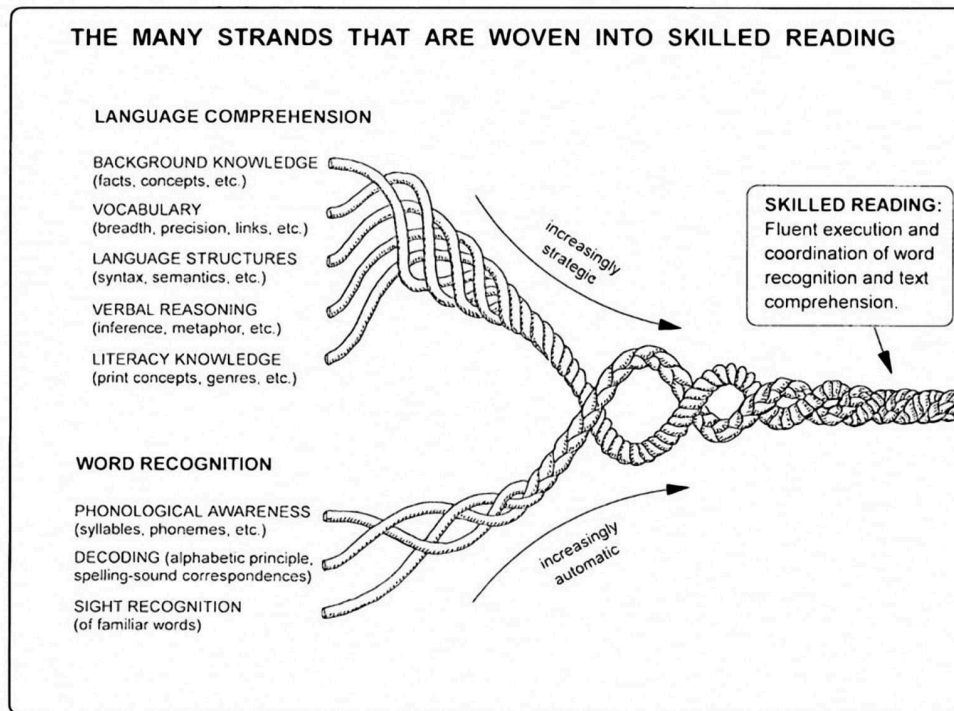
Our aim is to inspire pupils to be lifelong readers therefore, reading is embedded in all areas of the curriculum. By the time children leave the Bridges Federation they are competent readers who enjoy reading for pleasure and are able to independently and confidently discuss any book they have chosen to read. They will also show resilience across the four main stages of reading: decoding, fluency, comprehension and inference to help them tackle any challenging books.

Four stages of reading (Reason for reading)

1. Decoding - this is the children's ability to apply their knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce written words. Understanding these relationships gives children the ability to recognize familiar words quickly and to figure out words they haven't seen before.
2. Fluency - this is the ability to read accurately, smoothly and with expression
3. Comprehension - this is the interpretation and understanding of what they have read
4. Inference - this is an idea or conclusion that is drawn from evidence and reasoning. An inference is an educated/sensible guess based on the text.

Our aim is to inspire pupils to become competent readers who enjoy reading for pleasure and are able to independently and confidently discuss any book they have chosen to read.

A crucial part of this process is in helping children comprehend what they read. This means that they have the phonological skills to decode words, as well as the background knowledge and vocabulary to make sense of what they read (see Scarborough's Reading Rope, 2001).



We recognise that there is increasing evidence that improving a child's reading fluency is crucial to bridging the gap between their decoding skills and their verbal comprehension (Rasinski, EEF, 2022). Building a child's reading fluency requires improving their accuracy and automaticity in reading. As we all have limited working memory capacities, when we use less thinking space for decoding words, we can devote more to actually understanding the words on the page.

We believe that reading fluency can, and therefore should, be explicitly taught during reading lessons (Rasinski et al., 1994; Cockerill, Thurston and O'Keefe, 2023). Improving a child's reading fluency entails:

- Being read to by a fluent reader.
- Assisted reading, in which a child reads whilst listening to a fluent reader read.
- Most importantly, being given opportunities to read the same text more than once (repeated reading)

IMPLEMENTATION

- Teaching reading fluency is prioritised for 3-4 sessions per week.
- 1-2 sessions a week would be devoted to teaching a reading skill. This may involve recording written answers in books.
- In reading sessions, teachers will be pre-teaching vocabulary, verbally asking a range of comprehension questions, and discussing authorial choice where appropriate to the text at hand.
- Reading sessions will be evidenced by written evidence (at least once a week during skills lessons) as well as some QR codes of fluent reading (where appropriate). There would be no need, however, to evidence every single reading lesson. This is compatible with the Ofsted Inspection Handbook (2018) which states that "Ofsted does not expect to see a particular frequency or quantity of work in pupils' books or folders. Ofsted recognises that the amount of work in books and folders will depend on the subject being studied and the age and ability of the pupils."

- All classes have inspirational texts read to them on Friday at 3pm when there is no assembly
- All classes 3pm Friday – 10 minutes talk to your partner about their home reading book choice ask questions etc and 5 minutes teacher models and asks 1 child to share with the class their home reading book choice and why etc following inspirational text read by teacher.
- KS2 classes teach whole class reading 4 x a week in their reading slot
- For pupils in EYFS and KS1 to have daily SPaG/phonics sessions following Little Wandle letters and sounds revised
- Phonic focus sound displayed in EYFS/KS1
- KS1 have a second session for teaching whole class reading (phonic based in y1) 3x a week, buddy reading 1x a week (teacher listens to children read individually) and reading for pleasure (teacher listens to children read individually) 1x a week
- Minimum use of worksheets
- For all pupils to take reading books home and read regularly at home and complete reading journals. In KS1 children take 2 books home - one will be linked to the phonic knowledge taught in class; one will be a book of the child's choice
- Teach using a whole class approach
- Opportunities for children to read individually
- Events such as WBD, Discovery children pop up book hut project, reading cafes and weekly reading raffle support the enjoyment and promote the love of reading
- Use resources such as Communicate In Print, and strategies such as Rainbow sentences to support the understanding of sentences and language for all pupils.
- Buddy reading across year groups: Year 6 and Year 3, Year 5 and Year 2, Year 4 and Year 1, Y4/5 and YR
- Encourage/promote the use of Reading Eggs and Spelling Frame.
- Use a balance of good quality texts and extracts for comprehension
- Have vocabulary displayed on the English learning wall and dictionaries on desk to help pupils improve their vocabulary
- Learning objective should emphasise the reason for reading (identifying the skill the children are learning)

