

Brookland Junior School

'kind, respectful, best'

Curriculum Handbook



2025-2026



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Expectations for subject leaders

The role of a subject leader is to improve the learning of the subject. Any changes that are made to the content, planning, teaching or assessment of the subject should be evaluated with this in mind.

Ensure that:

- You know where your subject is now - how is it currently planned and taught, how is it represented in books and how well the children retaining knowledge
- You know how the children progress in your subject
- You know how your subject is assessed
- You resource your subject fully and in a timely manner
- You know how your subject is viewed by teachers and you are aware of any areas of training that are needed and address them
- Colleagues are aware of expectations for planning, teaching and assessment
- You understand the purpose of data - who is falling behind and what we can do about it

During release Time

During every subject leader release time, the following should be completed:

- Monitoring. This can take the form of learning walks and speaking to children with their books. If necessary, this can just be one year group at a time.
- A [monitoring form](#) needs to be completed. This should list strengths and good practice seen along with targets. This then should be shared with teachers ensuring they are aware of deadlines for completion of next steps. This form is then saved in staff - curriculum - admin - monitoring documents - your subject. A master of this form is saved in this file as well as on the next page of this document.
- Any next steps need to then be followed up with comments about them made on the form.

Pupil Voice

When you are talking to children about their learning, make sure they have the relevant book. You need to find out about their learning and progress.

Possible questions

(Looking in books) What have you learnt in this lesson?

Can you make links between this lesson and the next? (or previous)

Does this link with your previous units of work? (or other subject area)

What are you/were you learning in this? What is the outcome? How has your learning helped you with the outcome?

If you find something hard, what do you do?

What does your teacher do to support you?

What did you enjoy learning and why?

What are you proud of and why?

How do you know you have done well?

Are they able to discuss their learning using the vocabulary associated with the topic?

Are they aware of the vocabulary used throughout the subject (transferrable) and that used for a specific area within the subject (specific)?

Are they aware of the golden threads that run through some subject areas?



Form to be completed during every release time.



BROOKLAND JUNIOR SCHOOL

'Kind, Respectful, Best'



Date:

Adult monitoring:

Type of monitoring:

Books Looks

Planning scrutiny

Learning Walks

Pupil Voice

Areas of strength	Areas of development/ Next steps
Actions to be completed by:	



Through monitoring, leaders should know every aspect of their subject. This is a list of questions that could be asked by anyone delving into any subject and is a good guide to what a subject leader should be able to discuss.

Questions To Consider

1. How is your curriculum coverage progressive throughout the school?
2. Can you show how a strand progresses throughout the school?
3. How do you ensure coverage across all year groups and how do you know things are not repeated?
4. What schemes, if any, do you follow and how effective are they? How do you know?
5. How do you ensure that all teachers build on prior knowledge if a topic is repeated? (e.g. Light in Science)
6. What topics are taught in your subject? Why and why in that particular order?
7. How is learning revisited and recapped?
8. What CPD have staff had in the subject?
9. What do staff and children think of your subject?
10. What links are there between your subject and the rest of the curriculum?
11. How do you monitor your subject?
12. How do you assess your subject?
13. What resources do you have?
14. How do you use the community, trips, visitors in your subject? Are there any extra-curricular links to your subject? (clubs?)
15. How do you support new staff?
16. What are the strengths in your subject?
17. What are the areas for development? What are your key priorities for this year and why?
18. How do staff scaffold within your subject?
19. How engaged are PPG children in your subject?
20. How do you ensure SEND children are supported and make progress in your subject?
21. What does cultural capital look like in your subject?
22. What makes you the right person to lead your subject? (including CPD)



Teaching, Planning and Assessment Expectations for Reading

Overview

At Brookland Junior School, *reading for pleasure* is central to our school culture. We believe that every Brookland pupil is a reader and prioritise creating an environment where children are inspired to explore and enjoy literature in meaningful ways.

Teaching Time Expectations

- 4 x 30 minute lessons of ‘whole class reading’ a week
- 1 x 20 minute library session a week
- 5 x 10 minute after lunch ‘Reading for Pleasure’
- 5 x 10 minutes reading class novel a day - end of day

Planning expectations for whole class reading sessions:

- Go to your Year group’s LTP:

Autumn 1 -					Autumn 2 -						
Theme	Week	WCR 1	WCR 2	WCR 3	WCR 4	Theme	Week	WCR 1	WCR 2	WCR 3	WCR 4
Reading topic: picture books	Week 1	Charlie and the Chocolate Factory	Charlie and the Chocolate Factory	Charlie and the Chocolate Factory	Charlie and the Chocolate Factory	Reading topic	Week 1	Charlie and the Chocolate Factory	Charlie and the Chocolate Factory	Charlie and the Chocolate Factory	Charlie and the Chocolate Factory
Non-fiction: Queen Elizabeth II	Week 2	Queen Elizabeth II	Queen Elizabeth II	Queen Elizabeth II	Queen Elizabeth II	Non-fiction: Queen Elizabeth II	Week 2	Queen Elizabeth II	Queen Elizabeth II	Queen Elizabeth II	Queen Elizabeth II
Fiction	Week 3	Charlie and the Chocolate Factory	Charlie and the Chocolate Factory	Charlie and the Chocolate Factory	Charlie and the Chocolate Factory	Fiction: Charlie	Week 3	Charlie and the Chocolate Factory	Charlie and the Chocolate Factory	Charlie and the Chocolate Factory	Charlie and the Chocolate Factory
Poetry: Reading topic	Week 4	Charlie and the Chocolate Factory	Charlie and the Chocolate Factory	Charlie and the Chocolate Factory	Charlie and the Chocolate Factory	Poetry: Charlie	Week 4	Charlie and the Chocolate Factory	Charlie and the Chocolate Factory	Charlie and the Chocolate Factory	Charlie and the Chocolate Factory
Fiction: Non-fiction	Week 5	Charlie and the Chocolate Factory	Charlie and the Chocolate Factory	Charlie and the Chocolate Factory	Charlie and the Chocolate Factory	Non-fiction: Charlie	Week 5	Charlie and the Chocolate Factory	Charlie and the Chocolate Factory	Charlie and the Chocolate Factory	Charlie and the Chocolate Factory

- Find your chosen text and reading focus (viper skill)
- Make a copy of RF: Lesson proforma for your viper skill
- Plan a vocabulary lesson and then another skill focused lesson using the same text
- Show RF and steps to success
- Ensure author and front cover visible
- Use dual coding (communication in print and real images) to support vocabulary check
- Share text on screen for reading for understanding
- Generate flashback questions to check understanding
- Show I do, We do, You do of skill ensuring use of sentence stems (found in VIPER and SATS style) on board
- Generate bank of 6 questions and further challenge
- Create answers and explain/discuss questions whilst children mark/edit answers in purple pen.

Assessment Expectations

- Formative assessment should take place throughout every lesson. This can be done in different ways for example: recapping previous learning, questioning, white board work, low stakes quizzes, exit tickets, peer and self assessment, think-pair-share, discussions, conferencing and hinge questions. These should be used as appropriate to your class and the learning and should provide instant feedback so that adjustments to teaching and learning can be made in the moment.
- Marking RF: to be highlighted in pink, partial/full and answers to be assessed in purple pen
- Year 3,4 and 5 to sit an NFER reading assessment paper at the end of the Autumn and Spring Terms and then a testbase assessment paper at the end of the Summer term.
- Results from all papers to be entered into Excel spreadsheet.
- PRE/WTS/EXS/GDS outcomes to be calculated for each child.



- HfL TAFs to be used to inform assessments.
- Assessments to be entered into Arbor at the end of each term.

Teaching, Planning and Assessment Expectations for Writing

Overview

Our writing curriculum prioritises the craft of writing, guiding students to make purposeful, creative choices and develop a sense of authorial intent rather than simply replicating content. We aim to foster thoughtful, intentional writers who understand the nuances of their language choices and the effects these can have on readers. It is designed to be broad, balanced, and inclusive, nurturing each child's potential and fostering a deep appreciation for language. At the heart of our approach is the commitment to empower every pupil to become an expressive and confident writer.

Teaching Time Expectations

Year 3 and 4: 9 lessons over 2 weeks

Year 5: 5 lessons a week

Year 6: 5 lessons a week

Planning expectations for writing Lessons

During team discussion in PPA:

- Highlight writing strand, complete text type, audience (how will this have a real purpose) and outcome
- Discuss misconceptions with year team and address these in preteaching, starters, lessons
- Highlight key grammar teaching in planning
- Purpose: as a team you can digest the detail on the plan and share vision of where it is going
- Brief as modelled - slides are the main resource.
- Go to [English: Essential Units Writing Materials folder](#)
- Find your Year Group → half term folder

Shared with me > ... > English: Essential writin... > Autumn

Type - People - Modified -

Folders

Year 3 Year 4 Year 5 Year 6

- Open HFL planning PDF (in each folder)
- Make a copy of Brookland planning proforma and [Brookland slide proforma](#)
- Read through unit and mark off spelling rules
- Adapt HFL planning (add starters, StS, adaptations for pupils, game activities etc)
- Check LTP for other selected units
- Each step does NOT need to be a lesson (units can be shortened or lessons added if needed)

Brookland slides should be:

- Detailed
- Purpose to be actioned
- Symbols used for grammar teaching
- Examples from planning documents to be used but as shared active writing
- I do, we do, you do always used
- Resources on board
- Steps to success displayed
- Proforma to be used - reflect modelled slides
- Font - comic sans (handwriting impact)



Assessment Expectations

- Formative assessment should take place throughout every lesson. This can be done in different ways for example: recapping previous learning, questioning, white board work, low stakes quizzes, exit tickets, peer and self assessment, think-pair-share, discussions, conferencing and hinge questions. These should be used as appropriate to your class and the learning and should provide instant feedback so that adjustments to teaching and learning can be made in the moment.
- Every piece of work to be marked - WALT to be highlighted in pink, half highlighted indicated partially met, fully highlighted indicates fully met. Three sentences/phrases/words to be highlighted that show WALT has been met. One piece to be marked in detail every week. Green pen used to write next steps and marking code.
- Moderation of books to take place in year groups during PPA at the end of each term.
- There will be whole school moderation of writing in staff meetings
- PRE/WTS/EXS/GDS to be determined for each child using the HfL TAFS and professional discussion.
- Data to be entered onto Arbor at the end of each term.

[FOR HANDWRITING EXPECTATIONS PLEASE SEE OUR HANDWRITING POLICY HERE](#)



Teaching, Planning and Assessment Expectations for Spelling

Overview

Spelling is taught through patterns and connections. The same sequence of lessons are taught to explore, practice, embed and recall spelling patterns. Lists of words are not learnt, the pattern is taught in order for the children to be able to apply it to any word.

Teaching Time Expectation

4 x 10/15 lessons a week

Planning Expectations

- Go to Essential Spellings folder
- Make a copy of [Brookland slide proforma](#)
- Read through English unit and match spelling rules (they may be a different sequence)
- Consider opportunities for games or activities from the [resources folder](#) and ensure SCF and widgit is used to support pupils

Lessons 1: Revisit:

- Recap prior knowledge from previous year group as on Essential Spelling LTP.
- Ensure that there is a clear focus: WALT or principle
- Key questions linked to previous learning - what do we already know that might help us spell words in this sequence?
- Build connections between existing and new knowledge
- Check children's understanding of terminology
- AFL: Take this opportunity to identify and address minor gaps

Lesson 2: focussed teaching: teach the spelling rule

- Check. Address any misconceptions.
- AFL: Can they explain why some of the consonants are doubled and others are not?
- Can they identify the short and long vowel sounds without prompting?

Lesson 3: investigate and explore: model using the spelling rule in a fun and engaging activity

- Set tasks for children and work with focus group gaping filling. Some may have major gaps and so extra resources will be needed for those children. Some children may have previous years spelling lists. Remember not to move on until previous learning has been consolidated.
- Children love to spot our errors!
- Try to make the task fun and engaging. This is a good opportunity to include vocabulary that you could use across the curriculum. As well as common misspelt words.

