



**An exciting and caring centre of learning for children, their families
and the community.**

Teaching and Learning Policy June 2021

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REPTON MANOR PRIMARY SCHOOL POLICY FOR TEACHING AND LEARNING.

At Repton Manor Primary School we believe that children learn in a caring and fun environment. EVERY child should feel valued, included and secure. Their physical, emotional, social and cultural education is as important as the National Curriculum.

We recognise that children's self-esteem is paramount to their learning. To ensure children are motivated and achieve high standards, our curriculum is exciting, stimulating, broad and balanced, offering children outstanding learning opportunities.

The quality of our teaching is the most important factor that we can use to influence children's learning. In order to achieve the best learning possible for all children, we insist that teachers deliver 100% of their lessons as 'good or better'.

We believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Our Vision - The Repton Manor Way!

I am important to my school and my school is important to me

Every single child and their needs come first. All decisions; from the layout of the building to the design of our curriculum; from the employment of new staff to expenditure of our budget, is made by answering the question, "What is best for our children?"

I feel safe, healthy and cared for

Repton Manor Primary School ensures all children are safe. Our new building meets all up to date health and safety requirements. It is secure to pupils whilst still being open and welcoming to parents. School lunches are of a high standard and some older pupils will even have the chance to learn how to cook alongside our school catering staff and develop an understanding of a healthy diet. Children feel cared for and know there is always an adult there to listen, we have developed a 'family ethos' to our school. We are an inclusive school and everyone is valued.

I enjoy learning because it is fun and exciting

A rich and exciting curriculum reinforces basic skills and leads to high achievement for all. Skilled and professional teaching staff ensure children are enthused about learning by making individual steps clear through fun lessons inside and outside the classrooms. Our beautiful school building inspires children and caters for a wide range of learning styles. We see children as individuals and as such they learn in a variety of ways, supported by a variety of teaching approaches.

I am proud of myself and believe I can do my very best

Children achieve their best when they know their success is celebrated by those around them. Our staff foster a sense of pride and happiness through caring relationships with our children. Repton Manor values each child and as a result, children will look forward to coming to school everyday.

I am learning about the people and world around me

Repton Park, within Ashford Town, is a wonderful and dynamic community. Our school is at the heart of this community and our children gain an understanding about the diverse range of people, rich multi-culture and amazing natural world in which we live. Children will develop a sense of their rights and responsibilities to our local, national and global community and begin to make a positive impact on their future.

I celebrate learning with my family and my community

Parents and family are the most important and influential people in a child's development. We aim to involve parents in their children's learning as much as possible, giving each child the best possible start in life. There are many opportunities to learn and celebrate with your child and our community here at Repton Manor Primary School.

The purpose of this policy

- This policy is intended to be a practical working document. Alongside it is an electronic Teaching and Learning policy on our Google Shared Drive. Many aspects of this policy have already been discussed and agreed by teachers at staff meetings and have been consulted with parents and children.
- It outlines a basic level of good practice and provision which is to be matched in all of our classrooms. It is not intended to be a definitive statement on all matters pertaining to good teaching and learning. There are still areas where practice and provision may be further improved. This policy will, therefore, develop over time.
- All staff will be expected to follow the practices within this policy. Much of this policy applies to Reception, however a separate teaching and learning policy for Reception is in place to take into account certain variations, e.g. in planning.
- The expectations, arrangements and provisions will form the basis for the schools' monitoring of classroom practice. Monitoring of teaching and learning is a process that is essential to gauge quality of teaching and to identify areas for improvement for individual teachers, year groups, phases, key stages or specific subjects. It is also an opportunity to celebrate the strengths and successes of teachers and their pupils. Clear feedback is provided to teaching staff that are observed and targets are set accordingly.

This policy is arranged under the following headings:

- The Learning Environment (page 4)
- Classroom Organisation (page 6)
- Expectations (page 7)
- Teaching and Learning (page 8)
- Planning (page 10)
- Assessment (page 11)
- Marking (page 12)
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- The Role of Governors (page 17)
- Monitoring and Review (page 18)

- Appendices:
 - Appendix 1 – Home-School Agreement (page 20)
 - Appendix 2 – School Curriculum Plan (page 21)
 - Appendix 3 – Overview for Teaching Staff (page 25)

The Learning Environment

We believe that children learn best in different ways. At Repton Manor we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Pupils learn best in an environment in which:

- Confidence and self-esteem are valued and promoted.
- Relationships between pupils and adults are good, with mutual interaction and respect.
- The attitudes of tolerance, consideration, responsibility and self-discipline are promoted.
- School organisation encourages pupils' independence.
- Learning is enhanced by being inclusive, stimulating and well organised.
- The principles of 'nurture' are followed.

Through our teaching we aim to:

- Enable children to become confident, resourceful, enquiring and independent learners.
- Foster children's self-esteem and help them build positive relationships with other people.
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others.
- Show respect for all cultures and faiths, in so doing, to promote positive attitudes towards other people.
- Enable children to understand their community and help them to feel valued as part of this community.
- Help children grow into reliable, independent and positive citizens.

Displays:

Our school is an attractive learning environment which has been planned and developed by staff, children and parents alike.

At Repton Manor Primary School we have the following expectations for our displays:

- Classrooms have stimulating displays which celebrate children's learning.
- Classroom displays are interactive and offer a challenge for the children in our classes.
- Classrooms have a Maths and an English working wall, which are updated with each Maths and English topic. These displays are used regularly by the children.

For more detail, see overview in appendix 3 (page 25).

Classroom Displays:

Many of our classroom displays are working walls, which are used as integral parts of lessons, to aid pupils learning. These displays are equally owned by our children and their teachers. They are updated by everyone in the classroom. They include a clear breakdown of the process behind the learning in the subject area. Working wall learning may not be 'marked' and may not be backed and they are actively used and developed by the children. Some of our working wall learning may be written directly onto the displays in the classroom. Some may be written onto windows using glass pens.

Our displays in the classrooms reflect the topics studied by the children. We ensure that all children have the opportunity to display their learning at some time during the year.

Corridor Displays:

Our corridor displays are designed and created by our children, to display their favourite pieces of Topic learning from the previous term. They completely design these displays, with their teaching team, prepare all of the learning and help to put up the displays.

Cloakroom Displays:

Our children's Home Learning projects are displayed in the cloakrooms, after it has been shared in class. The learning will be 'marked' using a thought bubble, with one green and one pink comment which has been generated as part of a discussion in class sharing time.