IMPACT

- Termly reading running records (autumn, spring and summer) for all the children – identify strengths and weaknesses and use information gathered to inform planning-benchmarking
- Reading perception survey in the autumn to review children's views on reading and summer term indicates children's positive attitude towards reading
- Children's work in their exercise reading books to evidence a deep understanding of all the skills taught.
- Published reading comprehension tests indicate improvement in children's understanding
- Termly tracking using STAR shows that children are making progress
- Children regularly complete their reading journals
- Pupils enjoy reading regularly, for information and for enjoyment/pleasure
- Pupils discuss books with excitement/pleasure
- Teachers moderate pupils work in school and in cluster meetings with other schools to ensure accurate assessments are made

<p style="text-align: center;">Phonics</p> <p>Phonics taught in Reception Year 1 and Year 2. Books used for teaching reflect the sound being taught. Taught in small ability groups and assessed half termly-groups are fluid Grids are sent home daily A decodable, levelled book appropriate to the child's ability is sent home for Reception, Year 1 and Year 2 in addition to the book children choose for themselves.</p>	<p style="text-align: center;">Reading lessons</p> <p>Reading lessons are based on a whole class text. Skills are taught-reason for reading Differentiation through questioning and activities. Children to record work in their purple guided reading books. KS2 classes teach whole class reading 4x a week in their reading slot (Friday is extended writing) KS1 have a second session for teaching whole class reading (phonic based in y1) 3x a week, buddy reading 1x a week (teacher listens to children read individually) and reading for pleasure (teacher listens to children read individually) 1x a week</p>
<p style="text-align: center;">Inspirational Reading</p> <p>Teachers to read inspirational texts to children at 3pm on a Friday when there is no assembly. Inviting reading corner with inspirational quotes and book covers.</p>	<p style="text-align: center;">Reading for Pleasure</p> <p>The Rights of a Reader. All children can choose a book to take home. Buddy reading sessions. All classes 3pm Friday – 10 minutes talk to your partner about their home reading book choice ask questions etc and 5 minutes teacher models and asks 1 child to share with the class their home reading book choice and why etc following inspirational text read by teacher.</p>

WRITING

INTENT

At the Bridges Federation, we endeavour to instil a love of writing in all our pupils. Through the use of high quality texts, we aim to equip children with the knowledge and skills that will allow them to become independent writers and adapt their presentation, style and writing for a range of purposes and across the curriculum. Through engaging and thought provoking topics, we will develop children's oracy skills making them confident speakers who feel empowered to express their views and ideas while at Bridges Federation and beyond.

IMPLEMENTATION

- All pupils to receive a daily English lesson
- Create a positive reading and writing culture in school where both are promoted, enjoyed and considered 'a pleasure' for all pupils
- Hooks and drama are used to immerse children in texts and themes
- Plenty of opportunities for children to write at length/longer pieces of writing
- Presentation must be neat and in cursive handwriting where needed children will be encouraged to type their work or supported by a scribe
- Use of anonymous writing and handwriting to show the children what makes good
- What makes good included on unit posters and on learning wall as a splash
- In the summer term, children must be given the opportunity to improve a piece of writing they did in the autumn term
- Peer feedback – children marking each other's work
- Working walls – all classes to have an English to aid pupils and guide them through the process of reading and writing
- Vocabulary – display in class, all curriculum areas to have vocabulary displayed, classes to encourage a wider use of vocabulary by having a 'word of the week' and examples of how it can be used in different context – thesauruses and dictionaries to be easily accessible for pupils to use
- Displays of writing to encourage pride in work, give purpose and audience and to show that work is valued

- Writing across all areas of the curriculum will reflect the high standard of English taught at the Bridges Federation
- Cross-curricular writing in English books must include subject specific vocabulary.
- Handwriting is taught in-line with our handwriting policy and pupils are provided with opportunities to practice legible cursive handwriting

IMPACT

- Pupils enjoy writing and use the features of different genres and styles. They can write for different purposes and audiences
- Pupils are proud of their writing
- Pupils know that others value their writing and they see it on display, used as WMG
- Skills progress throughout the school is evident in children's books
- Pupils are being adventurous with vocabulary choices
- Writing across the curriculum is the same standard as in English books
- There is evidence of a clear teaching sequence in books
- Pupils respond to feedback which is effective in improving their learning and reflects improved understanding which would be evident in their use of green pen to edit and improve their work
- Pupils use classroom resources to support their learning
- Pupils presentation is of a high standard following the school's handwriting policy
- Pupils demonstrate clear legible handwriting across the whole curriculum and are awarded a pen license
- Teachers moderate pupils work in school and in cluster meetings with other schools to ensure accurate assessments are made

HANDWRITING

WHAT WE BELIEVE AND WHY

In keeping with the National Curriculum (2014), our vision for handwriting is that children leave primary school with the writing fluency and stamina to comfortably write down what they want to say at length. We are guided by research that shows how developing pupil's handwriting fluency with extensive practice in turn frees their cognitive resources to focus instead on composition (Educational Endowment Fund, Improving Literacy in Key Stage 2, 2021).

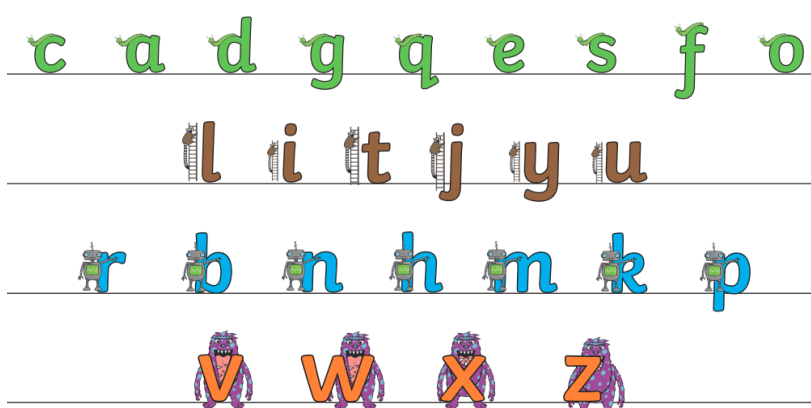
INTENT

1. Pupils are explicitly taught accurate letter formation habits when they start school, and are given time to practise these regularly.
2. Pupils' handwriting is monitored, so as to provide effective, clear and meaningful feedback.
3. Teachers throughout the Bridges Federation have consistent expectations for pupils, and share resources in teaching handwriting.
4. Children are taught, and encouraged to use, cursive handwriting when they are ready to do so (i.e. they have mastered the formation of lowercase letters).