Lesson 4: apply/assess: spelling 'test' or task

- You want the children to succeed. Provide them with prompts prior to the assessment
- Not every assessment needs to be a formal test.
- Tennis testing can be personalised and allows children to take ownership of their learning.

Assessment Expectations

- Formative assessment should take place throughout every lesson. This can be done in different ways for example: recapping previous learning, questioning, white board work, low stakes quizzes, exit tickets, peer and self assessment, think-pair-share, discussions, conferencing and hinge questions. These should be used as appropriate to your class and the learning and should provide instant feedback so that adjustments to teaching and learning can be made in the moment.
- Each spelling pattern is tested at the end of each unit. This is done by choosing a set of words that the



spelling rule applies to. Lists of words are not sent home to be learnt, however parents/carers are aware of the spelling patterns that are taught and are given activities linked to this.

Teaching, Planning and Assessment Expectations for Maths

Overview

The maths curriculum at Brookland Junior School aims to teach pupils how to solve maths problems and investigations, applying skills and techniques taught for arithmetic and reasoning question styles.

We follow the 'White Rose' structure to plan our units and adopt an 'I do, We do, You do' approach to modelling the necessary skills that the children need to answer maths questions.

We want pupils to develop a sound understanding of the various areas of maths and become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

We aim to allow children to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.

Teaching Time Expectations

Year 3 and 4 - 9 x 1 hour lessons over 2 weeks

Year 5 and 6 - 4 x 1 hour lessons a week

Year 5 and 6 - 4 x 20 minute arithmetic lessons a week

Planning Expectations

At Brookland Junior School, each year group has sequences of learning that they will follow taken from the White Rose long term map. See the following LTP for your year group.

There is no formal planning proforma to be completed for maths - all information and teaching steps will be included on your google slides.

The White Rose resources are found in the following folders:

- [Year 3](#)
- [Year 4](#)
- [Year 5](#)
- [Year 6](#)

- Select your year group from the above link.
- Select the maths domain that you will be teaching e.g. place value
- Select the download folder
- Select the sequence of learning (SOL) that you will be teaching, opening up the .pdf file
- Use the 'steps' as you WALT for your google slides (e.g. read and write number to...)
- Dates on slides must be the short date with a line gap underneath before including the Roman numeral date with another line gap underneath before the WALT to model children the correct presentation in their exercise books.



- Ensure that the key learning element is covered within your I do, We do, You do approach
 - this can be snipped and pasted or adapted as appropriate
 - Key questions are provided to be used and adapted as appropriate
 - Sentence stems are provided and must be used to promote oracy - these can be used throughout the I do, We do, You do - demonstrating to the children how to explain their thinking and reasoning.
 - Use the 'things to look out for' for possible misconceptions that can be addressed prior to being made
 - Concrete, Pictorial, Abstract (CPA) approach must be used, providing children concrete apparatus and resources to manipulate and use, and giving them pictorial representations prior to moving on the abstract elements of teaching.
- White Rose uses many pictorial representations that can be snipped and pasted onto slides if needed. Any concrete or pictorial resources used must reflect the task/s provided for the children to complete so as not to confuse the children, moving between different methods, etc...
- Steps to success must be displayed to aid children to understand how to achieve their WALT for the lesson
 - All children will attempt the given A.R.E. task - this does not have to be taken from White Rose as this can be from another appropriate resource - Twinkl, Classroom Secrets, etc...
- Adapted resources for those unable to access - SEND children - can have a related appropriate task to complete.
- Using the reasoning and problem solving task provided by White Rose can aid deeper understanding alongside any other appropriate resources, potentially open-ended or game type activities and investigations - children must have the opportunity to complete reasoning and problem solving tasks
 - Provide answers for children to self-mark - can be printed or displayed on slides.

Brookland slides:

- Detailed
- CPA approach
- I, we, you always
- Reflect task/s
- Steps to success displayed
- Answers provided - can be on slides or printed

Assessment Expectations

- Formative assessment should take place throughout every lesson. This can be done in different ways for example: recapping previous learning, questioning, white board work, low stakes quizzes, exit tickets, peer and self assessment, think-pair-share, discussions, conferencing and hinge questions. These should be used as appropriate to your class and the learning and should provide instant feedback so that adjustments to teaching and learning can be made in the moment.
- The children should mark the majority of their work using a purple pen
- Any corrections that need to be made, should also be done by the children in purple pen
- Teachers should acknowledge all work that is done by highlighting the WALT. If it has been met, the whole WALT should be highlighted in pink, If it has been partially met, the WA should be highlighted in pink.
- Any next steps given or support given during lessons should be written in green biro.
- Any mistakes that have been made should have a green dot written next to them,
- One piece of maths should be marked in detail, with a next step given once a week.
- When the next steps are completed by the children, these should be completed in purple pen and then acknowledged by the teacher.
- In year 3,4 and 5 children will sit adapted White Rose assessments at the end of the Autumn and Spring terms and the testbase assessment at the end of the summer term. Pre/WTS/EXS/GDS will then be calculated and recorded on both the excel spreadsheet (including raw scores) and Arbor,
- Year 6 will carry out mock SATS tests at appropriate times and then sit SATs in May.



Teaching, Planning and Assessment Expectations for Science

Overview

We take care to ensure that teaching in science meets the needs of all of the children we teach and covers the National Curriculum objectives for science. We are proud of our engaging and relevant curriculum, and know that children look forward to their weekly science lessons. We provide children with Knowledge Organisers, which they have in their books to refer to during lessons. The Knowledge Organisers provide the children with key vocabulary and facts they will find useful during the unit.

Teaching Time Expectations

1 x 1-2 hour lesson every week

Planning Expectations

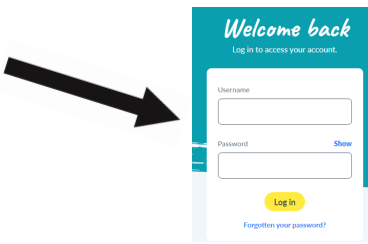
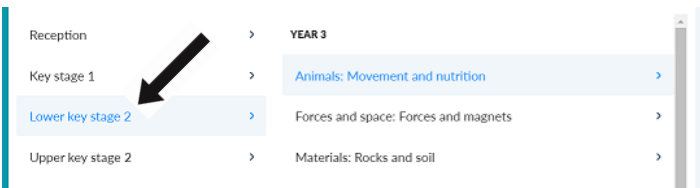
- Curriculum overview-Long term map

At Brookland Junior school, each year group has a sequence of learning that they will follow each half-term. Each sequence has a total of six lessons within it. This can be found in the table below. It is important to ensure that all subjects are taught each term in the correct order. Our scheme is a spiral curriculum which means children revisit and build on their previous learning.

Science Long Term Overview						
Term/ Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	Forces and Magnets	Energy Light and Shadow	Animals, movement and nutrition	Plants; reproduction	Minerals; rocks and soils	Making connections
4	Animals: digestion and food	Materials: state of matter	Energy: sound and vibration	Living things: classification and habitats	Energy and electrical circuits	Making connections
5	Materials: Mixtures and separation	Materials: Properties and changes	Forces and Space: Earth and Space	Living things: Life cycles and reproduction	Forces and space: Imbalanced forces	Animals: Human timeline/making connections
6	Living things: Classifying big and small	Energy: Light and reflection	Living things: Evolution and inheritance	Energy: circuits, batteries and switches	Animals: Circulation and exercise	Making connections



Planning using Kapow

<p>Step 1:</p>	<p>Log in to kapow https://www.kapowprimary.com</p> 																																				
<p>Step 2:</p>	<p>Sign in using these login details: Username: admin@brooklandjm.herts.sch.uk Password: Brooklandjm365</p>																																				
<p>Step 3:</p>	<p>Find your subject on top of the page. Click on your subject.</p> <p>History French Geography Science Physical education</p> <p>Then select 'lower key stage 2' for Year 3 and 4 or 'Upper key stage 2' for year 5 and 6. Find your topic and open to access full lesson plans.</p> 																																				
<p>Step 4:</p>	<p>Use the lesson plans on kapow to write a lesson plan using our Brookland planning template:</p> <p style="text-align: center;"><u>Science Sequence Planning</u></p> <p>Topic: _____ Year Group: _____ Term: _____ Date: _____</p> <div style="border: 1px solid black; background-color: #e0f0ff; padding: 5px; margin: 10px 0;"> Prior Learning - </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Day</th> <th>Learning Objective (WALT)</th> <th>Steps to Success</th> <th>Working scientifically</th> <th>Teaching Input</th> <th>Scaffolding / resources</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>WALT:</td> <td></td> <td></td> <td>Starter: Main teaching: Outcome:</td> <td>PRE: WTS: EXS: GDS:</td> </tr> <tr> <td>2</td> <td>WALT:</td> <td></td> <td></td> <td>Starter: Main teaching: Outcome:</td> <td>PRE: WTS: EXS: GDS:</td> </tr> <tr> <td>3</td> <td>WALT:</td> <td></td> <td></td> <td>Starter: Main teaching: Outcome:</td> <td>PRE: WTS: EXS: GDS:</td> </tr> <tr> <td>4</td> <td>WALT:</td> <td></td> <td></td> <td>Starter: Main teaching: Outcome:</td> <td>PRE: WTS: EXS: GDS:</td> </tr> <tr> <td>5</td> <td>WALT:</td> <td></td> <td></td> <td>Starter: Main teaching:</td> <td>PRE: WTS: EXS:</td> </tr> </tbody> </table>	Day	Learning Objective (WALT)	Steps to Success	Working scientifically	Teaching Input	Scaffolding / resources	1	WALT:			Starter: Main teaching: Outcome:	PRE: WTS: EXS: GDS:	2	WALT:			Starter: Main teaching: Outcome:	PRE: WTS: EXS: GDS:	3	WALT:			Starter: Main teaching: Outcome:	PRE: WTS: EXS: GDS:	4	WALT:			Starter: Main teaching: Outcome:	PRE: WTS: EXS: GDS:	5	WALT:			Starter: Main teaching:	PRE: WTS: EXS:
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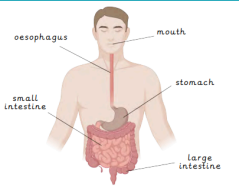
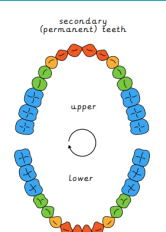

Important information about planning

The key features of the plan we use, MUST include:


- Prior learning
- Key vocabulary that will be used in each lesson. This is then placed on each slide of the ppt presentation.
- How the children are working scientifically. This can be found on the Kapow scheme of learning. It gets children to question how things work and develop an understanding of their environment while thinking as a scientist.