Central Displays:

The displays around our school reflect key areas of our curriculum. They celebrate children's successes. These are completed by the subject leaders in our school.

Classroom Organisation

Children have access to their classrooms from 8.40am and all pupils should be in the classroom by 8.50am for registration.

Registration is completed by 9.00am. Children use this time for a learning activity e.g. Early Morning Work. We use this learning time to complete a rotation of learning activities, which can vary according to the needs of children and year groups, but which may include:

- 1) Talk based task (possible philosophy links),
- 2) Motor skills task,
- 3) Maths resource task – Maths area linked,
- 4) Reading task – book corner linked,
- 5) Spelling / SPAG task.
- 6) Interesting items task (possible Topic links)

The children will be presented with a challenge for each task to complete.

At the start and end of the day parents and carers are encouraged to bring / collect their child from the classroom door / rainbow room. This is an ideal opportunity for teachers to interact with parents and carers about the positive progress of their child.

At Repton Manor Primary School we believe that organised classroom routines are vital to maximise learning time and encourage learning. We insist that:

All classrooms have clearly defined areas, where either equipment is located or an activity takes place. There must be areas for:

- a. Reading – a Topic linked book corner. This contains a variety of books, reading materials, caption notices, pupil made books, class made books.
- b. Maths – where interesting / useful resources are displayed and can be interactively used and 'played' with.
- c. A Topic based 'interesting items' area (links to EMW).

We believe that children should be encouraged to become independent learners. In order to promote this, classrooms will be organised so that:

- Classrooms, locker area and corridors are tidy, ordered and well resourced.
- Classroom layouts encourage independent learning (labelled resources and general stationary which is accessible to all children, resources on tables etc).
- Visual timetable is clearly seen by all children and is updated – along the bottom of the IWB.
- School rules are displayed.
- Every child has easy access to learning resources for Literacy and Maths.
- All children are able to see the board.
- Children are taught to work with quality talk partners.
- The school behaviour policy (tick system) is on display and used by the children.
- The school handwriting script is displayed in every classroom.
- RWI alphabet charts and speed sound posters (simple and complex) are displayed in every RWI classroom and RWI area.
- Dictionaries / high frequency word cards / year group spelling lists and Thesauruses (age appropriate) are available to children.
- Teachers should clearly label children's books (using the schools book label formats), trays and lockers.
- SEND resources (e.g. for Maths, Writing etc) will be kept in a zippy wallet, so that the children can take these with them to each learning space.

Expectations

Teachers at Repton Manor Primary School should:

- Share high expectations of children and their learning.
- Behave in such a way that encourages a positive, nurturing learning environment in class, around the school, playground and with the community.
- Create a classroom ethos to encourage self-esteem and self-belief.
- Facilitate high quality learning for all their of pupils, regardless of starting points, across a broad and balanced curriculum.
- Set challenging but achievable targets in both social and academic learning.
- Enable each child to achieve their next target.
- Follow the schools dress code.

Pupils at Repton Manor Primary School should:

- Aim high.
- Participate to the best of their ability.
- Follow the school rules.
- Wear full school uniform and have correct PE kits.
- Behave in such a way that encourages a positive, nurturing learning environment in class, around the school, playground and with the community.

See Appendix 1 (page 20) for our Home-School Agreement.

Teaching and Learning

We believe that an effective teacher:

- Builds effective, positive and nurturing relationships with all children and their families in their care.
- Inspires ALL pupils so that they want to learn.
- Aims to engage and inspire pupils with enthusiasm, making learning enjoyable.
- Has high expectations of all children; inspires, motivates and challenges them appropriately.
- Promotes good progress and outcomes for all children.
- Enables each child to make good progress by making them aware of how to achieve their targets.
- Is sympathetic to the needs of all children.
- Employs a wide variety of interesting teaching methods, taking into account the different learning styles and differentiates teaching to ensure all children are included.
- Establishes welcoming and open liaison with parents and families.
- Establishes clear, consistent, realistic standards of behaviour in line with the behaviour policy.
- Has good subject and curriculum knowledge.

Effective Learning:

We acknowledge that children learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. We take into account these different learning styles when planning and teaching. Staff development is aimed at increasing understanding of how pupils learn and how we need to reflect on our teaching in the light of this knowledge.

We offer opportunities for children to learn in different ways. These include:

- Investigation and problem solving;
- Research and finding out;
- Group work;
- Paired work;
- Independent work;
- Whole-class work;
- Asking and answering questions;
- Use of the ICT;
- Fieldwork and visits to places of educational interest;
- Creative activities;
- Watching and responding to television, musical or recorded material;
- Debates, role-plays and oral presentations;
- Designing and making things;
- Participation in athletic or physical activity.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. We aim to offer as much choice as possible to children in learning tasks, so that they can choose to present their learning in ways that best suit their styles.

The school is proactive in identifying and removing barriers to learning so that all children can achieve their full potential. This may include support which is not curriculum based in order to allow a child to learn effectively by meeting a need which would otherwise form a barrier. Such pupils may or may not be formally identified as having SEND.

Effective Teaching:

When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. The school makes every effort to enrich the curriculum for all pupils in a wide variety of ways to enhance the formal and informal teaching which takes place.

Each of our teachers makes a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All of our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct. We expect all children to comply with our three school rules, to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We acknowledge and reward positive behaviour and good learning. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.

We ensure that all tasks and activities that the children take part in are safe. When we plan to take children out of school, we first inform parents and obtain their permission. We follow the School's Offsite visit policy, which includes a detailed flow diagram of procedures to follow. We also carry out a risk assessment.

We deploy teachers, teaching assistants and other adult helpers and volunteers as effectively as possible. Individuals' expertise is used wherever possible to enhance the learning experience for the pupils, so that, for example, some subjects are taught in smaller groups if this is felt to be most effective. Support staff are an integral part of each classroom team and we believe they make a major contribution to children's learning. Sometimes they work with individual children and sometimes they work with small groups in addition to supporting whole class activities.

All our teachers reflect on their strengths and areas for development and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

We conduct all our teaching in an atmosphere of trust and respect for all. We are constantly striving to further develop the facilities at the school to improve teaching and learning opportunities.

Planning

There are three kinds of planning: Long term planning, Medium term planning and Short term planning. The planning documents used at Repton Manor Primary School vary across Foundation Stage and the rest of the School but all planning is based on the National Curriculum for KS1&2 and Early Years & Foundation Stage Guidance.