IMPLEMENTATION

- Dedicated time towards explicitly teaching and practising handwriting is put into the timetables of all classes (across the Autumn term 2023-24, this is to take place daily for 10 minutes after the second break in KS1, and after lunch in KS2).
- Children have dedicated handwriting books which match the format of the books they write in for other lessons (i.e. wide-lined or thin-lined).
- Letters that go all the way to the top of the line above are called **ascenders**. Those that go below the line are called **descenders**.
- Letter shapes are taught and practised as related "letter families"
 - **The Ladder family** (l, i, u, t, y, j)
 - **The One-Armed Robot family** (n, m, h, k, b, p, r)
 - **The Curly Caterpillar family** (c, a, d, e, s, g, f, q, o)
 - **The Zigzag Monster family** (z, v, w, x)

Letter Formation



- All staff model the same letter shapes to children (see below for cursive and non-cursive) to ensure consistency for children as they move on up through the school.

This is our new cursive handwriting style:

a b c d e f g h i j k l m n o p q r s t u v w x y z
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

- Children are first taught to form their letters without joins in EYFS and Year 1. Teachers use the Little Wandle letter formation adding the phrase 'start on the line' to develop the cursive joints.
- Adults from Year 2 onwards model cursive handwriting according to The Bridges Federation policy. When Year 2 teachers believe that the majority of their class is ready to progress on to forming letters in cursive (i.e. they have mastered forming letters in non-cursive), these will be introduced. Children who have not yet mastered forming non-cursive letters will therefore need additional support to keep up with their peers.
- The site <https://edu-tools.github.io/> is to be used on IWBs to show on a loop how to form letters whilst teaching their formation.
- Handwriting, and presentation more generally, is publicly and meaningfully praised and a focus for purple card slips. Praise, like all feedback in relation to handwriting, should be purposeful and specific, e.g. "You took real care to make sure all your ascenders touched the top of the line above," rather than "Your handwriting is getting neater."

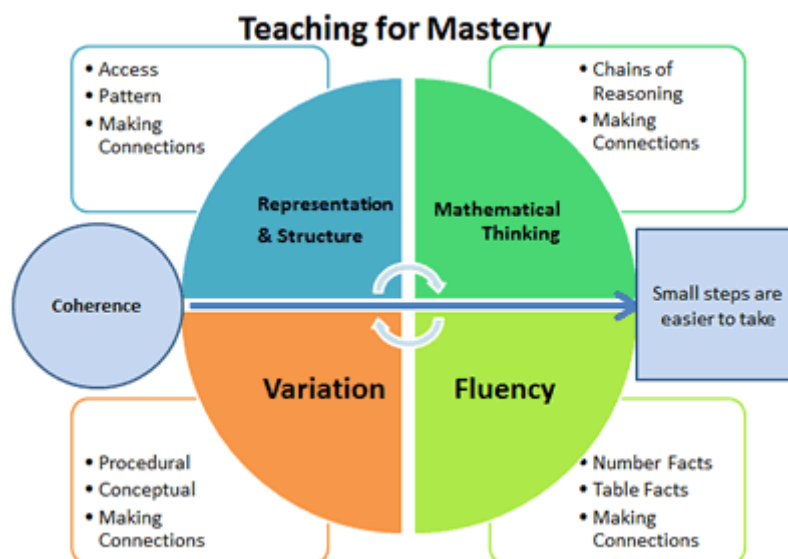
- Where children are observed forming letters incorrectly, future handwriting sessions should focus on correcting this immediately so as to avoid future handwriting problems later on. Class handwriting time will therefore often be spent working on letter families and shapes that the class teacher has identified as needing particular attention within the class. Ten letters that are particularly susceptible to being formed incorrectly are i, j, a, d, g, r, n, m, h and z (EEF, 2020), and these will likely require additional practice in many classes.
- During handwriting sessions, children should be given opportunities to form letters correctly as both a capital and as a lower case letter when first learning them. After that, they should be given opportunities to write these letters as part of words.
- Words given to children during handwriting sessions should not include letters that the children have not had a chance to master individually yet. For instance, when at the early stages of writing the ladder letter family (t, l, i, u), children should practise words that have just these letters in, e.g. tilt, till, lilt, lull, along with nonsense words if necessary.

IMPACT

- Children reach Year 6 able to meet the end of Key Stage Expectations to write legibly and neatly at increasing speed. Additionally, children are able to make informed decisions about how to form letter shapes within particular contexts. For example, children may choose to write in a different style when writing notes as compared to a final published piece, and may choose not to join their letters whilst writing an email or web address by hand.
- Children across the school take pride in their handwriting and presentation in books.

WHAT WE BELIEVE AND WHY

At the Bridges Federation, in keeping with the National Curriculum, we believe that mathematics is a creative discipline involving imagination, intuition and discovery and should be an enjoyable experience for children. It equips pupils with a unique and powerful set of tools to understand and change the world. These tools include logical reasoning, problem solving skills and the ability to think in abstract ways. By following the mastery approach through the White Rose Maths learning scheme, we aim to develop a deep and lasting understanding of mathematical procedures and concepts. We will also nurture positive attitudes and build confidence in mathematics so all our children can achieve.



INTENT

We aim to encourage children to

- Gain a wide range and balance of relevant mathematical experiences
- Be challenged intellectually by mathematical ideas
- Gain confidence through appropriate experiences, enabling them to use a variety of strategies, and through celebrating success
- See how maths is relevant and useful in everyday life.
- Work independently and collaboratively to solve problems.

We strive to set work that is challenging, motivating and encourages the pupils to think logically and communicate ideas through oral and written mathematical language.

IMPLEMENTATION

- Follow White Rose Maths yearly and medium term planners
- Continue to teach mental calculation strategies using the Fluency Bee in KS1 and Fluent in Five in KS2
- Use Concrete-Pictorial-Abstract approach to introduce new concepts
- The use of manipulatives is an integral part of teaching mathematics

- Reasoning and using and applying opportunities are modelled and embedded in all lessons
- Investigation skills are taught explicitly to help the children develop their conceptual knowledge and mathematical procedures
- Supporting children to think mathematically
- Investigation should be planned half termly
- Problem-solving skill based lessons should be planned at least once a week.
- Key vocabulary for each unit must be explicitly taught and displayed on learning walls
- Provide opportunities to explore concepts in depth – making conjectures and proving/disproving them.
- Working walls to reflect current learning and have evidence of pupil interaction e.g. children posing and answering questions.
- Celebrate national and local maths events- e.g. World Maths Day
- Engage parents through workshops
- Continue to use Mathletics and Times Tables Rock Stars to support home-learning. Set activities to consolidate current learning.