Expectations of Powerpoint slides

At Brookland, we use Kapow to create our own powerpoints in order to adapt the learning to best suit our children. The things that MUST be found on the slides are:

<p>Step 1:</p>	<p><u>Lesson non-negotiables</u></p> <p><u>Date:</u></p> <p><u>WALT:</u></p> <p><u>Steps to success:</u></p>
<p>Step 2:</p>	<div style="text-align: center;">  </div> <div style="display: flex; justify-content: space-around;"> <div data-bbox="331 1088 751 1308"> <p>The human digestive system</p>  <p>mouth - teeth for cutting and grinding, and saliva for softening and breaking up food.</p> <p>oesophagus - carries food from the mouth to the stomach.</p> <p>stomach - breaks up food using acid.</p> <p>small intestine - breaks up food and absorbs useful nutrients into the blood.</p> <p>large intestine - absorbs water into the blood.</p> </div> <div data-bbox="767 1088 979 1487"> <p>Human teeth</p>  <p>incisor - A tooth at the front of the mouth, useful for cutting.</p> <p>canine - A pointed tooth, useful for tearing.</p> <p>premolar - A tooth in front of the molars, useful for grinding.</p> <p>molar - A tooth at the back of the mouth, useful for grinding.</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div data-bbox="331 1323 480 1487"> <p>Teeth in different animals</p> <p>Animals have different shaped teeth depending on their diet.</p> <p>Carnivores tend to have much larger canines to help catch and tear their prey.</p> <p>Herbivores tend to have flatter and larger molars to help grind and crush the plants they eat.</p> </div> <div data-bbox="480 1361 746 1464">  </div> </div> <p style="text-align: center;">Knowledge organiser for the unit of work</p>
<p>Step 3:</p>	<p style="text-align: center;"><u>Working scientifically :</u></p> <p>This can be found on Kapow. In each lesson, it will show how the children are working scientifically.</p>



Step 4:	What do you remember about _____ last lesson / unit ? What did you learn? What skills did you practise?	Key vocabulary for today:  Do we know what these words mean? Can you use an example to show your understanding of each word?
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Assessment Expectations

- Formative assessment should take place throughout every lesson. This can be done in different ways for example: recapping previous learning, questioning, white board work, low stakes quizzes, exit tickets, peer and self assessment, think-pair-share, discussions, conferencing and hinge questions. These should be used as appropriate to your class and the learning and should provide instant feedback so that adjustments to teaching and learning can be made in the moment.
- Marking: Highlight the whole WALT using a pink highlighter if the WALT has been met.
- Highlight part of the WALT (WA) if it was partly met.
- Do not highlight at all if it was not met.
- Spellings of key vocabulary MUST be picked up on if spelt incorrectly.
- Mark 'Sp' in green pen and children to correct their spellings using a purple pen
- At the end of each term, data should be entered onto the foundation subject assessment spreadsheet.



Teaching, Planning and Assessment Expectations for Computing

Overview:

Brookland Junior School believes that every child should have the right to a curriculum that champions excellence, supporting children to achieve their potential. We understand the immense value technology plays in not only supporting the computing curriculum but also in terms of how it supports learning across the whole-school curriculum, and in real day to day life. We believe that the computing curriculum should be relevant and provide the children with opportunities to access a variety of high-quality hardware, software and unplugged resources. It should excite, engage and challenge learners, equipping them with the skills to use a range of technology in their everyday lives.

Furthermore, we place great value on teaching children how to stay safe online and educate them to become responsible, respectful and competent users of data, information and communication technology. Technology should be used imaginatively and creatively to inspire the children and it should be used to help the children become more efficient when completing daily activities.

Teaching Time

Computing should be taught for an hour a week. Other opportunities to use the skills and technology are built into other subjects for example DT and art.

Planning Expectations

Curriculum Map:

As a school, we have chosen the Purple Mash Computing Scheme of Work from Year 3 to Year 6. The scheme of work supports our teachers in delivering fun and engaging lessons, which help to raise standards and allow all pupils to achieve their full potential. We are confident that the scheme of work meets the expectations of the National Curriculum. It provides flexibility to adapt for our learners here at Brookland, provides ideas for strong cross-curricular links and offers opportunities for ongoing assessment. Furthermore, it gives excellent guidance and supporting material for less confident teachers.

We have mapped the curriculum so that it provides a wide range of different technological experiences, using a variety of tools. Overlaps between units serve to deepen understanding of computational concepts and provide opportunities for pupils to apply and extend understanding, and make links in their knowledge and capabilities. Colour coding has been used to clearly mark units that cover the three strands of computing content: Computer Science (CS), Information Technology (IT) and Digital Literacy (DL).

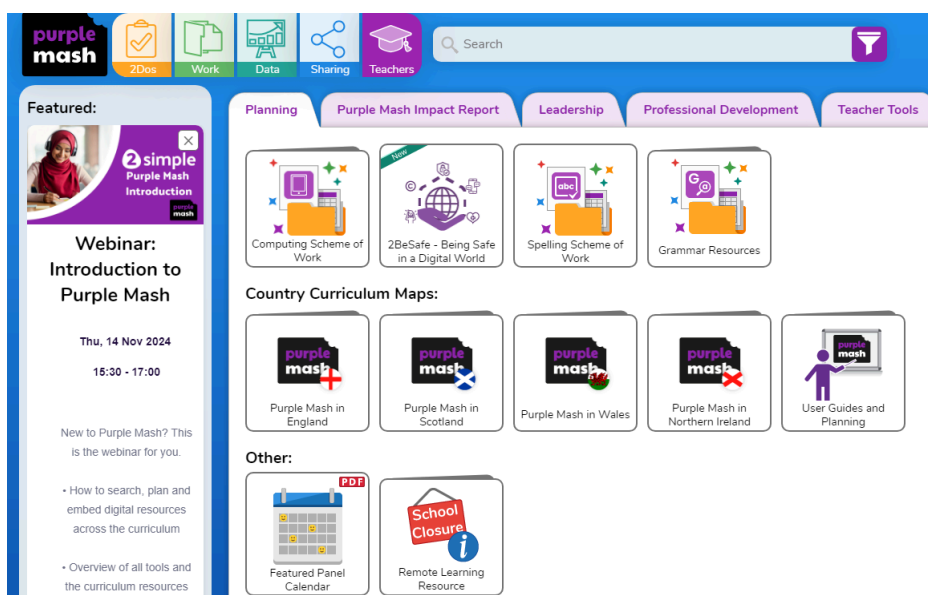
Long term planning aims to balance these strands over the whole school so that pupils cover and revisit all areas.



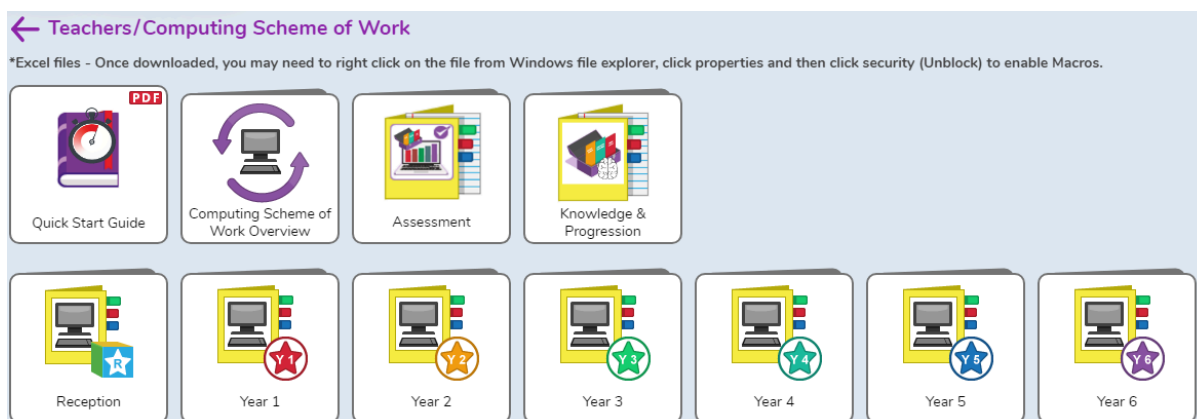
Computing Long Term Overview						
Term/Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	Online Safety Intro to computing - skills and expectations Touch Typing	Branching Databases	Online Safety Email	Presenting	Online Safety Spreadsheets	Coding
4	Online Safety Using computers effectively Effective Searching	Logo	Online Safety Animation	Writing for different audiences	Online Safety Introduction to AI	Coding
5	Online Safety Using computers refresher Databases	Word Processing	Online Safety Game Creator	3D Modelling	Online Safety Spreadsheets	Coding
6	Online Safety Using computers refresher Understanding Binary	Spreadsheets	Online Safety Quizzing	Blogging	Online Safety Text Adventures	Coding

When planning computing, teachers are expected to log on to Purple Mash and access the Purple Mash plans by:

- 1) Clicking on 'Teacher' in purple at the top and then clicking on, 'Computing Scheme of Work' under the planning tab as seen below:



- 1) Then, click on your year group area as seen below:



ace of the lesson

required for



The plans outline the objectives and resources needed for each lesson,


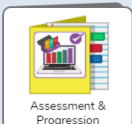
Teachers are to compare the plan with the presentation provided on purplemash to see the pace of the lesson and teaching input required on each slide.

Teachers should adapt and develop lessons for their class and consider where scaffolding is required for specific children.

It is the expectation that a google document is set up to either evidence work or for the work to be completed on. This worksheet is uploaded or scheduled to google classroom ahead of the lesson. This helps track, assess and mark work for each child.

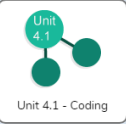

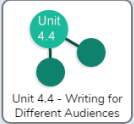
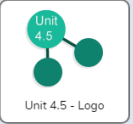
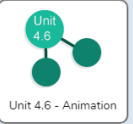
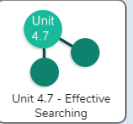
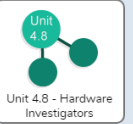
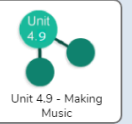
- 1) As you can see from the Year 4 example below, you would then select the unit you are teaching, in line with the long term curriculum map for computing

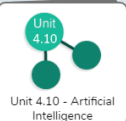
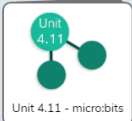
← Teachers/Computing Scheme of Work/Year 4

These units can be taught in any order to meet the needs of your wider curriculum. Refer to the year group overview for support in the selection of units to teach.

There is no unit 4.3 due to the reorganisation of the Spreadsheet units for the new 2Calculate. Please see the Scheme of Work Overview for further information.


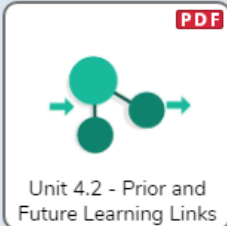
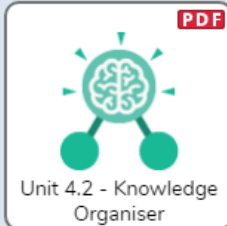
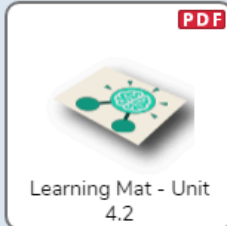
       


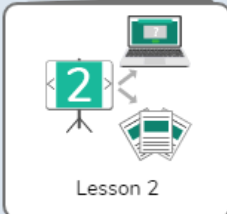


- 2) Within the unit, you will then be able to access the unit planning and lesson materials, which include the PowerPoint for the lesson

← Teachers/Computing Scheme of Work/Year 4/Unit 4.2 - Online Safety

Planning:

Lesson Materials:



The plans outline the objectives and resources needed for each lesson,

Teachers are to compare the plan with the presentation provided on purplemash to see the pace of the lesson and teaching input required on each slide.

Teachers should adapt and develop lessons for their class and consider where scaffolding is required for specific children.

It is the expectation that a google document is set up to either evidence work or for the work to be completed on. This worksheet is uploaded or scheduled to google classroom ahead of the lesson. This helps track, assess and mark work for each child.

- 3) As you can see from the Year 4 example below, you would then select the unit you are teaching, in line with the long term curriculum map for computing

← Teachers/Computing Scheme of Work/Year 4

Year 4 Overview PDF

Assessment & Progression

These units can be taught in any order to meet the needs of your wider curriculum. Refer to the year group overview for support in the selection of units to teach.

There is no unit 4.3 due to the reorganisation of the Spreadsheet units for the new 2Calculate. Please see the Scheme of Work Overview for further information.

- Unit 4.1 - Coding
- Unit 4.2 - Online Safety
- Unit 4.4 - Writing for Different Audiences
- Unit 4.5 - Logo
- Unit 4.6 - Animation
- Unit 4.7 - Effective Searching
- Unit 4.8 - Hardware Investigators
- Unit 4.9 - Making Music
- Unit 4.10 - Artificial Intelligence
- Unit 4.11 - microbits

- 4) Within the unit, you will then be able to access the unit planning and lesson materials, which include the PowerPoint for the lesson

← Teachers/Computing Scheme of Work/Year 4/Unit 4.2 - Online Safety

Planning:

Unit 4.2 - Online Safety PDF

Unit 4.2 - Prior and Future Learning Links PDF

Unit 4.2 - Knowledge Organiser PDF

Learning Mat - Unit 4.2 PDF

Lesson Materials:

Lesson 1

Lesson 2

Lesson 3

Lesson 4



Google Document worksheet:

As well as accessing Purple Mash, in order to track the work being produced across a unit, and in order to mark, assess and provide feedback, the teacher is expected to set up a Google Document worksheet in advance. The purpose of the sheet is to evidence the children’s learning. When work is completed using a Purple Mash application, this should be screen shot and copied onto the document at the end of that lesson.