We use the School Curriculum plan and Long Term plans for each class, written by class teachers, to guide our teaching. These detail what is to be taught to each year group and where links in learning are to be made.

See Appendix 2 (pages 21 - 24) for our School Curriculum Plan.

We plan our lessons with clear learning objectives and success criteria. We take these objectives from the new National Curriculum. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the children's work.

At Repton Manor Primary School we insist that:

- All lessons are planned before teaching with a clear, short title which summarises the learning.
- Plans should be detailed enough to be followed by a supply teacher.
- All planning is completed on the schools planning formats:
 - Topic long term plan – Showing topic headings for each year group for a year and subject coverage.
 - English and Maths plans – Front cover completed with block overview.
 - Topic and Discrete subject plans – can be used on a timetable format.
- All lesson plans include notes for teacher input (with key questions), minimum 3 way differentiation, notes of groups to be CT and TA supported, notes for plenary.
- All plans are uploaded to the class folder on Google Classroom by the Sunday before the lesson is due to be taught.
- All plans are made available to TA's at the beginning of the week and discussed with TA's before the lesson. TA's will have access to plans on Google Classroom.

Assessment

Effective teaching and learning must begin with an understanding of what the children already know. Assessment is used as an integral part of planning and teaching at Repton Manor Primary School.

We base our teaching on our knowledge of the children's level of attainment. This is achieved through rigorous assessment procedures. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. We have high expectations of all children, and we believe that their learning here at Repton Manor Primary School is of the highest possible standard.

Most summative assessments are made at termly intervals. Formative assessments are made on a regular basis by teachers in their daily classroom practice. Pupils at our school regularly assess their own learning. This process becomes an integral part of lessons.

For more detailed information on assessment at Repton Manor, please see our assessment policy, which also includes quick guides for teachers.

Marking

We believe that marking and feedback to pupils, both written and oral, are important aspects of assessment. It is essential that marking is effective and efficient in promoting learning. We believe that the best form of feedback to pupils is immediate verbal feedback. Where possible, we try to use this method as priority. We believe that all marking in children's books should serve a purpose to move learning forward. We feel that the quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work. We believe that three principles underpin effective marking: it should be meaningful, manageable and motivating.

Please see our assessment policy for more detail on marking at Repton Manor and for a quick reference guide to marking for teachers.

Presentation

We follow guidelines to ensure that learning at Repton Manor is well presented and that all adults are encouraging children to take and show pride in their learning. We insist that:

- Learning to be dated (top line) and to have a short title (2/3 words max).
- Short date to be used for Maths, long date for everything else.
- Stickers with date and title to be used for Reception, Key Stage One and SEND Key Stage Two where appropriate.
- Pencils to be used by every child unless pen licence has been granted by Writing Leader.
- Blue handwriting pens to be used once pen licence has been granted.
- Maths to be completed in pencil.
- All writing to start at the margin, or left hand side of the page.
- Maths numbers to be written one number in each box.
- Worksheets to be stuck in tidily, trimmed to fit books.
- No doodling in or on any exercise books.
- All mistakes to be crossed out with a straight line and corrected next door.
- Book covers protect the outside of current exercise books

Targets

Our children are set targets regularly as a result of formative assessments made within lessons, alongside the child. Children are given detailed feedback on their next steps in their learning across a range of subjects.

Home Learning and the Role of Parents

We recognise parents as our children's first teachers. Much learning takes place outside of the school and the importance of a strong link between home and school is essential.

We believe that parents have a fundamental role to play in helping children to learn. We do all that we can to inform parents about what and how their children are learning by:

- Setting up a school web site, with easily accessible information concerning general school matters as well as individual class matters, for parents. Including detailed curriculum and coverage pages for each subject on our schools website, Learn More tab.
- Holding a parent information session at the beginning of each year.
- Sending home termly class newsletters with information to parents in which we outline the subjects and topics that the children will be studying during that term at school.
- Sending home fortnightly newsletters from the Headteacher.
- Sending regular reports to parents in which we explain the attainment and progress made by each child and indicate how the child can improve further.
- Holding regular Parent Consultation Evenings.
- Making ourselves available to speak to parents regularly, at the beginning and end of each school day.
- Explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.
- Holding regular 'Friday Achievement' assemblies where classes share their learning.
- Sharing Stunning Starts and Fabulous Finishes with parents when appropriate.
- Holding statutory assessments meetings for parents in key year groups.
- Detailed information received, various open evenings, home visits, stay and play sessions and nursery visits for children new to EYFS.
- Additional letters, emails and texts to let parents know of events and changes.
- Termly Parents Focus group meetings, which are open to any parents wishing to attend to discuss school changes.
- Informal Open Afternoons from 2:30 – 3:30 on the second to last day of terms 2, 4 and 6 (dates in calendar). During this afternoon parents will be able to share the children's Topic books and also view the child's learning environment.
- A personalised tutorial target six times a year.
- Achievement certificates (daily tick system, star of week, sports certificates, medal assembly achievement and Home Learning certificates).
- Specific SEND feedback from the Inclusion Leader for children with SEND needs (including Provision maps and targets, review meetings, individual meetings, Inclusion Leader available during parents evenings).

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- Ensure that their child has the best attendance record possible.
- Ensure that their child is equipped for school with the correct uniform and PE kit.
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school.
- Promote a positive attitude towards school and learning in general.
- Fulfil the requirements set out in the Home-School Agreement.
- Support children in completing home learning.
- Come in to assist the classroom teacher on a one off or a regular basis.

Home-Learning is set weekly at Repton Manor Primary School. We endeavour to set learning which is meaningful to all children and which they will enjoy completing with their family. We follow the guidelines below for setting Home-Learning:

- Reading 5 x a week. Signed by an adult at home to show daily reading. YR – Books changed on

book change days (Monday and Thursday) and adult to write new book title into record. Adult to initial record weekly for reading bookmarks. KS1 - Books changed on book change days (Monday, Wednesday and Friday) and adult to write new book title into record. Adult to initial record weekly for reading bookmarks. KS2 and Free Reader – Books changed when child brings old book and record to teacher. Adult to initial record weekly for reading bookmarks.