IMPACT

- Evidence of CPA journey in books and on working walls.
- Evidence of investigation (half termly) or problem solving lessons weekly in books.
- Evidence of good quality resources to develop the children's mathematical recall of key concepts and reasoning skills
- Use STAR tracker to assess the children's progress
- Feedback that allow the children to enter into a dialogue with their teachers and peers
- Children will develop their resilience when approaching challenging tasks and concepts
- Children are proud of their achievements in mathematics
- Children to discuss their mathematical knowledge confidently using the subject specific vocabulary
- Children will use their mathematical knowledge across different areas of the curriculum
- Children engaging with learning platforms and completing assigned tasks

SCIENCE

WHAT WE BELIEVE AND WHY

In keeping with the National Curriculum (2014), our vision for science is to give the children a curriculum which enables them to explore and discover the world around them so that they develop a deeper understanding of the world we live in. This involves a variety of practical, hands-on experiences that encourage curiosity and questioning.

INTENT

Our aim is that these stimulating and challenging experiences help children secure and extend their scientific knowledge and vocabulary. We believe that these opportunities will ensure that our children are confident, life-long learners who will continue to explore the world around them.

We have four key principles on which we base our teaching of science:

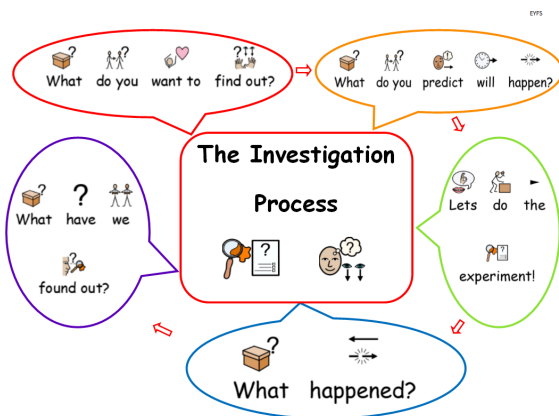
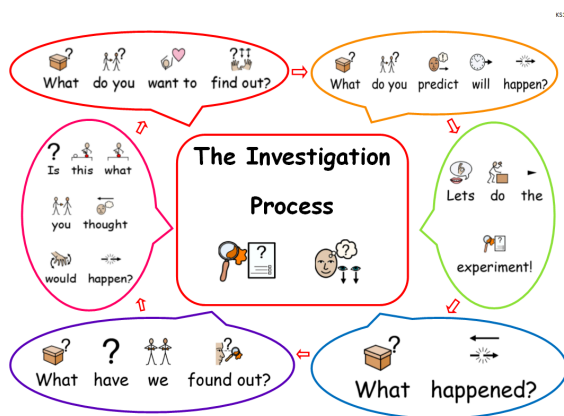
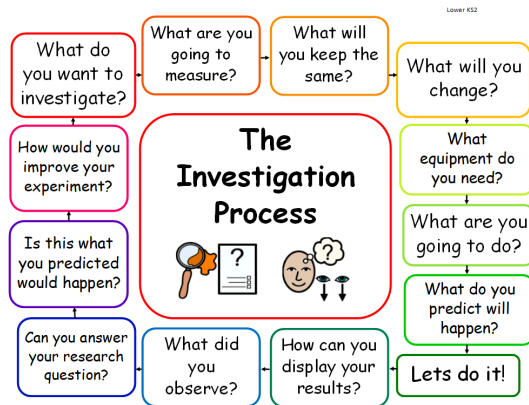
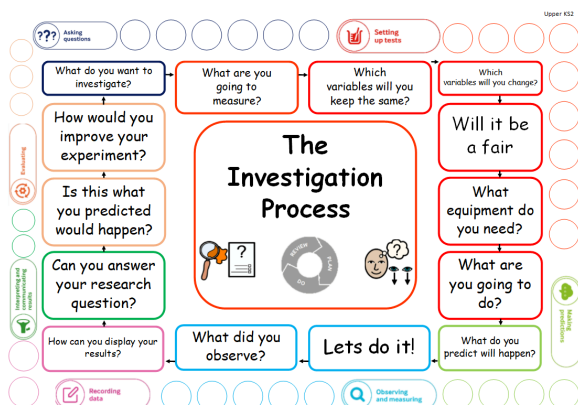
1. Developing questioning and enquiring minds through a range of enjoyable and interesting experiences
2. Enabling children to lead their own learning and develop the skills to make systematic enquiries
3. Encouraging children to make links between their own experiences and other subject areas
4. Developing and maintaining the natural curiosity of children about the world around them through a variety of investigations

IMPLEMENTATION

- Ensure that all science disciplines are taught within our curriculum
- Teach at least one science lesson per week
- Children to build on prior knowledge and skills
- A STEM question for the children to answer every half term
- Lessons should be practical, exploratory and reflective of the learning preferences of our children
- Outdoor learning and field work opportunities must be maximised
- Key vocabulary for each unit being explicitly linked to lessons through diagrams/ CIP/ pictures/ objects and experiments.
- Provide time for child led investigations once every half term using the investigation line.
- Investigation line on display and linked to what you are doing. Using speech bubbles/ post it notes/ photos to link to each stop (question)
- Use STEM/ explorify/ Ogden Trust/Concept Cartoons and ASE websites to come up with Hooks for start of unit/ investigation

IMPACT

- Clear outcomes for each lesson using a key question (Look at the Science STAR)
- Use STAR and ASE to track children's progress
- Evidence in science books may include: annotated diagrams, annotated photos, differentiated work to define technical vocabulary, QR codes and investigation stickers
- Annual local/national/global projects to take place in summer 2- e.g.2020 Reduce one use plastic; 2023 Food Waste and 2024 - recycling plastic
- Children can make links using science skills and knowledge across the curriculum
- Children are resilient and reflective when discussing or carrying out a scientific enquiry



COMPUTING

WHAT WE BELIEVE AND WHY

At the Bridges Federation, we consistently integrate innovative technologies in our teaching practice to enhance the learning experiences of our pupils. By increasing the children's familiarity with technology, we are preparing them for a future that is becoming increasingly dependent on technological advances.