The Google Document worksheet is assigned to the children on their Google Classroom, which they sign in to at the start of each computing lesson, and is then ‘submitted’ by the child at the end of the lesson as completed work.

The date and WALT are written at the top of the sheet and then children are provided with activities to work through. Work is scaffolded so that everyone should be able to access ‘task 1’ and then progress through the activities, which become gradually more challenging. A challenge question should be included as an extension for those who get there in the lesson.

Please see an example of a Google Document worksheet below:

Thursday 24th October 2024

Binary lesson 2

WALT: count in Binary

Task 1

Binary	Denary
1010	
0110	<input type="text"/>
1001	
0010 1100	
1100 1011	

Task 2

Number of bits	How many numbers you can make	Highest number possible
1		
2		
3		
4 (a nibble)		
5		

Complete the sentence

Each time you add a bit, the number of numbers you can make

Task 3 Challenge!

Convert Denary to Binary...

9	
17	
21	
56	



Posting on Google Classroom:

Assigning the Google Document worksheet should be done through the 'Classwork' section on the class' Google Classroom. The document should be created and assigned to each child in the class ahead of the lesson by clicking 'Create' and then 'Assignment' as follows:

You will need to 'Title' the work with the WALT of the lesson. You can then 'Attach' your Google document as a file before assigning it to the class and setting a due date on the right hand side. When you have your assignment ready to go, you then click 'Assign' and this will be ready for the children to access on their Google Classroom.

What do lessons look like?

1. At the start of the lesson the children are asked to collect the laptops and to take their seats.
2. The children are instructed what websites will need to be accessed for the lesson. Typically this is google classroom and purple mash. The children are then either given a starter activity whilst the teacher assists with the login process for other children.
3. The teacher then asks all the children to stop their activities and to follow with the presentation where the lesson objective is outlined and teaching takes place.
4. The teacher then models the example first step following the I do We do You do pedagogy. This can be done by impersonating a pupil and modelling the steps required. Senso will be used to impersonate and model work.
5. Children then access the purplemash activity or google worksheet assigned to them and complete their independent task.
6. If this the activity is completed on purplemash the children are given an opportunity to screenshot evidence on google classroom.



7. During the independent work the teacher will be assisting and marking the children's work offering live verbal feedback.
8. Regular mini plenaries are used throughout to ensure that children are making progress.
9. End lesson with plenary and expectations with laptops going away. Laptops are placed in trolleys, two children are entrusted with ensuring that cables are plugged in.

Assessment Expectations

- Formative assessment should take place throughout every lesson. This can be done in different ways for example: recapping previous learning, questioning, white board work, low stakes quizzes, exit tickets, peer and self assessment, think-pair-share, discussions, conferencing and hinge questions. These should be used as appropriate to your class and the learning and should provide instant feedback so that adjustments to teaching and learning can be made in the moment.
- As the work is being completed on a Google Doc worksheet, including screenshots from work produced on Purple Mash software, work can be marked by leaving a comment as feedback
- Comments will be in line with the skill objective of the lesson and each child will be assessed as either working towards (WTS) the skill, being at an age expected standard (EXS) or above expectation (GDS)
- Work can be assessed and tracked over time using the 'Grades' section for each class' Google Classroom (please see image below). This will help assess each child's achievement across units of work

People	Grades	
Yesterday Logo lesson 2 ⋮ out of 3	No due date Logo Lesson 1 ⋮ out of 3	No due date Online safety lesson 2 ⋮
		N/A
2 Draft	2 Draft	Turned in
2 Draft	2 Draft	Turned in
3 Draft	3 Draft	Turned in

- At the end of each term, data should be entered onto the foundation subject assessment spreadsheet.



Teaching, Planning and Assessment Expectations for PSHE




Overview

The PSHE curriculum at Brookland Junior school aims to focus on developing each child's emotional literacy, social skills, well being and uniqueness.


By following the Jigsaw scheme, it provides a mindful approach to PSHE (Personal, Social, Health Education), systematically developing the children's inner worlds, empowering them as unique individuals enjoying positive relationships with self and others, and thereby becoming self-regulating effective learners.

Curriculum overview-Long term map.


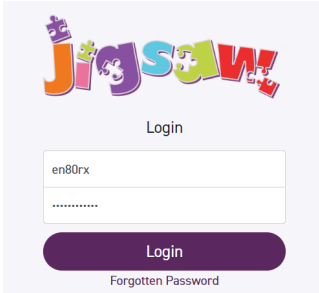
At Brookland Junior school, each year group has a sequence of learning that they will follow each half-term. Alongside PSHE, we follow the No Outsiders programme. Therefore, all lessons come from either of these two schemes of learning. Each sequence has a total of six lessons within it. This can be found in the table below. It is important to ensure that all subjects are taught each term in the correct order. Our scheme is a spiral curriculum which means children revisit and build on their previous learning.

Term/ Year group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3 	Jigsaw Unit Puzzle Name	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	No Outsiders (replace Jigsaw pieces)	Piece 1 To be welcoming Beegu - Alexis Deacon	Piece 1 To understand discrimination This is our house - Michael Rosen Piece 2 Recognise and help an outsider The Hueys in the new jumper - Oliver Jeffers	N/A	N/A	N/A	N/A
	Display lesson	Class Charter	Piece 6 Compliment kites	Piece 3-5 Garden Decorations	Piece 4 Keeping safe	Piece 6 Appreciation Streamers	Piece 6 Ribbon of change mobiles



4	Jigsaw Unit Puzzle Name	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	No Outsiders (replace Jigsaw pieces)	N/A	Piece 1 Accept everyone is different Along came a different - Tom McLaughlin	Piece 4 To be proud of who I am Red, a crayon's story - Michael Hall	Piece 6 To choose to be assertive Dogs don't do ballet - Anna Kemp & Sarah Oglivie	N/A	N/A
	Display lesson	Class Charter	Piece 5 Picture frame -	Pieces 5 & 6 Potato people	Piece 5 Healthy Friendships	Piece 3 Memory boxes	Piece 4 Circles of change

Planning using JIGSAW

Step 1:	Log in to JIGSAW (https://jigsawpshe.online/)
Step 2:	Sign in using these login details: Username: EN80RX Password: Brookland24!
	 
Step 3:	



5	Jigsaw Unit Puzzle Name	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	No Outsiders (replace Jigsaw pieces)	Piece 4 To consider consequences - Kenny lives with Erica and Martina - Olly Pike	Piece 2 To consider responses to racist behaviour Mixed - Aree Chung	N/A	Piece 6 To recognise when someone needs help How to heal a broken wing - Bob Graham	Piece 1 To explore friendship Girls - Lauren Lee and Jenny Lovlie	N/A
	Display lesson	Class Charter	Pieces 5 & 6 Culture displays	Piece 5 & 6 Supporting others/fundraising	Piece 5 Healthy body image	Piece 5 & 6 Internet safety posters	Piece 5 Change cards
6	Jigsaw Unit Puzzle Name	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	No Outsiders (replace Jigsaw pieces)	N/A	Piece 3 To overcome fears about difference - Leaf - Sandra Dieckmann Piece 6 To show acceptance Introducing teddy - Jessica Walton and Dougal MacPhearson	Piece 5 and 6 Listening, language choices and freedom of speech The only way is badger - Stella J Jones and Carmen Saldana	N/A	N/A	N/A
	Display lesson	Class Charter	Piece 5 Admiration accolades	Piece 3-4 Bunting/garden event	Piece 6 Healthy body, healthy mind	Piece 5 & 6 Internet safety presentation	Piece 6 Journey T Shirts

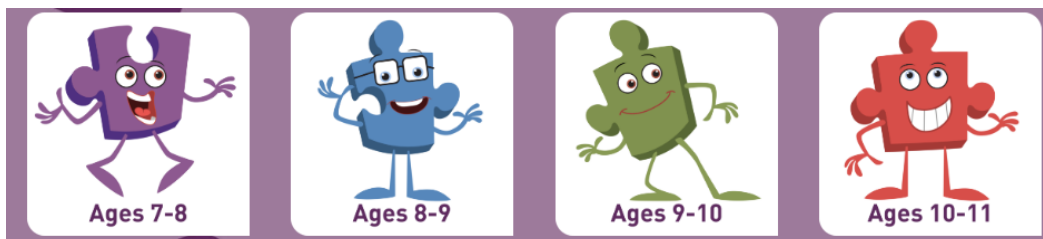
Click on materials.



Click on Jigsaw.



Then, select the age range that you need.



Step 4: Use the lesson plans on JIGSAW to write a lesson plan using our Brookland planning template:



PSHE Sequence Planning

Topic: PSHE -

Year Group:

Term:

Date:

Prior Learning

Day	Learning Objective (WALT)	Steps to Success	Rights links / No outsider links	Teaching Input	Scaffolding / resources
1	WALT:			Starter: Main teaching: Outcome:	
2	WALT:			Starter: Main teaching:	

				Outcome:	
3	WALT:			Starter: Main teaching: Outcome:	
4	WALT:			Starter: Main teaching: Outcome:	
5	WALT:			Starter: Main teaching: Outcome:	
6	WALT:			Starter: Main teaching: Outcome:	

Important information about planning

Key features of the plan we use, **MUST** include:


- Prior learning - this is taken from the previous year group's learning.
- Key vocabulary that will be used in each lesson
- Rights Respecting / No Outsiders links. These come directly from the 'Rights of a child' UNICEF charter.

Expectations of Powerpoint slides



At Brookland, we use JIGSAW to create our own powerpoints in order to adapt the learning to best suit our children.

The things that **MUST** be found on the slides are:



Step 1:	<p><u>Lesson non-negotiables</u></p> <p><u>Date:</u></p> <p><u>WALT:</u></p> <p><u>Steps to success:</u></p>
Step 2:	<p><u>Rights Respecting links:</u></p> <p>Article 8 – Right to an identity</p> <p>Article 12 - Respect children's view.</p> <p>Article 13 - Sharing thoughts freely.</p> <p>Article 14 -Freedom of thought.</p>  <p>No more than 4 per lesson. These can be taken directly from the UNICEF rights of a child document.</p>
Step 3:	<p><u>PSHE – Brookland Charter</u></p> <p>We treat everyone kindly</p> <p>We respect each others opinions</p> <p>We support one another and work as part of a team</p> <p>We listen to one another and take turns to speak</p> <p>We try to be the best version of ourselves</p> <p>This is our Brookland Charter. It is an agreed set of expectations that the children need to follow in each lesson.</p>



<p>Step 4:</p>	<p>What can you tell me about last week?</p> <p>What did you learn?</p> <p>What skills did you practise?</p> <p>Key vocabulary for today:</p>  <p>Do we know what these words mean? Can you use an example to show your understanding of each word?</p> <p>Please edit the questions on the left to fit with your current learning.</p> <p>Key vocabulary can be found in the JIGSAW scheme of learning for each lesson.</p> <p>The key vocabulary that you place on this slide must then be placed on every following slide that you use.</p>
<p>Step 5:</p>	<p>Your final slide is for the children to reflect. Please follow these questions to help structure the reflections:</p> <p><u>Reflections</u></p>  <p>Next to your WALT, draw a face to represent your understanding of today's lesson.</p> <p><u>Verbally discuss:</u></p> <p>What did you learn well today?</p> <p>Was any part of the learning tricky/hard for you?</p> <p>My reflections</p> <p>Did they enjoy celebrating others?</p> <p>How did you feel sharing your ideas to the whole class?</p>

Marking expectations in PSHE

<p>Step 1:</p>	<p>Highlight the whole WALT using a pink highlighter if the WALT has been met. Highlight part of the WALT (WA) if it was partly met. Do not highlight at all if it was not met.</p>
<p>Step 2:</p>	<p>Spellings of key vocabulary MUST be picked up on if spelt incorrectly. Mark 'Sp' in green pen and children to correct their spellings using a purple pen</p>



Assessment in PSHE

Formative assessment	<p>Formative assessment should take place throughout every lesson. This can be done in different ways for example: recapping previous learning, questioning, white board work, low stakes quizzes, exit tickets, peer and self assessment, think-pair-share, discussions, conferencing and hinge questions. These should be used as appropriate to your class and the learning and should provide instant feedback so that adjustments to teaching and learning can be made in the moment.</p> <p>To support the teacher in tracking each child, there is a tracking pupil progress sheet that can be used. This sheet has three attainment descriptors for each Puzzle. The teacher can then use a 'best-fit' approach to decide whether the child is working towards, working at or working beyond for that piece, highlighting one green and one purple descriptor.</p> <p>The green descriptors will also flag up children who may need more support with emotional literacy or social skills development and they can be signposted to the setting's pastoral support systems as appropriate.</p> <p>In Piece (lesson) 6 there are also exemplifications to aid teacher judgement for the working towards/ working at/working beyond attainment descriptors.</p>
Summative assessment	<p>Assessment criteria sheets have been created for each unit that give descriptors for an ARE and a GDS pupil. If they do not meet the ARE criteria, they are assessed as WTS. Teachers use these for 'best fit' three times a year, then complete a spreadsheet for their classes.</p>



Teaching, Planning and Assessment Expectations for History

Overview

The History curriculum at Brookland Junior School aims to inspire children's natural curiosity with an enquiry approach that broadens their understanding of how Britain came to be alongside other civilisations across the world. It is diverse, incorporating aspects of British and world history and how they link.