- Maths Home Learning set at the beginning of the term – stick in Home Learning book ways to practise tables and tables sheet each term. Alternating Times Tables and Mathematics set each week. Teacher to green/pink answers. Times Tables score recorded in back of Home Learning book each week and 2 incorrect answers recorded in book.
- Spelling Home Learning set at the beginning of the term – stick in Home Learning book ways to practise spellings and spelling sheet each term – last week of term to be left blank for child's misconceptions. Marked green/pink (if a child has written spellings into sentences, green/pink the spelling in the sentence). Spelling test recorded in Home Learning book each week so that parents can see errors and score.
- Home Learning sent home as per dates on calendar, using school format. Time given to share Home Learning in class. Green comment written in thought bubble by teacher during sharing time (following feedback from the class). Home Learning and bubble on display, bubble goes home with the piece of learning at end of term.
- Every child will complete all home learning, parents to be contacted by CT's for a meeting if this is not the case.

The role of Governors

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively;
- Ensure that the school buildings and premises are best used to support successful teaching and learning;
- Monitor teaching strategies in the light of health and safety regulations;
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- Ensure that staff development and performance management policies promote good quality teaching;
- Monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include Governor visits, reports and presentations from subject leaders and the headteacher's report to governors, as well as a review of the in-service training sessions attended by our staff.

Monitoring and review

This policy is scheduled to be reviewed every three years but we are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school
The next review will be May 2020, earlier if required.

Established: June 2021

Approved by Full Governing Body

Signed

APPENDICES:

HOME – SCHOOL AGREEMENT

The School will:

- Respect and value each child as an individual within the school community.
- Provide a safe, secure and happy environment, where children feel cared for.
- Provide a rich and exciting curriculum and a range of extra-curricular activities which will reinforce basic skills and develop and sustain a love of learning for life.
- Ensure that our learning environment is stimulating and challenging.
- Use a range of teaching styles to make the curriculum interesting and to match the different learning styles of each child.
- Foster a sense of pride and happiness through caring relationships with our children, where the success of all is celebrated.
- Help our children to develop a sense of their rights and responsibilities to our local, national and global community and begin to make a positive impact on their future.
- Set clear expectations of our children with regard to their behaviour.
- Regularly meet with you to communicate the progress of your child, celebrating their strengths and explaining how we can support and scaffold them in their areas for development.
- Listen and act upon your concerns quickly and effectively.

Parents / Carers will:

- Ensure that their child attends school each day on time, correctly dressed in school uniform and properly equipped.
- Inform the school when their child is absent.
- Keep requests for leave of absence during term time to an absolute minimum.
- Support home learning tasks and attend meetings at school to discuss their child's work and progress.
- Let the school know of any concerns or worries that may affect their child's learning, well-being and happiness.
- Attend meetings with their child's teacher and other staff, aiming to be positive and productive, working together towards moving their child on in their learning.
- Support the school's efforts to ensure that their child's behaviour and attitude are positive, allowing successful learning and encouraging the highest possible achievement.
- Support the school by encouraging their child to develop a positive attitude towards our diverse, multicultural community.
- Park around the school community ensuring safe and clear access for other vehicles, including emergency vehicles.

Children will:

- Arrive at school each day on time, wearing their school uniform and with everything they need for the day.
- Show respect for the whole Repton Manor Family and Repton Park Community, taking care of everyone in what they say or do.
- Work as a team with everyone in our school.
- Look after our school building, outside areas and our belongings.
- Work as hard as we can and do our best; both at school and with home learning tasks.
- Take home, and return to school, all letters and messages.

Repton Staff Signatures: _____

Parent / Carer Signature/s: _____

Child Signature: _____

Appendix 2:

YEAR GROUP	TERMS 1 AND 2			TERMS 3 AND 4		TERMS 5 AND 6	
Reception	Getting To Know You	Traditional Tales	Celebrations	Alien Worlds	I Am A Superhero	Park Rangers	All At Sea
	A chance for the new Reception children to get to know each other, their likes and dislikes and the routines within their new school.	A very special storyteller visitor has muddled all of her stories. Can the children learn them in time and become storytellers themselves?	The children learn about celebrations around the world, creating their own festival. As Christmas approaches, elves arrive to set the children different challenges.	Some aliens have crash landed on the school field. Will the children be able to build a suitable rocket to enable the aliens to get home? 2021: ADAPTED DUE TO COVID-19 CURRICULUM LESSONS TAUGHT VIA GOOGLE CLASSROOM – SEE WEEKLY TIMETABLES.	Can the children solve the weekly missions in order to become a real life superhero? I wonder what their superpowers will be! 2021: ADAPTED DUE TO COVID-19 CURRICULUM LESSONS TAUGHT VIA GOOGLE CLASSROOM – SEE WEEKLY TIMETABLES.	A park ranger needs the children's help to look after the animals in the park. Will they be able to keep the animals safe and grow, look after and release the Repton butterflies? Can they hatch and look after their own baby ducklings before releasing them to their forever home?	Can the children earn their pirate status by gaining their pirate's licence? Only the pirates can grant this special licence which will be needed to attend the Repton Pirate Day.

YEAR GROUP	TERMS 1 AND 2	TERMS 3 AND 4	TERMS 5 AND 6
Year 1	<p>Way Back When</p> <p>This topic will see the children travel way back in time and explore the differences between Toys, Music and Movies from the past. The children will create their own toy museum and determine whether they prefer toys from the past or the toys of the day. They will venture into the past and look at the old techniques used to make movies and how they can use these skills to retell a traditional tale. Finally, the children will learn about music through the decades and explore how making music and listening to music has changed over the years. They will then think about whether a band from the past could have been good enough to win a music competition and whether it could be better than music made today.</p>	<p>Explorers</p> <p>The children will become explorers of their local environment and widen their knowledge of the world around them. They will learn how to create and to read basic maps, then they will use maps to find out about their local area and the people who live there. The children will then explore the UK and the countries that make it, learning about traditions, capital cities and landmarks, whilst immersing themselves in history. Lastly, they will broaden their understanding of the world learning about the world's 5 oceans and 7 continents. We will explore Kenya in Africa to find similarities and differences to England, looking at weather, school, housing, people and animals.</p> <p>2021: ADAPTED DUE TO COVID-19 CURRICULUM LESSONS TAUGHT VIA GOOGLE CLASSROOM – SEE WEEKLY TIMETABLES.</p>	<p>Animal Magic</p> <p>The children will deepen their understanding of the Big Five by researching and creating fact files about these amazing animals. They will meet an Explorer who has travelled across the world and they will learn about lots of different species of animal. The children will help our explorer by becoming Scientists and by gathering information on the different animal classes. They will then report back to the explorer on her travels. They will have to use their knowledge and creative minds when making their very own moving animal puppet and clay models.</p>