Following the National Curriculum for Computing we aim to ensure that all pupils:

1. Understand the basic principles and concepts of computer science such as logic, algorithms and data representation
2. Have the ability to analyse problems in computational terms: writing computer programs in order to solve such problems
3. Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems

INTENT

We aim for our children to be competent and confident and critical users of technology, equipped with the skills and knowledge needed to cope with the modern world and the changes that will come in the future. They will understand how technology aids us in everyday life and be comfortable testing, exploring and experimenting safely with a range of technologies; making informed choices.

IMPLEMENTATION

- Allocate one hour per week for computing, during the half terms in which Computing is scheduled. This could be in class or in the ICT suite.
- Lessons should have an explicit Computing focus and a computing skills or knowledge based LO.
- The Curriculum Overview should be followed and available planning used.
- Key vocabulary for each unit must be explicitly taught and embedded in lessons.
- Class Computing Learning Journeys will be digital records of the learning to encompass the pupils' work, their views and record their progress
- E-safety is taught at the beginning of each unit and across the curriculum when using technology.
- Each learning journey will include and E-safety slide
- National events such as the Hour of Code and Safer Internet day are celebrated annually.
- Provide able and greater depth children with opportunities to explore technology that builds on the learning.

IMPACT

- Children's work is saved on the network or on learning platforms.
- Display work should reflect the outcomes of each unit, per class.
- Pupil interviews, conducted in the autumn and summer terms by the subject leader, reflect the children's enjoyment and resilience.
- Informal assessment for learning is carried out by teachers during a unit of work.
- End of year assessment is completed using the progression of skills to assess the children's progress.
- STEM leaders to plan and deliver an E-safety assembly as part of Safer Internet Day
- Evidence in learning journeys may include: pupil responses to key questions, annotated photos/screenshots, QR codes, videos of children explaining their work or demonstrating a computing skill.

WHAT WE BELIEVE AND WHY

"History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time." - National Curriculum 2014.

The aim of our History curriculum is to provide children with rich and purposeful learning experiences that allow them to gain a deeper knowledge and understanding of Britain's past as well as aspects of World History. By continually building on their prior learning, we aim to spark a curiosity about the past that inspires them to ask probing questions, make connections, think critically and discuss their opinions about historical events. They will develop a sense of chronology, use appropriate historical vocabulary and continuously investigate how the past shapes the present.

INTENT

Good quality History teaching aims to:

- develop an understanding of chronology
- gain knowledge and understanding of events, people and changes in the past
- understand how history is interpreted
- use different methods of enquiry
- explore how ideas are organised and interpreted

Children develop the following skills:

- asking perceptive questions
- thinking critically
- weighing evidence
- sifting arguments
- comparing and contrasting
- analysing and interpreting sources of information
- developing perspective and judgement

IMPLEMENTATION

- A 'BIG' overarching question that underpins and guides the learning (e.g. How did the Romans change and shape Britain?)
- Topic Web clearly outlines the skills and knowledge that the children will learn within the unit
- Knowledge Organisers are shared with parents and children, displayed on learning walls and used as a learning tool within children's curriculum books
- Learning walls within classroom include: a detailed timeline of British and World history including significant kings and queens; key vocabulary, key questions; images and artefacts relating to the unit; information that children want to find out;
- Learning Objectives reflect the specific history skills and knowledge being learnt and come directly from the History progression of skills
- Skills and knowledge are built upon each year, following a clear progression across the different year groups. The children will encounter historical themes and concepts repeatedly throughout the curriculum.
- Children are given the opportunity to gain skills and knowledge through a range of approaches. For example: analysing primary and secondary historical sources; debating and arguing different perspectives based on historical events and concepts; independent research through homework projects; and special trips and visitors to the school.

- Community links and partnerships are utilised to enhance the children's learning experiences through projects, talks and visits to local historical sites.
- Learning is made memorable and captured using photos, QR coded videos of activities, quotations, learning reflections, thinking keys, QR coded discussions, drawings, diagrams, explanations, drama, various writing tasks, etc.
- Children are exposed to a range of texts that develop their knowledge of the past.
- Children revisit knowledge through starter activities and quizzes to help them remember prior learning and make connections.

IMPACT

- Children recall important facts related to the information outlined within the Knowledge Organisers; develop their own opinions regarding historical events; and can speak confidently about various aspects of British and World History using accurate historical vocabulary
- Children's progress is assessed using the agreed progression of skills
- Children working at Greater Depth in History use reasoning within their arguments and to support their viewpoints using their knowledge
- Learning journeys are clear and evident from looking at children's workbooks
- Pupils' questionnaire/quiz outlines significant learning that has taken place and informs future teaching practice
- Pupils make links to prior learning and identify recurring themes within History as well as cross-curricularly

WHAT WE BELIEVE AND WHY

Geography teaching and learning provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people. It stimulates curiosity and imagination and we aim to build upon every child's 'personal geography' by developing geographical skills, understanding and knowledge through studying places and themes.

INTENT

The aim of our Geography curriculum is to:

- Develop children's deeper understanding of both the human and physical world around them.
- Spark within children a lifelong curiosity and fascination about their world through active learning and enquiry.
- Encourage questions that look at how and why places change, how they compare to one another and how they are connected.
- Allow children to gain geographical knowledge through exploring and discovering their locality, using a range of creative mapping skills that over time broaden and enrich their understanding of the United Kingdom and the wider world.

IMPLEMENTATION

- A 'BIG' overarching question that underpins and guides the learning (e.g. What role do rivers play in developing cities and surrounding areas?)
- Topic Web clearly outlines the skills and knowledge that the children will learn within the unit
- Knowledge Organisers are shared with parents and children, displayed on learning walls and used as a learning tool within children's curriculum books
- Learning walls within classroom include: key vocabulary and key questions; images and maps relating to the unit; information that children want to find out;
- Learning Objectives reflect the specific geographical skills and knowledge being learnt and come directly from the geography progression of skills
- Skills and knowledge are built upon each year, following a clear progression across the different year groups
- Children are given the opportunity to gain skills and knowledge through a range of approaches. For example: exploring and learning geography through geographical enquiry, whole class discussion, active learning and creativity, role play and drama, good use of maps, fieldwork and a range of multimedia resources to support geographical learning and outdoor learning, independent research through homework projects; and special trips and visitors to the school.
- Community links and partnerships are utilised to enhance the children's learning experiences through projects, talks and field trips
- Children are exposed to a range of texts that develop their knowledge of the world.
- Learning is made memorable and captured using photos, QR coded videos of activities, messy mapping, field work, quotations, learning reflections, thinking keys, QR coded discussions, drawings, diagrams, explanations, drama, various writing tasks, etc.
- Children revisit knowledge through starter activities and quizzes to help them remember prior learning and make connections.