Children should:

1. Understand that history is a study of the past that includes events within and before their lifetime. This study should inspire curiosity and questioning about changes that have occurred over time.
2. Be able to comment on similarities and differences between different periods of time using accurate, age- appropriate historical vocabulary.
3. Know that evidence is needed to comment on and understand the past and that this evidence can take a range of forms, e.g. artefacts, written accounts, interviews, books, letters, photographs.
4. Understand a basic chronological framework of key events in Britain, Europe and the wider world (based on places and periods of time studied)
5. Be able to answer questions about the periods of time they have studied, referencing relevant and accurate historical information.

Teaching Time Expectations

History should be taught in rotation with geography. Each subject should be taught in blocks of half a term. Lessons should be the equivalent of 1 hour a week (some activities could be blocked if appropriate).

Planning

Follow the overview set out. It is designed so that history is taught in a chronological order to help children understand what came before, concurrently and after. It is important to remind children that a lot of the people studied knew of one another and lived at the same time (e.g. Vikings and Anglo Saxons). It is also important that they understand that people of different backgrounds and races (including women) have lived in Britain for centuries. Children should understand the impact that the wider world has had on shaping the country and its traditions.



1. Every topic will have an enquiry question that the children will aim to answer by the end of the 6 weeks. The enquiry questions are written on the overview. It is also important that the children see the National Curriculum statement that corresponds to their topic.
2. Starting with the enquiry question, work out what the children will need to know to answer it. For example- Year 6: Empires. Children need to know that Britain had an Empire that covered a large area of the world. They will focus on Africa (Benin) and India. Children will need to know what life was like before the British invaded, why they invaded and the impact that the invasion had on the way of life (partitioning of India and Pakistan/ East Pakistan/ Bangladesh and the scramble for Africa)
3. Using the information gathered, to create **6 lessons**. One lesson will need to be about **chronological understanding** and placing the period/ event on a timeline and locating it on a map (if necessary). Your last lesson will be for the children to use all of their knowledge gained to answer the enquiry question.
4. Use the skills progression documents to create a WALT for each lesson. E.g. WALT: analyse similarities and differences between people studied.

	Year 3	Year 4	Year 5	Year 6
Knowledge and understanding of events, people and changes in the past	Use evidence to enquire about everyday lives of people in the times studied and compare with modern lives exploring culture, leisure, buildings and clothes. Identify reasons and consequences of people's actions.	Use evidence to reconstruct life in time period studied and offer reasonable explanation for some events. Describe similarities and differences between people, events and artefacts studied. Describe how some of the things I have studied from the past affect/influence life today.	Describe how historical events affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) Use evidence to justify reasons of why changes may have occurred. Describe similarities and differences between some people, events and artefacts.	Compare and contrast different civilisations throughout history, making links between some of the features of past societies (e.g. religion, houses, society, technology, trade). Choose reliable sources of information to find out about the past. Analyse similarities and differences between some people, events and artefacts studied.

5. Planning should be completed before the first lesson on the Brookland Planning format. Use the plenary to address any misconceptions that the children may have (this can be pre planned or any that arose in the lesson).
6. Lessons must have an enquiry question and steps to success, which are measurable and achievable for all children.
7. The emphasis is on an interactive and enquiry approach to History using picture stimuli, **artefacts** (use the artefact box relevant for each unit), clips, visits or visitors so that lessons are engaging and interactive. Use the active inspire website for a lesson (this will need to be teacher lead so that the children get the most out of the session). This can be accessed via ipads as well as laptops and is easy for the children to navigate. The log in details for the website are saved in curriculum- history-admin.
8. All of the above support and resources can be found in Google Drive, Admin, Curriculum, History. You also have log-ins for the Historical association where you have access to articles for your own CPD (you can find some downloaded in the CPD folder in the History curriculum folder) as well as planning ideas and resources.
9. Golden threads run throughout the years focusing on Empire, Warfare, Invention or settlement. These threads link to previous learning and should be discussed with the children.

Slides



Date:

WALT: Identify struggles throughout historical periods I have studied

Starter:

Can you remember what 'benefit' means?

How did England 'benefit' from the Anglo-Saxons?

See if you can give any examples of some benefits from some of the other units of history you have studied:



Stone Age to Iron Age Roman Britain Egyptians Greeks

Title slide should have the date, WALT and a starter linked to the previous learning (least lesson. last topic, last year or beyond).

Key Vocabulary for this lesson: TTYP- what do they mean?

Struggle		Farming	
Benefit		Fortification	
Period		Achievement	

Vocabulary slide to aid children's understanding (a mix of subject specific vocabulary as well as transferable vocabulary).

Enquiry question:

How did the Vikings try to take over Britain?

What are your initial thoughts about this question?

The Viking and Anglo Saxon **struggle** for the Kingdom of Britain to the time of Edward the Confessor.

What does this mean?

Show children the enquiry question and national curriculum statement and discuss what it means and what they need to know. Children can devise questions to help them.



Golden thread: Invasion



Where have we seen people invading or being invaded before in history?

Children should be able to make links to the golden threads across their learning. E.g. Invasion- Vikings in Year 5, children will have come across invasions while studying Ancient Greece, Romans and Anglo Saxons.

Assessment Expectations

- Formative assessment should take place throughout every lesson. This can be done in different ways for example: recapping previous learning, questioning, white board work, low stakes quizzes, exit tickets, peer and self assessment, think-pair-share, discussions, conferencing and hinge questions. These should be used as appropriate to your class and the learning and should provide instant feedback so that adjustments to teaching and learning can be made in the moment.
- Marking: Highlight the whole WALT using a pink highlighter if the WALT has been met.
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- Do not highlight at all if it was not met.
- Spellings of key vocabulary MUST be picked up on if spelt incorrectly.
- Mark 'Sp' in green pen and children to correct their spellings using a purple pen
- At the end of each term, data should be entered onto the foundation subject assessment spreadsheet.



Teaching, Planning and Assessment Expectations for Geography

Overview

The Geography curriculum at Brookland Junior school aims to inspire our pupils to be innovative and explorative learners who aim to learn a deeper understanding of the Earth's key physical, locational and natural processes and knowledge about diverse places, people, resources and natural and man-made environments.

Teaching Time Expectations

Geography should be taught in rotation with geography. Each subject should be taught in blocks of half a term. Lessons should be the equivalent of 1 hour a week (some activities could be blocked if appropriate).

Planning Expectations

Curriculum overview-Long term map.

At Brookland Junior school we teach 3 half term topics over the course of the year. This will then alternate with History. It is important that each topic is taught in the correct order to allow for a progressive approach to their learning that embeds features of knowledge development and opportunities to recap and contextualise previous learning.

Planning Geography

Step 1:	Familiarise yourself with the topic and refer back to the national curriculum to learn what they should already know, to build on this knowledge.
Step 2:	Identify an opportunity for a field trip where appropriate, or a practical (outdoor) activity. If this is able to be a local trip, use this as a stimulus to begin the topic. This will allow all following learning to be contextualised. Aim to make Geography as fieldwork based, practical and outdoors as possible. Ideally, particularly a local trip (everyone should be going to the local park for at least



	<p>one topic per year) should be revisited later in the topic once more learning has taken place to create an environmental enquiry to answer your enquiry question.</p> <p>If you cannot visit an appropriate area, recreate it at school or use museums, etc.</p>
Step 3:	<p>Use practical resources where appropriate including:</p> <ul style="list-style-type: none"> - Mosaik (computer modelling resource) - Digimaps (website that can be printed to see maps from old and new) - Nearpod (QR code maker)
Step 4:	<p>Use suggested layout for each topic (currently in the development process) to write a plan using the Brookland template, found in the Geography folder. Plan 6 lessons per topic not including the first fieldwork exploration.</p>
Step 5:	<p>Plan the learning resources:</p> <ol style="list-style-type: none"> 1. Begin each lesson with a recap. There are examples of recap ideas on the geography presentation example (e.g. 5 in 5, say what you see, mind maps, sequencing, etc) 2. Identify key vocabulary with supporting images. Have this on each slide throughout the lesson. 3. Make learning practical and use field trips where appropriate. Ideally look to revisit a site where appropriate later in the topic to apply learning. 4. Use technology as suggested in step 3 where appropriate.

Expectations of Powerpoint slides - Will be edited following staff review

At Brookland we use our own slides to adapt and present learning that best suits our children.

The things that MUST be found on the slides are:

Step 1:	Title page introducing the topic.
Step 2:	Title page for the date and WALT
Step 3:	Recap (see 'Planning Geography: step 5' for suggestions or example lesson template in the Geography folder).
Step 4:	What do you already know? Use this to gather understanding so you know where to pitch their following learning.
Step 5:	Key words with visual aid.
Step 6:	Key teaching
Step 7:	Investigate opportunity and task.
Step 8:	Plenary linking back to learning intention for that day.

Assessment Expectations

- Formative assessment should take place throughout every lesson. This can be done in different ways



for example: recapping previous learning, questioning, white board work, low stakes quizzes, exit tickets, peer and self assessment, think-pair-share, discussions, conferencing and hinge questions. These should be used as appropriate to your class and the learning and should provide instant feedback so that adjustments to teaching and learning can be made in the moment.

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- Spellings of key vocabulary MUST be picked up on if spelt incorrectly.
- Mark 'Sp' in green pen and children to correct their spellings using a purple pen
- At the end of each term, data should be entered onto the foundation subject assessment spreadsheet.
- The unit WTS/EXS/GDS descriptors should be used to aid decision making.
- At the end of each term, those not achieving EXS should be entered onto the objective assessment sheet. IN DEVELOPMENT

Teaching, Planning and Assessment Expectations for Religious Education

Overview

The Religious Education curriculum at Brookland Junior School aims to inspire children's natural curiosity with an enquiry approach that respects and understands other cultures and beliefs. It is a subject for discussion of ethics and morality to allow children to consider what people believe and do, why they believe and the impact these beliefs have on their everyday lives.