YEAR GROUP	TERMS 1 AND 2	TERMS 3 AND 4	TERMS 5 AND 6
Year 2	<p>The Lost World</p> <p>We have our very own Archaeologists in school! Can the children discover what happened to the dinosaurs by uncovering and exploring the bones and fossils found in the excavation site? Can they master all of the skills needed to become a world class explorer and then demonstrate these skills to train their apprentices in order to find the fossils? Will they be able to guide Father Christmas safely through The Lost World in order to save Christmas and deliver his presents?</p>	<p>Superheroes</p> <p>Can the children complete 'Random Acts of Kindness' in order to become real life Superheroes? Will they become superhero masters by learning about heroes in our community and in history? All Superheroes need a costume and a cape; we look forward to seeing our Repton Superheroes in their catwalk show. All children will investigate different materials in order to create the perfect superhero costume for a toy.</p> <p>2021: ADAPTED DUE TO COVID-19 CURRICULUM LESSONS TAUGHT VIA GOOGLE CLASSROOM – SEE WEEKLY TIMETABLES.</p>	<p>Into the Woods</p> <p>If you go down to the woods today, what will you find? What will the children discover on their journey through the woods in the different seasons? The children will learn what is needed to grow their own plant successfully and put into practise what they have learnt.</p>

YEAR GROUP	TERMS 1 AND 2	TERMS 3 AND 4	TERMS 5 AND 6
Year 3	Stone, Fire and Ice	Chocolate	Brave

	<p>The children will be journeying back in time to the Stone Age where they will learn about how different Britain was during that time by studying historic sites such as Skara Brae and Stonehenge. In addition, they will learn what it was like to be an actual hunter gatherer and employ a range of DT skills. They will work as a team to build shelters, before learning how to tie knots and lash wood together so that they can make their own tools and evaluate their effectiveness, using their knowledge of rocks and their properties. They will also explore cave paintings typical of the Neolithic period in order that they can create their own using different mediums - in particular charcoal and oil pastels. Through learning the story of Mary Anning, the children will discover all about fossils and how they are formed. After half term, the learning will move on to looking at the Ice Age and comparing the Earth at that time with the frozen regions of our world today. The children will learn to locate the Arctic and Antarctica, and about the animals that live there, before putting everything that they have learnt into a Powerpoint presentation. The final part of this topic will focus on light. They will be investigating light sources and how light travels as well as looking into how light is important in different religions.</p>	<p>This topic will start off with one of the most famous children's books of all time – Charlie and The Chocolate Factory by Roald Dahl. The children will be following Charlie's journey through Mr. Wonka's factory whilst at the same time designing and creating their very own chocolate bar which could have been produced in their very own inventing room. Next, the children will embark on a journey back in time to find out how chocolate was discovered. They will be learning about the Aztecs and following the journey of chocolate through time to find out how it became the delicious treat we enjoy so much today. They will be learning about Hernan Cortes and studying his journey from Spain to South America, where he discovered "The Food of the Gods" and brought it back to Europe. Chilli was one of the first ingredients in Aztec chocolate, so we will be growing our own chilli plants and investigating the life cycle of plants and what they need to grow effectively. They will also be learning more about what Fairtrade means and looking closely at how life in Ghana can be very different to life in Ashford.</p> <p>2021: ADAPTED DUE TO COVID-19 CURRICULUM LESSONS TAUGHT VIA GOOGLE CLASSROOM – SEE WEEKLY TIMETABLES.</p>	<p>The children will be learning about all things Roman, including having a Roman feast! They will be learning about the different myths and Gods from Roman times and then writing their own myth. In addition, we will be learning about Roman culture and what made the Romans one of the most successful colonies to date. The children will explore the ancient city of Rome, learning about some of the most famous monuments and architecture. Mosaics adorned the floors of many Roman buildings, so the children will be creating their own versions. We will learn about The Roman Army, including armour and weaponry, and then follow their invasion paths through Europe, with a particular focus on the Roman occupation of Britain. We will investigate the influence that the Romans had on our local area including roads, as well as other famous Roman sites in Britain. Additionally, the children will be learning about some of the different things they invented; using this to inspire them when creating their own Roman dances.</p>
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YEAR GROUP	TERMS 1 AND 2	TERMS 3 AND 4	TERMS 5 AND 6
Year 4	<p>Dreams</p> <p>This topic begins with the BFG where we look at what dreams children would like to achieve in their lifetime. We then look at famous people who have achieved their dreams like Martin Luther King, whose dream was to end segregation. The children get a chance to study the history of the Civil Rights Movement by learning about what happened and the people who helped to change the world. We also explore the work of Salvador Dali and how he used dreams to create surrealist art.</p>	<p>Hike to Hogwarts</p> <p>This is an exciting topic where we delve into the world of Harry Potter to explore the similarities and differences between Hogwarts and our school. We will make potions and wands to incorporate our science learning and compose a piece of mood music to accompany our Hogwarts room design.</p> <p>2021: ADAPTED DUE TO COVID-19 CURRICULUM LESSONS TAUGHT VIA GOOGLE CLASSROOM – SEE WEEKLY TIMETABLES.</p>	<p>Ancient Greece</p> <p>We step back in time to Ancient Greece and investigate the lifestyles and beliefs of the people by reading Greek myths, making our own Greek pots and seeing how their way of life has impacted on ours in the modern day.</p>

YEAR GROUP	TERMS 1 AND 2	TERMS 3 AND 4	TERMS 5 AND 6
Year 5	<p>Survival</p> <p>An exciting start to the year, where only the most daring survive. We will take to the deserts, jungles and out of space, where we will explore what real survival means! We will be looking at true stories, as well as following advice from real experts through a variety of cross-curricular ways.</p>	<p>Ancient Egypt</p> <p>In this Topic, which is new to the school, we will be travelling through time to Ancient Egypt. As explorers, we will interpret the true meaning of hieroglyphics, to understand their daily lives - from life, death and even after life. 2021: ADAPTED DUE TO COVID-19 CURRICULUM LESSONS TAUGHT VIA GOOGLE CLASSROOM – SEE WEEKLY TIMETABLES.</p>	<p>Crime and Punishment</p> <p>For the Summer Term, we will become detectives...our very own Sherlock Holmes! We will follow clues to investigate and form conclusions on a variety of cases that span throughout history. What was it like to be a slave? What was it like to be a witch? What gruesome ways were crimes dealt with throughout history? Step into Year 5 to find out...if you dare.</p>