IMPACT

- Children recall important facts related to the information outlined within the Knowledge Organisers; develop their own opinions regarding geographical features;
- Children talk confidently about various aspects of human, physical and environmental geography for the British Isles and parts of the world using accurate geographical vocabulary
- Children's progress is assessed using the agreed progression of skills
- Children working at Greater Depth in geography use reasoning within their arguments and to support their viewpoints using their knowledge
- Learning journeys are clear and evident from looking at children's workbooks
- Pupils' questionnaire/quiz outlines significant learning that has taken place and informs future teaching practice
- Pupils make links to prior learning and identify recurring themes both within geography and cross-curricular

WHAT WE BELIEVE AND WHY

We believe that Religious Education has an important part to play in promoting the spiritual, moral, social, cultural and intellectual development of our pupils and in helping them to gain a greater understanding of themselves and a more sympathetic awareness of the needs of others. This enables pupils to be better equipped to cope with the responsibilities and experiences of adult life.

By creating a deep understanding of the importance of faith and spirituality to many people, an awareness that some people have no faith and an understanding of the similarities rather than the differences between different religions and worldviews, we will promote tolerance and acceptance within our multi-faith society.

INTENT

At the Bridges Federation, children explore different aspects of religious beliefs and worldviews while comparing, contrasting and making connections between them. It helps them to gain a greater understanding of themselves, a more sympathetic awareness of the needs of others and a deeper understanding of the diverse beliefs that make up their community and the wider world.

- We encourage discussion and debate from all children regardless of their beliefs, and we promote respect and tolerance of beliefs of others.
- We encourage children to be inquisitive and tackle challenging questions about the meaning and purpose of life; issues of right and wrong; and what it means to be human.

IMPLEMENTATION

Children are taught the knowledge, skills and attitudes as outlined in the Southwark Agreed Syllabus. It provides a single point of reference encompassing statutory requirements, good practice and recommendations.

- British Values are embedded in the RE Curriculum and allow the children to explore the main different religions and worldviews practised in the UK and develop tolerance of those of different faiths and beliefs.
- Each unit has an overarching question that underpins and guides the learning
- Topic Web clearly outlines the skills and knowledge that the children will learn within the unit
- Learning walls within classroom include: key vocabulary and key questions; images and artefacts relating to the unit; information that children want to find out.
- Learning Objectives reflect the specific skills and knowledge being learnt
- Skills and knowledge are built upon each year, following a clear progression across the different year groups
- Children are given the opportunity to gain skills and knowledge through a range of approaches. For example: exploration of issues that warrant philosophical or ethical enquiry, storytelling to develop understanding of morals and guided and independent reflection to help them understand what is right and wrong
- Community links and partnerships are utilised to enhance the children's learning experiences through projects, talks and special trips to places of worship.
- Learning is made memorable and captured using photos, QR coded videos of activities, quotations, learning reflections, QR coded discussions, drawings, diagrams, explanations, drama, spirited play and various writing tasks, etc.
- Teachers use starters to recap and reinforce prior learning, make links between different religions and worldviews and develop vocabulary.
- KS1 classes will capture their RE learning through digital learning journeys.

IMPACT

- Children recall important facts related to the different beliefs and religions taught
- Children develop their opinions regarding the spiritual, moral, social and cultural aspects of the different religions and beliefs in the local, national and global communities
- Children's progress is assessed using the agreed progression of skills
- Children working at Greater Depth in RE use reasoning within their arguments and to support their viewpoints using their knowledge
- Learning journeys are clear and evident from looking at children's workbooks or digital learning journeys
- Pupils' questionnaire outlines significant learning that has taken place and informs future teaching practice
- Pupils make links to prior learning and identify recurring themes across different religions and beliefs

WHAT WE BELIEVE AND WHY

At the Bridges Federation we feel that many children enjoy learning to speak another language and by exposing them to a foreign language early in their development, the faster they will acquire the language. Additionally, children at primary school age feel less self-conscious when speaking aloud in another language allowing them to maximise every opportunity to practise their new linguistic skills. It is widely believed that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life.

INTENT

By teaching a modern foreign language we will:

- Celebrate the wide range of languages spoken within our school community through engaging activities
- Through the teaching and learning of French, we will develop the children's awareness of how different languages can be structured
- We aim to develop children's speaking and listening skills and lay the foundations for future study.

IMPLEMENTATION

- Daily 10 minutes of French teaching- Class will go through the register counting how many children are in, how are you feeling today? feelings chart in French, date, weather
- Continue to use French within displays in the classroom and outside in halls
- French will be taught across the year .
- Revision and consolidation sessions will take place in the summer term
- Extended writing opportunities will be planned for the summer term
- French lessons will be taught by the class teacher
- Learning to be recorded digitally via audio or video files and documented in a Learning Journey including children's responses
- Class display to reflect the units of work taught that year
- Practical activities, songs and games are used to help improve memory and recall.
- In the classroom whenever possible instructions are given in French to expose children to the language as much as possible and in day to day contexts e.g. playground games
- QR codes and videos used to show children speaking, practising phrases, conversing

IMPACT

- Pupils confidently recall vocabulary and phrases learnt
- Children's progress is assessed on a termly basis using the agreed progression of skills
- Learning journeys are clear and evident from looking at children's work
- Pupils' questionnaire outlines significant learning that has taken place and informs future teaching practice

WHAT WE BELIEVE AND WHY

At The Bridges Federation, the aim of our inclusive curriculum is to provide all children with high quality PE and sport provision. Following the National Curriculum, we are focusing on three main areas of skills: Agility, balance and coordination. Through fun and engaging lessons we strive to develop children's physical skills while promoting children's resilience, ambition, creativity and teamwork.

The Bridges Federation works closely with our partner the PESSN to ensure each child is supported and challenged to fulfil their sporting potential and lead a physically healthy active lifestyle.

INTENT

Our aims for each child is to:

- receive a minimum of two hours PE each week taught by main class teacher, competitions and workshops can replace one lesson.
- develop the fundamental movement skills they need to ensure they remain active later in life
- gain an understanding as to why physical activity is vital
- experience a range of different sports and skills
- celebrate their success (including in a competitive nature) and develop the drive to improve
- enjoy being healthy and active.