Teaching Time Expectations

1 x 1 hour lesson a week

Planning Expectations

- The Hertfordshire SACRE Agreed Syllabus of Religious Education (2023-2028) should be adhered to for planning. This is divided into eight statutory key areas, which should be covered across each key stage to ensure progression in the belief system, whilst avoiding unnecessary repetition of content.
- A 'worldviews' approach based on three key questions should also be promoted:
 - What does it mean to be me? (contextualised self-reflection)
 - What does it mean to be you? (open exploration of religious/non-religious content, concepts and experience from institutional and individual religion/worldview)
 - What does it mean to be human? (universal application of concepts to pupils' sense of their place in the world)
- For each year group and half term unit, the long term plan clearly details which eight statutory key areas will be studied, the expected outcome for each year group within those key areas, the religious context, the 'Big Question' for enquiry and previous learning.
- The exploration of big questions allows children to express their own critical responses and investigate and build on previous learning. This is then used as a form of end of unit assessment and can be as creatively as possible.
- The key area should be displayed on slides for children to be able to link learning.
- Use the suggested lesson step document for each unit to ensure continuity and progression.
- Planning should be on the Brookland RE foundation planning format.
- Lessons must have a clear learning objective and steps to success, which are measurable and achievable for all children.



- As a Gold UNICEF Rights Respecting school, clear links should be identified on the planning to the relevant articles.
- The emphasis is on an interactive and enquiry approach to RE using picture stimuli, sources of wisdom, **artefacts (use the artefact box relevant for each unit)**, clips, visits or visitors so that lessons are engaging and interactive. As we are a NATRE member, this can be used to support.

11. All of the above support and resources can be found in Google Drive, Admin, Curriculum, RE.

Knowledge Organisers

These are used to aid children's learning by summarising the key knowledge or facts that the children will need to understand that unit of work. These need to include:

- The key area(s) that the children are studying within the religion.
- Essential facts about that religion, world view or belief system.
- New or important vocabulary.
- Details of the major festivals celebrated and symbols of the religion.

They are to be printed and stuck into the children's books. An Inprint one needs to be completed for those children with SEND needs.

Assessment Expectations

- Formative assessment should take place throughout every lesson. This can be done in different ways for example: recapping previous learning, questioning, white board work, low stakes quizzes, exit tickets, peer and self assessment, think-pair-share, discussions, conferencing and hinge questions. These should be used as appropriate to your class and the learning and should provide instant feedback so that adjustments to teaching and learning can be made in the moment.
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- At the end of each term, data should be entered onto the foundation subject assessment spreadsheet.



Teaching, Planning and Assessment Expectations for Music

Overview

Brookland Junior School uses the Charanga New model music scheme of work which builds on skills taught term by term, year on year .

- This curriculum is underpinned by the [model music curriculum](#) (March 2021).
- Children have the opportunity to sing and play in music lessons in class with both tuned and untuned percussion instruments, (glockenspiels and recorders.)
- We work in partnership with the Hertfordshire music service where we offer peripatetic piano lessons and Rocksteady where we offer extra curricular lessons in learning an instrument (band practise.)
- We also work closely with neighbouring secondary school Haileybury Turnford where we have opportunities to collaborate with nearby primary schools and a chance to perform to parents.
- We perform to parents over the year in class assemblies and performances.
- We run rehearsals for the Young Voices choir with a chance to perform at the O2 and a Christmas singing club where children get to perform at the local festival of carols in Hoddesdon town centre.

Teaching Time Expectation

Listen to music in class regularly, at least three times a week - in total 15 minutes

Teach weekly music lessons for at least 30 minutes

15 minute singing assembly

Planning Expectations

The Model Music Curriculum (MMC) sets out sequences of learning in the following key areas which, when taken together, all contribute towards the steadily increasing development of musicianship:

- singing
- listening
- composing
- performing/instrumental performance

Key vocabulary should be discussed, used and displayed in every lesson

Children should be able to recognise and use notation

Listen and appraise one piece of music a fortnight or play a listening game in the listening centre once a week on Charanga.

Music books should be used once a fortnight to appraise music.



With each song: warm up, learn to sing the song, clap out the pulse, rhythm and use percussion instruments, use symbols or notation to compose, improvise and read to play. Finally, perform. Books should include the following:

Date

WALT Listen and appraise

The song we are listening to today is called

Questions

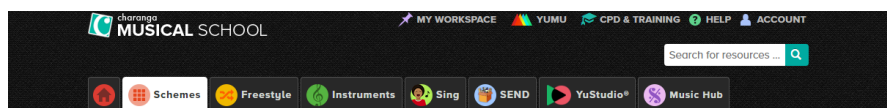
- 1 How did the song make you feel? Why?
2. Is the tempo fast or slow?
3. Is the pitch high, medium or low?
4. What are the dynamics? (loud or quiet?)
5. Is the texture thick or thin? (lots of layers and music or just a few?)
6. Did you like this song?

You could even help children identify the types of instruments they can hear.

Did you hear any strings? Any brass instruments? Any percussion, piano, woodwind or reed instruments? Any drums?

To plan lessons:

log into Charanga: Sign in: 248537 Password Music 2024



Home > Schemes and Scheme Builder Overview >

English Model Music Curriculum Scheme

Scheme Overview and Documentation can be found below the grid.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
1 PLANNING & DOCUMENTS	My Musical Heartbeat 1 2 3 4 5 6	Dance, Sing and Play! 1 2 3 4 5 6	Exploring Sounds 1 2 3 4 5 6	Learning to Listen 1 2 3 4 5 6	Having Fun with Improvisation 1 2 3 4 5 6	Let's Perform Together! 1 2 3 4 5 6
2 PLANNING & DOCUMENTS	Pulse, Rhythm and Pitch 1 2 3 4 5 6	Playing in an Orchestra 1 2 3 4 5 6	Inventing a Musical Story 1 2 3 4 5 6	Recognising Different Sounds 1 2 3 4 5 6	Exploring Improvisation 1 2 3 4 5 6	Our Big Concert 1 2 3 4 5 6
3 PLANNING & DOCUMENTS	Writing Music Down 1 2 3 4 5 6	Playing in a Band 1 2 3 4 5 6	Compose Using Your Imagination 1 2 3 4 5 6	More Musical Styles 1 2 3 4 5 6	Enjoying Improvisation 1 2 3 4 5 6	Opening Night 1 2 3 4 5 6
4 PLANNING & DOCUMENTS	Musical Structures 1 2 3 4 5 6	Exploring Feelings When You Play 1 2 3 4 5 6	Compose with Your Friends 1 2 3 4 5 6	Feelings Through Music 1 2 3 4 5 6	Expression and Improvisation 1 2 3 4 5 6	The Show Must Go On! 1 2 3 4 5 6
5 PLANNING & DOCUMENTS	Melody and Harmony in Music 1 2 3 4 5 6	Sing and Play in Different Styles 1 2 3 4 5 6	Composing and Chords 1 2 3 4 5 6	Enjoying Musical Styles 1 2 3 4 5 6	Freedom to Improvise 1 2 3 4 5 6	Battle of the Bands! 1 2 3 4 5 6
6 PLANNING & DOCUMENTS	Music and Technology 1 2 3 4 5 6	Developing Ensemble Skills 1 2 3 4 5 6	Creative Composition 1 2 3 4 5 6	Musical Styles Connect Us 1 2 3 4 5 6	Improvising with Confidence 1 2 3 4 5 6	Farewell Tour 1 2 3 4 5 6

Look at your year group and select the correct term. It's interactive and takes you to the right place.

Home > Schemes > English Model Music Curriculum Scheme > Year 5

Unit 1 – Melody and Harmony in Music

Save Copy Assign to Group

Steps

- ▶ **Step 1** Ghost Parade (Part 1) More
- ▶ **Step 2** Ghost Parade (Part 2) More
- ▶ **Step 3** Words Can Hurt (Part 1) More
- ▶ **Step 4** Words Can Hurt (Part 2) More
- ▶ **Step 5** Joyful, Joyful More
- ▶ **Step 6** Assessment Checkpoint More

Unit Summary

This Unit of Work consists of clearly sequenced lessons with planning, key learning and outcomes that support the National Curriculum. There is an Assessment Checkpoint and a performance opportunity in Step 6.

Musical Spotlight: Melody and Harmony in Music

A melody (or a tune) is a group of notes played one after another. In music, 'melody' contrasts with 'harmony'. Harmony means notes which are played at the same time, like chords. Composers often think of a melody and then add harmony to it. Explore the voices that sing the melodies and the instruments used within the music in this unit to create the harmonies. Can you hear the difference?

Social Question: How Does Music Bring Us Together?

Explore this question as you progress through the unit.

Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, Ab, Bb, B

Unit Videos

▶ About this unit



Look up the unit in advance.

Click on the correct term and unit.

Watch the overview video for an overview of the unit.

Check prior knowledge. Show me what you already know

Using the recorders.

Teachers demo/ charanga video demo.

Children show you where they put their fingers and cover which holes on the recorder.

You can set it up like an orchestra! Have a recorder section, a glockenspiel section , a percussion section and some singers at the front.

Film it and save it on the media drive

Assessment Expectations

- Formative assessment should take place throughout every lesson. This can be done in different ways for example: recapping previous learning, questioning, white board work, low stakes quizzes, exit tickets, peer and self assessment, think-pair-share, discussions, conferencing and hinge questions. These should be used as appropriate to your class and the learning and should provide instant feedback so that adjustments to teaching and learning can be made in the moment.
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Teaching, Planning and Assessment Expectations for DT

Overview

The Design and technology curriculum at Brookland Junior school aims to inspire our pupils to be innovative and creative thinkers who have an appreciation for the product design cycle through ideation, creation, and evaluation.

Through our scheme of work (Kapow), we aim to build an awareness of the impact of design and technology on our lives and encourage pupils to become resourceful, enterprising citizens who will have the skills to contribute to future design advancements.

Teaching Time

DT is taught every other half term, in rotation with art. It should be taught for an hour a week, however in some cases it is appropriate to block topics due to the nature of the 'make lessons'. This should be equivalent to 1 hour a week.

Planning Expectations

Curriculum overview-Long term map

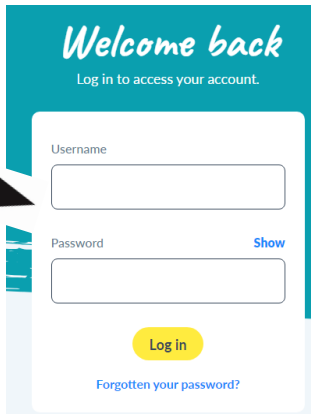
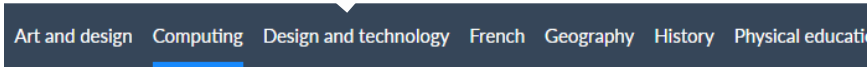
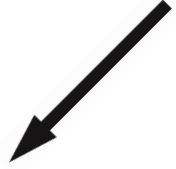
At Brookland Junior school we alternate Art and DT learning each half term as shown below. It is important to ensure that all subjects are taught each term **in the correct order**. Our scheme is a spiral curriculum which means children revisit and build on their previous learning.