YEAR GROUP	TERMS 1 AND 2	TERMS 3 AND 4	TERM 5	TERM 6
Year 6	<p>Battles that have shaped our world</p> <p>In the fascinating topic we will examine how the modern world has been shaped by the conflicts of our past. We will consider the struggles for power, the quest for equality, personal battles that have been won and epic battles that have been lost.</p>	<p>The unexplained</p> <p>In this wonderful topic, we will investigate the unexplained phenomenon that have fascinated us over the decades. What really happened to the Mary Celeste? As investigators, we will explore questions such as this, researching and presenting evidence and debating and discussing theories, as we attempt to unravel some great mysteries. 2021: ADAPTED DUE TO COVID-19 CURRICULUM LESSONS TAUGHT VIA GOOGLE CLASSROOM – SEE WEEKLY TIMETABLES.</p>	<p>Our Perfect Planet</p> <p>In this exciting and thought-provoking topic, we will be exploring the incredible planet that we all inhabit. We will look at how everything about our world - its size, its distance from the Sun, its spin and tilt, its moon - is perfectly suited to our existence, and how our planet's natural forces perfectly nurture life. We will focus on climate change, environmental conservation and how we, the most influential life forms to occupy Earth, have impacted upon it. Once we have acquired the knowledge needed, we will begin to plot a path to protect our perfect planet.</p>	<p>Lights, Camera, Action!</p> <p>This is where we will plan our end of year production. It will be chosen by the Year 6 children and we will set about creating a script, props, masks and scenery. We will work together, choreograph dances and preform in front of a large audience.</p>

Appendix 3

Year R Teaching and Learning Environment including displays	
Area	To be included
Reading	<ul style="list-style-type: none"> • RWI pouch: green and red words as appropriate • Sound of the day then progressing to high frequency word of the day • Story of the day chosen by lead learner displayed on shelf • RWI letter/picture frieze (set 1 and 2) • RWI simple sounds chart • Book corner range of genres (linked to topic) • Alien words
Writing	<ul style="list-style-type: none"> • Handwriting script • Modelled examples of the adult directed • Red Ted with learnt red words
Maths	<ul style="list-style-type: none"> • Real maths examples • Calendar including days, months, dates, year • Number of children in class • Graph of birthdays • Graph using numicon of dinners • Hundred square marking each day in school (alternate colour to show odd/even) • Worked example of Maths using 'build it' 'draw it' 'solve it' • Number line
Topic	<ul style="list-style-type: none"> • Journey of the learning as a road, car with teacher and children. Photos added of key points of learning. Add child initiated example to compliment what has occurred in adult directed.
Home Learning	<ul style="list-style-type: none"> • Changes with each topic. All children's home learning displayed. If electronic print out example. Photos can be used to display large learning. Learning marked with one green and one pink on bubble from discussion with children in class.
Corridor	<ul style="list-style-type: none"> • Changed in Terms 2,4,6 in the last week of term with the children.
Classroom organisation	<ul style="list-style-type: none"> • All areas of learning covered across the setting • Resources labelled for children using pictures • Shadowing to assist tidying • Areas tidy and free from clutter • 3x book areas • Writing opportunities in each area • Maths opportunities in each area • Visual timetable along the bottom of the interactive board- peg to move along • Helping hand display • Lead learner display • Areas to be cutter and litter free • Books labelled with schools label format
Outdoors	<ul style="list-style-type: none"> • All areas of learning to be covered across the outdoors. <p>Water</p> <ul style="list-style-type: none"> ○ Fill up 2x water trays ○ Enhance the one under cover ○ Ensure water toys are sorted ○ Make sure pipes/ tubes tidy ○ Ensure pipes and tracks out <p>Art/Writing trolley</p> <ul style="list-style-type: none"> ○ Top up paint ○ Ensure resources are tidied and ordered ○ Top up paper ○ Ensure brushes/ sponges are clean ○ Top up chalks etc as needed <p>Messy play</p> <ul style="list-style-type: none"> ○ Fill tuff spot with a sensory material (slime must be moved to grass) ○ Add enhancement e.g tools/ small world <p>Mud pit</p> <ul style="list-style-type: none"> ○ Cover off ○ Ensure tools hung on fence ○ Tidy mud kitchen resources ○ Ensure writing resources available on blackboard ○ All in ones hung on rack ○ Welly rack tidy ○ Remove any debris from sand <p>Allotment/planter</p> <ul style="list-style-type: none"> ○ Pull any weeds(can be done with the children) ○ Water as needed (can be done with the children) <p>Bikes</p> <ul style="list-style-type: none"> ○ Bikes out on numbers ○ (vary between bikes and trikes) ○ Enhance 1 x a week on a Monday with police costumes/ cones to make obstacle courses/ car wash/ garage (mechanic Monday) <p>Sand</p>

	<ul style="list-style-type: none"> ○ Cover off ○ Diggers out ○ Tools neat and tidy on shelves ○ Tools hung on fence ○ Remove any debris from sand <p><u>Games area</u></p> <ul style="list-style-type: none"> ○ Stilts taken outside ○ Balance boards outside ○ Resources sorted into drawers ○ Football on Friday (Footie Friday) <p><u>Bug hotel/ discovery tepee</u></p> <ul style="list-style-type: none"> ○ Discovery box put into tepee with gloves, collector pots magnifying glasses and binoculars ○ Bug hotel tidy ○ Check bug hunt sheets on blackboard ○ Logs neat <p><u>Fairy garden/ dolls house</u></p> <ul style="list-style-type: none"> ○ Tidy the area ○ Water plants if needed (children can help) ○ Add enhancement to fairy garden on Wednesday (Wonder Wednesday) <p><u>Construction</u></p> <ul style="list-style-type: none"> ○ Hats out ○ High vis jackets out ○ Measuring tapes available ○ Writing resources available <p><u>General</u></p> <ul style="list-style-type: none"> ○ No rubbish ○ Check toys and equipment for wear and tear (remove if broken) ○ Cupboard tidy
SEND	<ul style="list-style-type: none"> • Children with personalised resources e.g now/next board, pencil grips should have a zippy wallet containing these items so they can be moved easily with the child.
Lockers/pegs	<ul style="list-style-type: none"> • Labelled with the children's name (first and surname)