IMPLEMENTATION

- Following medium term planners
- Two hours per week (one lesson key skills: agility, balance, coordination and one competitive sport lesson per week).
- A clear PE focus with learning objective and key vocabulary displayed in each lesson
- Follow PESSN scheme of work
- To introduce and develop the skills, principles and understanding of physical activities as outlined in the National Curriculum.
- To enhance pupils' awareness of the safety issues concerned with these activities and help them develop a sense of responsibility towards participating in physical activity.
- Take part in local competitions and develop competitive aspirations
- Pupils to take part in The Daily Mile as part of their healthy lifestyle
- Parents to take part in Sports Day and Health Week events
- PE leaders to support whole school PE events e.g. Sports day, Sports assemblies

IMPACT

- Children's progress is assessed on a termly basis using the agreed progression of skills
- PE Learning journeys reflect the progress of the pupils across each term and school year which will be evidenced in Digital Learning Journeys.
- Year 3 to monitor and assess swimming progress against the NC 3 objectives
- Pupils can discuss their improved fitness levels from participating in the Daily Mile - from where they started to where they are now

PSHE & RELATIONSHIPS

WHAT WE BELIEVE AND WHY

At the Bridges Federation, in line with the National Curriculum, our PSHE approach aims to promote pupil's spiritual, moral, social and cultural development and prepare them for the opportunities and responsibilities of life.

This ensures that the curriculum helps pupils develop the knowledge and understanding of their own and different beliefs as well as an understanding of their rights and responsibilities, developing integrity and independence in building respect for their environments and communities.

We aim to promote self-esteem and emotional development to help pupils, form, grow and maintain satisfying relationships.

INTENT

- It aims to help them understand how they are developing personally and socially
- tackles many of the moral, social and cultural issues that are part of growing up
- learn about rights and responsibilities and appreciate what it means to be a member of a diverse society
- Children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community
- Supports the children to know and build healthy relationships

IMPLEMENTATION

- British Values are embedded in the PSHE Curriculum and allow the children to explore and discuss their views
- Topic Web clearly outlines the skills and knowledge that the children will learn within the unit
- Learning walls within classroom include: key vocabulary and key questions; images relating to the unit; information that children want to find out;
- Children's learning is recorded on digital learning journeys and will include evidence of their work (photos, videos and QR codes) as well as their views.
- Learning Objectives reflect the specific skills and knowledge being learnt and come directly from Southwark progression of skills
- Skills and knowledge are built upon each year, following a clear progression across the different year groups
- Children are given the opportunity to gain skills and knowledge through a range of approaches. For example: exploration of issues that warrant philosophical or ethical enquiry (P4C), storytelling to develop understanding of morals and guided and independent reflection to help them understand what is right and wrong
- Community links and partnerships are utilised to enhance the children's learning experiences through projects, talks and special trips
- Learning is made memorable and captured using photos, QR coded videos of activities, quotations, learning reflections, QR coded discussions, drawings, diagrams, explanations, drama, etc.
- Emotion boards displayed and used by pupils to express and regulate their feelings

- Reflections are used as part of the behaviour policy giving the pupils the opportunity and time to reflect on their choices and their impact

IMPACT

- Pupils have a healthy and knowledgeable attitude to a range of relationship as a responsible and active member of the school and wider community
- Children to confidently describe what constitutes a healthy lifestyle
- Children's progress is assessed on a termly basis using the agreed progression of skills
- Children use reasoning within their arguments and to support their viewpoints using their knowledge
- Learning journeys are clear and evident from looking at children's work
- Pupils' questionnaire outlines significant learning that has taken place and informs future teaching practice
- Pupils make links to prior learning and identify recurring themes

DESIGN AND TECHNOLOGY

INTENT

At the Bridges Federation the aim of our DT curriculum is to provide children with memorable learning experiences that will prepare them for an ever changing world, following the National Curriculum (2014).

We will encourage children to use their creativity and imagination, to design, make and evaluate products that solve real and relevant problems within a range of contexts. Design and Technology inspires children to learn to **tinker** and think creatively to solve problems both **independently** and within a group.

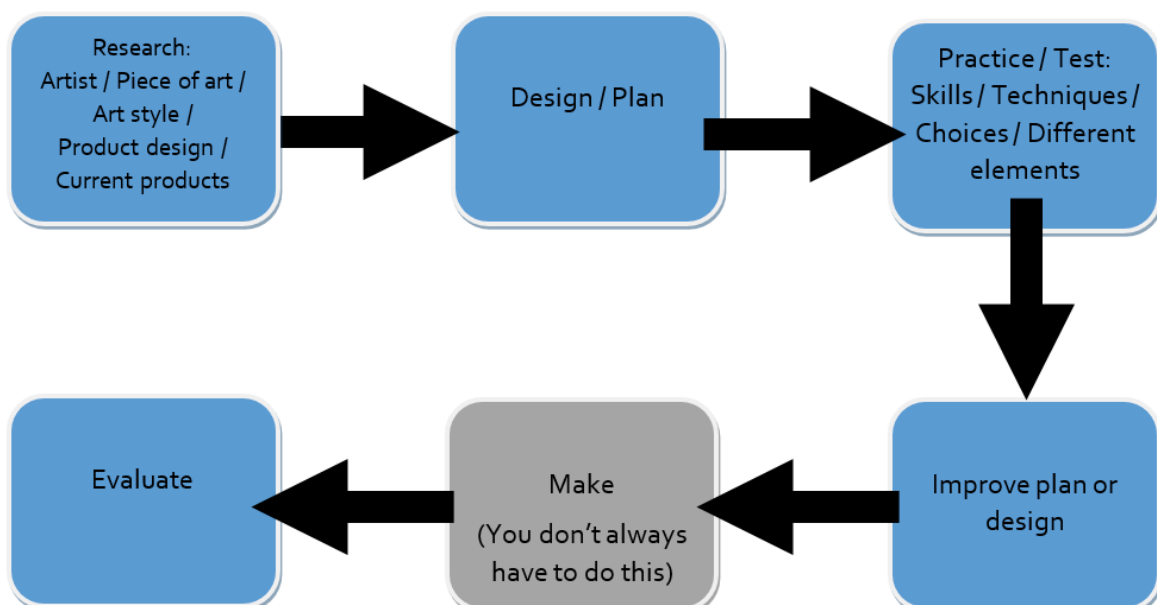
IMPLEMENTATION

- Follow the DT unit for the half terms allocated on the yearly planner (see below).
- All DT lessons must begin with a problem or a question. DT must have a purpose.
- Follow and use the progression of skills for their year group, also paying attention to what the children have been taught during the previous years.

IMPACT

- All steps of the DT process to be evidenced in sketch books. This must include photos of the 'make' phase of the unit where applicable.
- Key DT vocabulary with definitions to be evidenced on working walls. (Key vocabulary can be found highlighted in red on the progression of skills document.)