Art and DT long term plan

Term/ Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	DT Digital world Wearable technology	Art Sculpture and 3D Abstract shape and space	DT Cooking and nutrition eating seasonally	Art Drawing Growing artists	DT Structures constructing a castle	Art Craft and Design Ancient Egyptian scrolls
4	Art Painting and mixed media - light and dark	DT Structures pavilions	Art Drawing power prints	DT Mechanical systems slingshot car	Art Craft and design Fabric of nature	DT Electrical systems torches
5	DT Mechanical systems - making a pop-up book	Art Sculpture and 3D Interactive installation	DT Electrical systems Doodlers	Art Drawing I need space	DT Cooking and Nutrition Developing a recipe	Art Painting and mixed media - portraits
6	Art Craft and design Photo opportunity	DT Textiles Waistcoats	Art Drawing Make my voice heard	DT Structure Playgrounds	Art Sculpture and 3D Making Memories	DT Digital world Navigating the world

Planning using Kapow

Step 1:	Log in to kapow (https://www.kapowprimary.com)
Step 2:	<p>Sign in using these login details:</p> <p>Username: admin@brooklandjm.herts.sch.uk Password: Brooklandjm365</p> 
Step 3:	<p>Find your subject on top of the page. Click on your subject.</p>  <p>Then select 'lower key stage 2' for Year 3 and 4 or 'Upper key stage 2' for year 5 and 6. Find your topic and open to access full lesson plans.</p> 



STAGE	UNITS	LESSONS
Reception >	RECEPTION UNITS	Lesson 1: Exploring junk modelling
Key stage 1 >	Structures: Junk modelling >	
Lower key stage 2 >	Cooking and nutrition: Soup >	Lesson 2: Cutting and scissor skills
Upper key stage 2 >	Textiles: Bookmarks >	Lesson 3: Choosing resources
 Design and technology subject planning	Structures: Boats >	
	Seasonal projects >	Lesson 4: Making models

Step 4:

Use the lesson plans on kapow to write a lesson plan using our Brookland planning template:

Design and Technology Sequence Planning

Topic: DT- Year Group: Term: Date:

Prior Learning:	Key Vocabulary specific to lesson: L1: L2: L3: L4: L5: L6:			
Transferrable DT Vocabulary progression				
Year 2	Year 3	Year 4	Year 5	Year 6
	2D shapes 3D shapes Annotate Analyse Design criteria Digital Evaluate Feature Net Recyclable Scoring Stable Structure Tab Weak Mock-up (PLUS ALL YEAR 2 WORDS)	Aesthetic Assemble Component Diagram Energy Frame structure Function Graphics Inspiration Mechanism Model Packaging Reinforce Research Template Texture Theme (PLUS ALL YEAR 2 & 3 WORDS)	Criteria Develop DIY Investigate Measure Preference Process Problem solve Product analysis Safety Target user Theme (PLUS ALL YEAR 2, 3 & 4 WORDS)	Adapt Accurate Annotate Detail Design criteria Landscape Mark out Measure Modify Plan view Properties Prototype Reinforce (PLUS ALL YEAR 2, 3, 4 & 5 WORDS)

Day	Learning Objective (WALT)	Steps to Success	Health and Safety (Cautions)	Teaching Input	Scaffolding
1	WALT:			Starter: Main teaching:	Pre WTS EXS GD
2	WALT:			Starter: Main teaching:	Pre WTS EXS GD



3 Plan	WALT:			Starter: Main teaching:	Pre WTS EXS 6D
4 Make	WALT:			Starter: Main teaching:	Pre WTS EXS 6D
5 Evaluate	WALT:			Starter: Main teaching:	Pre WTS EXS 6D



Important information about planning

You **MUST** include the 5 elements of a DT lesson on your lesson plan as shown above on the left hand side.

1. Research/Practise
2. Design
3. Plan
4. Make
5. Evaluate


Also, key features of the plan we use, **MUST** include:

- Prior learning
- Key vocabulary that will be used in each lesson
- There is a list of all the 'transferable vocabulary' stated on the plan which you do not need to add anything to. This is there to make you aware of the vocabulary used in previous years. Please use these keywords to consolidate prior learning and use them in your lessons to ensure children understand these words.
-

Expectations of Powerpoint slides

At Brookland we use Kapow to create our own powerpoints in order to adapt the learning to best suit our children.

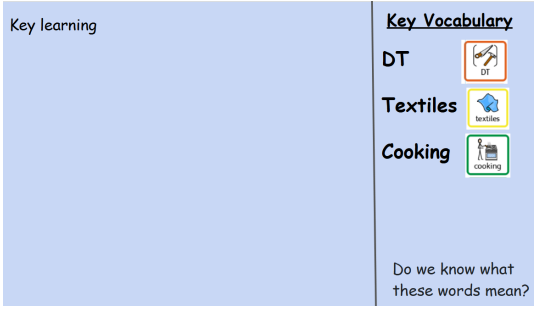
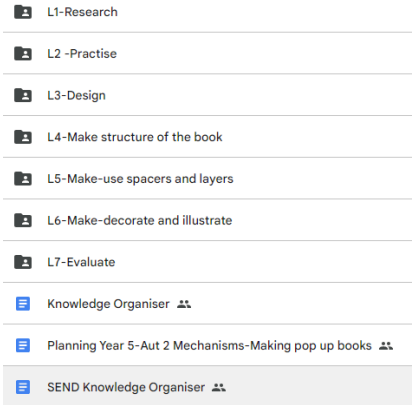
The things that **MUST** be found on the slides are:

Step 1:	<p>Title page introducing the topic.</p> 
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Step 2:	<p>The WALT must include one of the key elements of the DT lesson.</p> <ol style="list-style-type: none">1. Research/Practise2. Design3. Plan4. Make5. Evaluate <p>For example: WALT: research pop up books.</p> <p><u>Lesson non-negotiables</u></p> <p><u>Date:</u></p> <p><u>WALT:</u></p> <p><u>Steps to success:</u></p>
Step 3:	<p>Knowledge organisers must be displayed on powerpoint and placed in the children's DT folders at the start of every unit. Give children the opportunity to read it and use it within the lesson to support their knowledge and understanding.</p> <p>For SEND/EAL needs, SEND KO's have been created to support them.</p> <p>These can be found on:</p> <p>Staff drive → Curriculum → Design and Technology → Knowledge organisers for Art and DT</p> <p><u>Knowledge organiser:</u></p>
Step 4:	<p>Recap prior learning.</p> <p><u>Recap prior knowledge</u> - Remember knowing more is remembering more</p> <p>What do you remember about _____ last lesson / unit?</p> <p>What did you learn?</p> <p>What skills did you practise?</p>
Step 5:	<p>On the left hand side of the slides, will be the main teaching (key learning). Key vocabulary for the lesson to be discussed and placed on the right hand side of the slide alongside Imprint to support SEND/EAL pupils. Make</p>



	<p>links to transferable vocabulary here. Key vocabulary should be displayed on every slide during the main teaching.</p> 
<p>Step 6:</p>	<p>Once Powerpoints have been created, they need to be clearly labelled in folders with the key elements of a DT lesson.</p> <p>For example:</p> 

Assessment Expectations

- Formative assessment should take place throughout every lesson. This can be done in different ways for example: recapping previous learning, questioning, white board work, low stakes quizzes, exit tickets, peer and self assessment, think-pair-share, discussions, conferencing and hinge questions. These should be used as appropriate to your class and the learning and should provide instant feedback so that adjustments to teaching and learning can be made in the moment.
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Teaching, Planning and Assessment Expectations for Art

Overview

The Art and Design curriculum at Brookland Junior school aims to inspire pupils and develop their confidence to experiment and invent their own works of art. The Scheme we use (Kapow) is written by experts in their field and designed to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history.

The scheme we use supports pupils to meet the National curriculum end of key stage attainment targets and has been written to fully cover the National Society for Education in Art and Design's progression competencies. At Brookland we aim to inspire our children to create, experience, and participate in great arts and culture.

Teaching Time

Art is taught every other half term, in rotation with DT. It should be taught for an hour a week, however in some cases it is appropriate to block topics due to the nature of the 'make lessons'. This should be equivalent to 1 hour a week.

Planning Expectations

Curriculum overview-Long term map

At Brookland Junior school we alternate Art and DT learning each half term as shown below. It is important to ensure that all subjects are taught each term **in the correct order**. Our scheme is a spiral curriculum which means children revisit and build on their previous learning.

Art Long Term Overview						
Term/ Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3		Sculpture and 3D Abstract shape and space		Drawing Growing artists		Craft and Design Ancient Egyptian scrolls
4	Painting and mixed media Light and dark		Drawing power prints		Craft and design Fabric of nature	
5		Sculpture and 3D Interactive installation		Drawing I need space		Painting and mixed media Portraits
6	Craft and design Photo opportunity		Drawing Make my voice heard		Sculpture and 3D Making Memories	




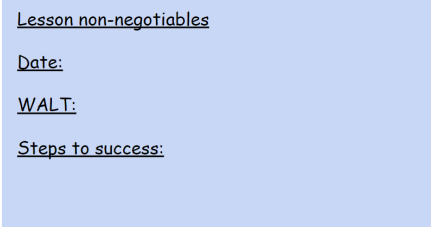
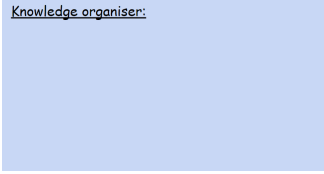
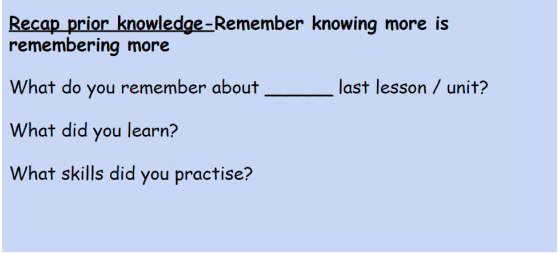
Planning using Kapow

Step 1:	Log in to kapow (https://www.kapowprimary.com)																			
Step 2:	<p>Sign in using these login details:</p> <p>Username: admin@brooklandjm.herts.sch.uk Password: Brooklandjm365</p> 																			
Step 3:	<p>Find your subject on top of the page. Click on your subject.</p>  <p>Then select 'lower key stage 2' for Year 3 and 4 or 'Upper key stage 2' for year 5 and 6. Find your topic and open to access full lesson plans.</p> 																			
Step 4:	<p>Use the lesson plans on kapow to write a lesson plan using our Brookland planning template:</p> <table border="1" data-bbox="256 1379 1027 1406"> <tr> <td>Subject: ART</td> <td>Topic: Drawing</td> <td>Year group: 3</td> <td>Term:</td> <td>Date:</td> </tr> </table> <table border="1" data-bbox="256 1431 1027 1529"> <tr> <td>Prior learning: In year 2 children learnt about</td> <td>Intended Outcome of the Unit:</td> <td>National Curriculum Links:</td> </tr> </table> <table border="1" data-bbox="256 1529 1027 1628"> <tr> <td>Key vocabulary: Lesson 1 - Lesson 2 - Lesson 3 - Lesson 4 - Lesson 5 -</td> </tr> </table> <table border="1" data-bbox="256 1650 1027 1827"> <thead> <tr> <th>Day</th> <th>Learning Objective (WALT)</th> <th>Steps to Success</th> <th>Teaching Input</th> <th>Scaffolding</th> </tr> </thead> <tbody> <tr> <td>LESSON 1</td> <td>WALT:</td> <td> <ul style="list-style-type: none"> I can </td> <td> Starter: Main Task: Plenary: </td> <td> Pupils needing extra support: Pupils working at greater depth: </td> </tr> </tbody> </table> <p>Key features of the plan we use, MUST include:</p> <ul style="list-style-type: none"> • Prior learning • Key vocabulary that will be used in each lesson 	Subject: ART	Topic: Drawing	Year group: 3	Term:	Date:	Prior learning: In year 2 children learnt about	Intended Outcome of the Unit:	National Curriculum Links:	Key vocabulary: Lesson 1 - Lesson 2 - Lesson 3 - Lesson 4 - Lesson 5 -	Day	Learning Objective (WALT)	Steps to Success	Teaching Input	Scaffolding	LESSON 1	WALT:	<ul style="list-style-type: none"> I can 	Starter: Main Task: Plenary:	Pupils needing extra support: Pupils working at greater depth:
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Expectations of Powerpoint slides

At Brookland we use Kapow to create our own powerpoints in order to adapt the learning to best suit our children. The things that **MUST** be found on the slides are:

Step 1:	<p>Title page introducing the topic.</p> 
Step 2:	<p>On the next slide, the long date, WALT and steps to success must be displayed.</p> 
Step 3:	<p>Knowledge organisers must be displayed on powerpoint and placed in the children's Art Sketchbooks at the start of every unit. Give children the opportunity to read it and use it within the lesson to support their knowledge and understanding. For SEND/EAL needs, SEND KO's have been created to support them. These can be found on: Staff drive →Curriculum →Art →Knowledge organisers for Art and DT</p> 
Step 4:	<p>Recap prior learning.</p> 
Step 5:	<p>On the left hand side of the slides, will be the main teaching (key learning). Key vocabulary for the lesson to be discussed and placed on the right hand side of the slide alongside Imprint to support SEND/EAL pupils. Make links to transferable vocabulary here. Key vocabulary should be displayed on every slide during the main teaching.</p>