Year 1 Learning Environment and Displays

Area	To be included
Reading	<ul style="list-style-type: none"> • RWI pouch: green and red words as appropriate • Focus sounds progressing to high frequency word of the week • Story of the day chosen by lead learner displayed on shelf • RWI letter/picture frieze (set 1, 2 and 3) • RWI speed sound poster with alternative graphemes • Book/comprehension corner • Alien words • Books linked to topic on display • Comprehension skills technique modelled on display
Writing	<ul style="list-style-type: none"> • Handwriting script • Shared or guided writing examples for current genre • Year 1 spellings on display • Spellings of the week (with the spelling rule) • Language through colour posters on display • Red ted with learnt red words
Maths	<ul style="list-style-type: none"> • Have an interactive maths areas with a range of practical and hands on resources • Calendar including days, months, dates, year • Number of children in class, but focus on counting in 2s/5s/10s • Graph of birthdays • Clock with o clock, quarter past, half past and quarter to displayed • Hundred square • Numicon number line • Worked example of Maths using 'build it' 'draw it' 'solve it' for that week
Topic	<ul style="list-style-type: none"> • Journey of the learning as a road, car with teacher and children. Photos added of key points of learning. Add child initiated example to compliment what has occurred in adult directed.
Home Learning	<ul style="list-style-type: none"> • Changes with each topic. All children's home learning displayed. If electronic print out example. Photos can be used to display large learning. Learning marked with one green and one pink on bubble from discussion with children in class.
Corridor	<ul style="list-style-type: none"> • Changed in Terms 2,4,6 in the last week of term with the children.
Classroom organisation	<ul style="list-style-type: none"> • Interactive maths resources and display • Book corner linked to topic • Interesting Items table linked to topic • Construction area • Role play area linked to topic • Resources labelled for children using pictures • Areas tidy and free from clutter • Writing opportunities in each area • Maths opportunities in each area • Visual timetable along the bottom of the interactive board- peg to move along • Helping hand display • Lead learner display • Books labelled with schools label format
Outdoors	<ul style="list-style-type: none"> • Resources Tidy • Pictures to show children where items belong • Enhancements added to the outdoor area linked to the children's interest and topics on a weekly basis.
SEND	<ul style="list-style-type: none"> • Children with personalised resources e.g now/next board, task management boards, pencil grips etc should have a zippy wallet containing these items so they can be moved easily with the child.
Lockers/pegs	<ul style="list-style-type: none"> • Clearly Labelled with the children's name

Year 2 Learning Environment and Displays	
Area	To be included
Reading	<ul style="list-style-type: none"> • RWI pouch: green and red words as appropriate • Focus sounds progressing to high frequency word of the week • Story of the day- shared. • RWI letter/picture frieze (set 1, 2 and 3) • RWI speed sound poster with alternative graphemes • Book/comprehension corner • Books linked to topic on display • Comprehension skills technique modelled on display • Photocopy of book - each child's favourite book with their face (could have maths link with graph on genre) • Dictionaries and thesaurus
Writing	<ul style="list-style-type: none"> • Handwriting script • Shared or guided writing examples for current genre including grammar expectations. • Year 2 spellings on display • Spellings of the week (with the selling rule) • Language through colour posters on display
Maths	<ul style="list-style-type: none"> • Have an interactive maths areas with a range of practical and hands on resources • Calendar including days, months, dates, year • Number of children in class, but focus on counting in 2s/5s/10s • Clock with o clock, quarter past, half past and quarter to displayed. • Hundred square • Worked example of Maths using 'build it' 'draw it' 'solve it' for that week
Topic	<ul style="list-style-type: none"> • Shows the journey of the topic. Could use mind map or photos • To include example of big questions/answers • Could be a working wall
Home Learning	<ul style="list-style-type: none"> • Changes with each topic. All children's home learning displayed. If electronic print out example. Photos can be used to display large learning. Learning marked with one green and one pink on bubble from discussion with children in class.
Corridor	<ul style="list-style-type: none"> • Changed in Terms 2,4,6 in the last week of term with the children.
Classroom organisation	<ul style="list-style-type: none"> • Interactive maths resources and display • Book corner linked to topic • Interesting Items table linked to topic • Resources labelled for children using pictures and words • Areas tidy and free from clutter • Visual timetable along the bottom of the interactive board- peg to move along • School rules • Behaviour displays (ticks) • Go for green chart • Books labelled with schools label format
SEND	<ul style="list-style-type: none"> • Children with personalised resources e.g now/next board, task management boards, pencil grips etc should have a zippy wallet containing these items so they can be moved easily with the child.
Lockers/pegs	<ul style="list-style-type: none"> • Clearly Labelled with the children's name

Year 3 Learning Environment and Displays

Area	To be included
Reading	<ul style="list-style-type: none"> • Story read by class chosen by the children • RWI speed sound poster with alternative graphemes • Book/comprehension corner- chosen by children in 1st library session • Books linked to topic on display • Comprehension skills technique modelled on display • Example of questions and starters • Photocopy of book - each child's favourite book with their face (could have maths link with graph on genre) • Dictionaries and thesaurus
Writing	<ul style="list-style-type: none"> • Handwriting script • Shared or guided writing examples for current genre including grammar expectations • Year 3/4 spellings on display • Spellings of the week (with the selling rule) - blue pouch • Language through colour posters on display if appropriate
Maths	<ul style="list-style-type: none"> • Have an interactive maths areas with a range of practical and hands on resources • Clock with o clock, quarter past, half past and quarter to displayed • Hundred square • Worked example of Maths using 'build it' 'draw it' 'solve it' for that week
Topic	<ul style="list-style-type: none"> • Shows the journey of the topic. Could use mind map or photos • To include example of big questions/answers • Could be a working wall
Home Learning	<ul style="list-style-type: none"> • Changes with each topic. All children's home learning displayed. If electronic print out example. Photos can be used to display large learning. Learning marked with one green and one pink on bubble from discussion with children in class.
Corridor	<ul style="list-style-type: none"> • Changed in Terms 2,4,6 in the last week of term with the children.
Classroom organisation	<ul style="list-style-type: none"> • Interactive maths resources and display • Book corner linked to topic • Interesting Items table linked to topic • Resources labelled for children using pictures and words • Areas tidy and free from clutter • Visual timetable along the bottom of the interactive board- peg to move along • School rules • Behaviour displays (ticks) • Go for green chart • Books labelled with schools label format
SEND	<ul style="list-style-type: none"> • Children with personalised resources e.g now/next board, task management boards, pencil grips etc should have a zippy wallet containing these items so they can be moved easily with the child.
Lockers/pegs	<ul style="list-style-type: none"> • Clearly Labelled with the children's name