ART AND DT PROCESS



ART

WHAT WE BELIEVE AND WHY

At the Bridges Federation, in keeping with the National Curriculum (2014), the children experience the range of arts both as part of and in addition to, the curriculum we provide.

INTENT

We aim to encourage children to

- Develop practical skills and link them throughout the different terms of the academic year and throughout pupils' school lives.
- Know that the art process leads to an outcome, which should be evident in books.
- Opportunities are given to allow artists to shine and hone their skills.
- Be critical and discuss aesthetics which appeal or do not appeal to them.
- Embrace the many creative arts experiences available in our local community.

IMPLEMENTATION

- There should be two art units taught per year, once a term alternating with DT units.
- The 'Art and Design Progression of skills' document should be used for planning and assessment to ensure coverage.
- Children to record their work using their sketchbooks.
- LO sticker should be present for each lesson, including any key vocabulary and artist examples, as appropriate.
- A Good Artist is' should be stuck in the front of each child's sketchbook.
- Children are encouraged to explore and tinker with their skills through a wide range of mediums.
- Children have opportunity to evaluate their work and that of others using the appropriate vocabulary.
- Children to take part in school events such as International Week, Summer Fair to show how their art and creative skills can be used for purpose.

IMPACT

- Termly assessment emailed to the Foundation Team.
- End of year data to be uploaded to the shared network.
- Pupils confidently speak about their art and other artists, using subject specific language.
- Evidence of the art journey and stages of skill building and knowledge of art language in children's sketchbooks.
- Pupils are proud of their artistic achievements and are resilient when it doesn't "go right" the first time.

MUSIC

WHAT WE BELIEVE AND WHY

At the Bridges Federation, we believe that our pupils are given the opportunity to hone their skills of creativity and imagination through music and to provide opportunities to challenge, inspire and create a sense of identity through self-expression. We believe that music, for example African drumming, is a powerful tool that helps children celebrate and explore the diverse heritage of our school community.

INTENT

We aim to encourage children to

- Develop practical music skills and knowledge and to link them throughout the curriculum
- Know that progress in music skills leads to an outcome independently and collaboratively
- Develop resilience and teamwork
- Opportunities are given for musicians to shine and hone their skills.
- Be critical and discuss music, sounds, styles and instruments which appeal or do not appeal to them.
- Embrace the many musical experiences available in our local community.

IMPLEMENTATION

- Each music lesson will have a clear focus
- Specialist teacher will teach each class for one term per year
- When specialist teachers are leading lessons, class teachers will be present
- African drumming sessions will be taught in Key Stage 2
- Evidence might be QR codes of performances, photographs, children's quotes or written work
- Integrate music into other areas of the curriculum, when/where appropriate

IMPACT

- Children's progress is assessed using the agreed progression of skills
- Pupils confidently speak about music and musicians, using subject specific language.
- Evidence of the children's composition either individually or collaboratively will be recorded digitally
- Pupils are proud of their musical achievements and are resilient when it doesn't "go right" the first time

EYFS

WHAT WE BELIEVE AND WHY

We believe that, as it states in the statutory framework for the Early Years Foundation Stage, every child deserves the best possible start in life that enables them to fulfil their potential. Children's experiences from the age of 0-5 years have a major impact on their future life chances.

The Early Years Foundation Stage (EYFS) curriculum gives children the broad range of knowledge and skills that provide the foundation for good future progress through school and through life.

We believe that the quality and consistency of the EYFS curriculum across our federation is important to ensure that all children progress and no child is left behind. Children's individual needs and interests should be used to plan a varied curriculum that is assessed and reviewed regularly. Equally, we seek to work in partnership with parents and to ensure quality of opportunity so that every child is included and supported.

INTENT

In keeping with the overarching principles of the EYFS we aim to ensure that all of our children are constantly learning and developing into resilient, capable, confident and self assured young people **(Unique child)**

We want children to develop positive relationships with those peers and adults around them so that they learn to be strong and independent **(Positive Relationships.)**

We want our early years environments to enable children to learn and develop well and be places where we can respond to each of their individual needs and develop strong partnerships with their parents and carers **(Enabling Environments)**

We know that **children learn and develop in different ways and at different rates.** We will ensure that all children in our provision including those that have special educational needs and disabilities are able to learn and progress to fulfil their potential.

IMPLEMENTATION

- Every child receives a home visit before they start in Reception or Nursery. This enables us to get to know them in their home environment and assists with settling
- We teach the seven areas of learning detailed in the EYFS statutory framework. These are:
 - **Personal, Social Emotional development, Physical development, Communication and Language (Prime Areas)**
 - **Literacy (reading and writing), Mathematics, Understanding the World, Expressive Arts and Design (Specific Areas)**
- These area of learning are taught through half termly topics which are carefully planned to engage and interest the children
- We ensure that children's interests guide the development and content of each topic
- Stay and Play happens **weekly** from 8.45-9.15. This gives parents and carers an opportunity to see and share in what their children are learning
- Teaching is delivered through whole class sessions, small group and individual teaching (**adult lead** activities)
- A daily phonics session is delivered in the morning using the **Little Wandle** programme

- Throughout the day children also have opportunities for **child initiated** learning and are able to “free flow” through the setting accessing a range of activities covering all areas of learning. They will do this both independently, collaboratively with peers and with the support of adults
- The characteristics of effective learning are reflected in all activities planned for the children. These are **Playing and Exploring, Active Learning and Creating and Thinking Critically**
- Outdoor play and learning is a key part of our provision. Children are able to access the outside provision whatever the weather in the appropriate clothing. At Snowfields, Garden School (based on the Forest School model) happens weekly for both Nursery and Reception. Children from Tower Bridge access this provision where possible.
- Staff run a range of additional groups to support children’s learning and development. These include Talking Tables (CL), Bucket Game/Little Stars (CL, PSED), Special Time (CL, PSED) and targeted groups focusing on children’s Literacy and Mathematical development.
- Home learning is shared **half termly** and includes fun practical activities linked to the topic being covered in school

IMPACT

- Evidence of children’s learning is recorded regularly in class digital learning journeys – including photos, videos and quotes from children. All areas of learning are included and children’s progress in communication and language can be seen through their quotes and videos.
- Planned learning objectives build on what the children have learnt and reflect children’s interests
- Regular contributions from parents are included in the digital learning journeys on the Stay and Play slides
- Children’s progress and development tracked on entry (**Baseline Assessment**) and then termly using **Development Matters and Southwark’s supporting exemplification materials.**
- Children develop into confident, resilient learners ready for the next phase of their education