	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Key learning</p> </div> <div style="width: 50%; border-left: 1px solid black; padding-left: 10px;"> <p>Key Vocabulary</p> <p>Art </p> <p>Sculpture </p> <p>Painting </p> <p>Do we know what these words mean?</p> </div> </div>
<p>Step 6:</p>	<p>Once Powerpoints have been created, they need to be clearly labelled in folders with the skills. For example:</p> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <p> L1-Exploring Ancient Egyptian Art</p> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <p> L2-Designing Scrolls</p> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <p> L3-Making paper</p> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <p> L4-Scroll Making</p> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <p> L5-Making Zines</p> </div> <div style="border: 1px solid #ccc; padding: 5px;"> <p> Art Planning </p> </div>

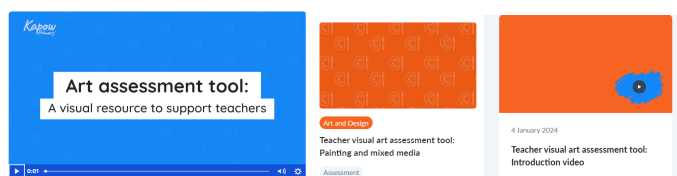
Assessment Expectations

- Formative assessment should take place throughout every lesson. This can be done in different ways for example: recapping previous learning, questioning, white board work, low stakes quizzes, exit tickets, peer and self assessment, think-pair-share, discussions, conferencing and hinge questions. These should be used as appropriate to your class and the learning and should provide instant feedback so that adjustments to teaching and learning can be made in the moment.
- Marking: Highlight the whole WALT using a pink highlighter if the WALT has been met.
- Highlight part of the WALT (WA) if it was partly met.
- Do not highlight at all if it was not met.
- Spellings of key vocabulary MUST be picked up on if spelt incorrectly.
- Mark 'Sp' in green pen and children to correct their spellings using a purple pen
- At the end of each term, data should be entered onto the foundation subject assessment spreadsheet.

Art and Design has been organised so that if the child is accessing and succeeding in each skill, they are making progress. Teachers use AfL, quizzes and recaps at the beginning of every lesson to see where the children are and know where there are any gaps.

Interactive art assessment tools are found on kapow to assess the children's knowledge. Videos are provided for teachers to watch to support their knowledge and understanding of how to assess an Art lesson.

Teacher visual art assessment tool: Introduction



Assessment tools can be found here on Kapow for every lesson.





Teaching, Planning and Assessment Expectations for PE

Overview

The PE curriculum at Brookland Junior provides high quality physical education. It aims to inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities. Our curriculum provides opportunities for pupils to become physically confident in a way which supports their health and fitness. It also provides the opportunity to compete in sport and other activities, build character and help to embed values such as fairness and respect which coincide with the Brookland values.

Teaching Time

PE should be taught for 2 hours a week. This is split into 2, 1 hour sessions on 2 different days. The children are also active during break times and especially at lunch times with OPAL activities.

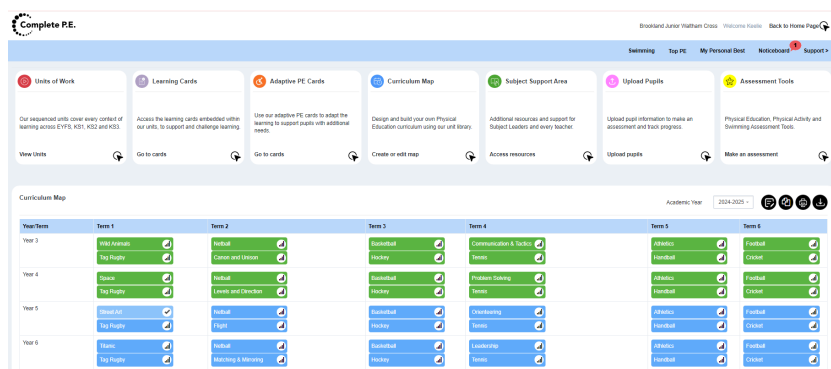
Planning Expectations

Curriculum Map

Year/Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	Wild Animals	Netball	Basketball	Communication & Tactics	Athletics	Football
	Tag Rugby	Canon and Unison	Hockey	Tennis	Handball	Cricket
Year 4	Space	Netball	Basketball	Problem Solving	Athletics	Football
	Tag Rugby	Levels and Direction	Hockey	Tennis	Handball	Cricket
Year 5	Street Art	Netball	Basketball	Orienteering	Athletics	Football
	Tag Rugby	Flight	Hockey	Tennis	Handball	Cricket
Year 6	Titanic	Netball	Basketball	Leadership	Athletics	Football
	Tag Rugby	Matching & Mirroring	Hockey	Tennis	Handball	Cricket

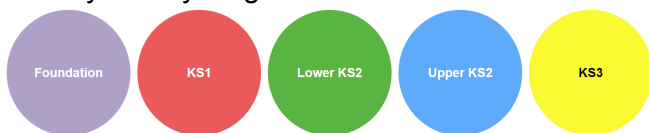
Planning using Complete PE

1. Log into Complete PE (you will all have individual login details)
2. This should be your home page:





3. Select your key stage



4. Select your year group

Year Group(s)

Year5

Year6

5. Select your area of learning (please refer to curriculum overview)

Area of Learning

Athletics

Dance

Games

Gymnastics

Health Related Exercise

Outdoor Adventure Activities

Swimming

6. Select your area of learning (2)

Area of Activity

Basketball

Dodgeball

Football

Handball

Hockey

Netball

Quidditch

Tag Rugby

7. Select your area of activity

Area of Activity

Basketball

Dodgeball

Football

Handball

Hockey

Netball

Quidditch

Tag Rugby

8. You should see a complete PE lesson plan. Along the top are circled tabs, which indicate the lesson number. On the plan there is an objective, success criteria and progression of skills (refers to previous knowledge and further knowledge).

Year6: Games - Invasion - Tag Rugby

SSL1
SSL2
SSL3
SSL4
SSL5
SSL6

Learning Objectives & Intentions	Key Questions	Context & Structure	Success Criteria
<p>Recap prior learning from year 5: What do pupils remember?</p> <p>The focus of the learning is to consolidate pupils' ability to use passing and moving to create attacking opportunities to score a try.</p>	<p>How can we win a game of tag rugby?</p> <p>When and where can we pass?</p> <p>Can we run forwards attacking the space as a team?</p> <p>Why do we need to attack the space?</p> <p>Why do we need to run forwards with the ball?</p> <p>Why do we need to support the ball carrier?</p> <p>Can we receive a pass whilst we are moving at speed?</p> <p>Why do we need to be moving when we receive a pass?</p> <p>What are the consequences of running off the pitch, or dropping the ball to avoid being tagged?</p> <p>Can we pass the ball just below us as we're tagged? Why would we do this?</p> <p>What is "offside" in tag rugby?</p> <p>Where do the attackers stand after the ball carrier has been tagged?</p>	<p>Show What You Know (Warm Up)</p> <p>Review SS1 showing what we know to start the lesson. Can pupils combine passing and moving with the ball to create attacking opportunities? Do all the attackers support the ball carrier? When a tag occurs do the supporting players adopt suitable positions to receive the pass? Can pupils offload the ball below they are tagged? Apply the offside rule.</p> <p>Run the Question 3-5, progressing onto 6-8</p> <p>Split the class into groups of 10: 3 attackers and 5 defenders. Split the playing area into 6 horizontal zones, with one defender starting in each zone. The defenders can move between zones, a free pass is awarded to the attackers if there is more than one defender in each zone. Can the attackers identify where there is a space and allow the ball carrier to attack? Can the attackers work together to score a try?</p> <p>Crossways Rugby 9-5, progressing onto 6-8</p> <p>Turn the pitch horizontally and play width ways. This will allow the attackers more space to run into and opportunities to apply their prior knowledge of loop and mop passes into game situations.</p>	<p>PF Are pupils able to pass and move accurately and consistently?</p> <p>PF Are pupils able to pass and move to create a successful attack?</p> <p>PF Do pupils release the ball quickly and accurately once they have been tagged?</p> <p>PF Can pupils produce an attack which results in a try?</p> <p>PF Can pupils supporting the ball carrier receive a pass when they are running at speed?</p> <p>PF(C) Can pupils apply a refined understanding of passing, moving and creating space to score a try against another team?</p> <p>Problem Solving</p> <p>PS Can pupils apply the offside rule consistently?</p> <p>Decision Making</p> <p>DM Can pupils encourage others even when they make a mistake?</p> <p>Integrity</p> <p>IN Can pupils respect more complex rules and implement them fairly?</p> <p>Self-Organisation</p> <p>SO Can pupils perform a range of passes that create shooting opportunities?</p> <p>Resourcefulness</p> <p>RF Can pupils explain the tactics they have created and make improvements where necessary?</p> <p>Communication</p> <p>CO Can pupils take the lead ensuring everyone is happy, motivated and understands?</p> <p>Encouragement</p> <p>EN Can pupils take on the role of team captain, leading and organising their team?</p> <p>Responsibility</p> <p>RS Can pupils take on the role of team captain, leading and organising their team?</p>
Pupil Observations and Assessment	Click here to make notes		
KS1	Lower KS2	Upper KS2	Beyond KS2



Expectations of google slides

Slide 1:

Area of learning

Date

Objective

Steps to success

Slide 2:

Knowledge Organiser (highlighting key vocabulary)

Slide 3:

What do we already know? (use prior knowledge on Complete PE plan to support)

Slide 4:

Examples taken from the plan (indoor units-gymnastics and dance)

Slide 5:

Plenary (refer back to objective)

If and where possible, please incorporate videos of the area of learning in action (Olympics are always a great example for athletics).

Assessment Expectations

- PE is assessed throughout each lesson. Children that are reaching expectations of the WALT will be moved on to extend their skills and learning.
- At the end of each term, data should be entered onto the foundation subject assessment spreadsheet.



Teaching, Planning and Assessment Expectations for Spanish

Overview

We teach Spanish through Language Angels. This promotes spoken activities and provides lessons that encourage communication in order to practise and perfect. The oracy developed in a foreign language will increase confidence and encourage both independent and group work. Grammar is weaved into every unit. It is introduced both implicitly and explicitly.

Teaching Time

Spanish should be taught for 40 minutes a week.

Planning expectations



Language Learning Skills Progression KS2

	Year 3	Year 4 (Assuming at least 1 year of previous foreign language learning)	Year 5 (Assuming at least 2 years of previous foreign language learning)	Year 6 (Assuming at least 3 years of previous foreign language learning)
Listening	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Speaking	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
Reading	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from Phonics Lessons 1 to 3.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Writing	Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano', 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.
Grammar	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'.	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'.	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.
<small>To ensure all of the above skills progression points are covered we recommend the following units are taught (as a minimum) in each year group and in this order. Units can be added in between.</small>	Phonics & Pronunciation Lesson 1 I Am Learning... Instruments / Animals Fruits / Vegetables / Ice-Creams I Am Able... (E) I Know How...(S & I)	Phonics & Pronunciation Lesson 2 Presenting Myself My Family My Home / In the classroom At The Tea Room / Caf� / Restaurant	Phonics & Pronunciation Lesson 3 Do you have a pet? The Date Clothes	Phonics & Pronunciation Lesson 4 At School The Weekend Me in the World / Vikings

You can check the medium term plan and then drop the units into your class online.

Planning Expectations

- Cover the subjects on the medium term plan on Language Angels.
- Go to Language angels and sign in with login and password
- Print off the knowledge organiser for the teacher
- Slides should be checked before delivering and edited as appropriate

Assessment Expectations

- Language angles provide a learning intention sheet for teachers to use to assess progress
- At the end of each term, data should be entered onto the foundation subject assessment spreadsheet.