Year 4 Learning Environment and Displays	
Area	To be included
Reading	<ul style="list-style-type: none"> • Story read by class chosen by the children • RWI speed sound poster with alternative graphemes • Book/comprehension corner- chosen by children in 1st library session • Books linked to topic on display • Comprehension skills technique modelled on display • Example of questions and starters • Titles of children's favourite book on display with reviews • Dictionaries and thesaurus
Writing	<ul style="list-style-type: none"> • Handwriting script • Shared or guided writing examples for current genre including grammar expectations • Year 3/4 spellings on display • Spellings of the week (with the selling rule) - blue pouch • Language through colour posters on display if appropriate
Maths	<ul style="list-style-type: none"> • Have an interactive maths areas with a range of practical and hands on resources • Clock with o clock, quarter past, half past and quarter to displayed • Hundred square • Worked example of Maths using 'build it' 'draw it' 'solve it' for that week
Topic	<ul style="list-style-type: none"> • Shows the journey of the topic. Could use mind map or photos • To include example of big questions/answers • Could be a working wall
Home Learning	<ul style="list-style-type: none"> • Changes with each topic. All children's home learning displayed. If electronic print out example. Photos can be used to display large learning. Learning marked with one green and one pink on bubble from discussion with children in class.
Corridor	<ul style="list-style-type: none"> • Changed in Terms 2,4,6 in the last week of term with the children.
Classroom organisation	<ul style="list-style-type: none"> • Interactive maths resources and display • Book corner linked to topic • Interesting Items table linked to topic • Resources labelled for children using pictures and words • Areas tidy and free from clutter • Visual timetable along the bottom of the interactive board- peg to move along • School rules • Behaviour displays (ticks) • Go for green chart • Books labelled with schools label format
SEND	<ul style="list-style-type: none"> • Children with personalised resources e.g now/next board, task management boards, pencil grips etc should have a zippy wallet containing these items so they can be moved easily with the child.
Lockers/pegs	<ul style="list-style-type: none"> • Clearly Labelled with the children's name

Year 5 Learning Environment and Displays	
Area	To be included
Reading	<ul style="list-style-type: none"> • Story read by class chosen by the children • RWI speed sound poster with alternative graphemes • Book/comprehension corner- chosen by children in 1st library session • Books linked to topic on display • Comprehension skills technique modelled on display • Example of questions and starters • Titles of children's favourite book on display with reviews • Dictionaries and thesaurus • Independent reading activities to be used during guided reading
Writing	<ul style="list-style-type: none"> • Handwriting script • Shared or guided writing examples for current genre including grammar expectations • Modelled text to show the journey of editing and improving writing • Year 5/6 spellings on display • Spellings of the week (with the selling rule) - blue pouch • Language through colour posters on display if appropriate
Maths	<ul style="list-style-type: none"> • Have an interactive maths areas with a range of practical and hands on resources • Clock with o clock, quarter past, half past and quarter to displayed • Hundred square • Worked example of Maths using 'build it' 'draw it' 'solve it' for that week
Topic	<ul style="list-style-type: none"> • Shows the journey of the topic. Could use mind map or photos • To include example of big questions/answers • Could be a working wall
Home Learning	<ul style="list-style-type: none"> • Changes with each topic. All children's home learning displayed. If electronic print out example. Photos can be used to display large learning. Learning marked with one green and one pink on bubble from discussion with children in class.
Corridor	<ul style="list-style-type: none"> • Changed in Terms 2,4,6 in the last week of term with the children.
Classroom organisation	<ul style="list-style-type: none"> • Interactive maths resources and display • Book corner linked to topic • Interesting Items table linked to topic • Resources labelled for children using pictures and words • Areas tidy and free from clutter • Visual timetable along the bottom of the interactive board- peg to move along • School rules • Behaviour displays (ticks) • Go for green chart • Books labelled with schools label format
SEND	<ul style="list-style-type: none"> • Children with personalised resources e.g now/next board, task management boards, pencil grips etc should have a zippy wallet containing these items so they can be moved easily with the child.
Lockers/pegs	<ul style="list-style-type: none"> • Clearly Labelled with the children's name

Year 6 Learning Environment and Displays

Area	To be included
Reading	<ul style="list-style-type: none"> • Story read by class chosen by the children • RWI speed sound poster with alternative graphemes • Book/comprehension corner- chosen by children in 1st library session • Books linked to topic on display • Comprehension skills technique modelled on display • Example of questions and starters • Titles of children’s favourite book on display with reviews • Dictionaries and thesaurus • Independent reading activities to be used during guided reading
Writing	<ul style="list-style-type: none"> • Handwriting script • Shared or guided writing examples for current genre including grammar expectations. • Modelled text to show the journey of editing and improving writing • Year 5/6 spellings on display • Spellings of the week (with the selling rule) - blue pouch • Language through colour posters on display if appropriate
Maths	<ul style="list-style-type: none"> • Have an interactive maths areas with a range of practical and hands on resources • Clock with o clock, quarter past, half past and quarter to displayed • Hundred square • Worked example of Maths using ‘build it’ ‘draw it’ ‘solve it’ for that week
Topic	<ul style="list-style-type: none"> • Shows the journey of the topic. Could use mind map or photos • To include example of big questions/answers • Could be a working wall
Home Learning	<ul style="list-style-type: none"> • Changes with each topic. All children’s home learning displayed. If electronic print out example. Photos can be used to display large learning. Learning marked with one green and one pink on bubble from discussion with children in class.
Corridor	<ul style="list-style-type: none"> • Changed in Terms 2,4,6 in the last week of term with the children.
Classroom organisation	<ul style="list-style-type: none"> • Interactive maths resources and display • Book corner linked to topic • Interesting Items table linked to topic • Resources labelled for children using pictures and words • Areas tidy and free from clutter • Visual timetable along the bottom of the interactive board- peg to move along • School rules • Behaviour displays (ticks) • Go for green chart • Books labelled with schools label format
SEND	<ul style="list-style-type: none"> • Children with personalised resources e.g now/next board, task management boards, pencil grips etc should have a zippy wallet containing these items so they can be moved easily with the child.
Lockers/pegs	<ul style="list-style-type: none"> • Clearly Labelled with the children’s name