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Curriculum Policy

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Consultation	This Policy has been prepared in consultation with teaching staff and the Curriculum Governor.
Containing	Curriculum Overview, subjects, Elearning, Home learning, Feedback and Social, Emotional and Mental Health

At Abbas and Templecombe we attempt to deliver the majority of the childrens' learning through a topic based model of education. We find that this gives us the scope and freedom to deliver our school's learning strapline of "Learning Together for Life's Adventures".

As a school community we aim to live this vision out in school and in our lives by:

- Being independent learners who are proud of ourselves and what we have achieved
- Becoming life-long learners, keen to try new things and confident in reaching our full potential
- Striving towards being great role models that care for everyone in our community
- Being committed to following our school values of love, perseverance, inspire and respect
- Making good choices about our learning
- Having dreams and goals we strive to achieve
- Developing confidence and being happy; believing we can and will succeed in all we do
- Becoming team players who can work together to achieve

Topic Based Learning Model

- TBL is a teaching method in which students gain knowledge and skills by learning across many interconnected curriculum areas within the same topic.
- Our key focus is on:
 - Short topics led by a key subject
 - Engaging beginnings to topics (hooks)
 - Topics that are studied across the whole school meaning that siblings can share a learning experience, at their age appropriate level
 - Knowledge and skills increase sequentially as pupils make their way through the school
 - A final product shared with an audience
- Not all learning can or should be taught in this style and when teachers create their 'Curriculum Topic Plan' they will make a decision as to what elements of that series of learning's objectives (mainly derived from the National Curriculum) will be taught through the topic and what subjects will be taught discretely (standalone).

- As pupils move through the school they will encounter familiar themes year on year with teachers moving pupils through higher level objectives and skills each year, meaning that although pupils will undertake the same topic title and curriculum area what they are actually learning will vary greatly in complexity.

Curriculum Topic Plan

- The plan is completed for each topic by the class team and then shared with Senior Leaders. Before the topic begins, it is shared with parents so they can engage with their children's learning.



Abbas and Templecombe Church of England Primary School Curriculum Topic Plan 2020-2021



Class:		Topic Title:		Term:	
Prior Knowledge		Hook		Product	
Real World Connections					
Wk1	Lead Subject (Science/History/Geography/RE/PSHE)	Writing		Art / Design & Technology	
	Objective:	Objective:		Objective:	
	Activity:	Activity:		Activity:	
Wk2	Lead Subject (Science/History/Geography/RE/PSHE)	Writing		Art / Design & Technology	
	Objective:	Objective:		Objective:	
	Activity:	Activity:		Activity:	

Topic Overview

Autumn 1 – 7 Weeks							Autumn 2 – 7 Weeks						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
PSHE – New Starts		Science – Amazing Animals		Geography – Being a Geographer		RE	Science – Materials Matter			History – Historical Person		Catch All	RE

Spring 1 – 6 Weeks						Spring 2 – 6 Weeks					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Science – Being a Scientist		History – Big Event			RE	History – who lives in a house like this		Geography – Our Home		Catch All	RE

Summer 1 – 6 Weeks						Summer 2 – 7 Weeks						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Science – Plant Power		PSHE / Science – Healthy Me		Catch All	RE	Science – Light and Dark		Geography – Where in the world		PSHE – Healthy Relationships	RE	Catch All

Subjects incorporated into projects: Art
Design Technology
Writing
Music

Standalone subjects: Computing
PE
PSHE
Languages
Reading
SPAG
Maths

Deepening The Learning Experience

Depth of learning



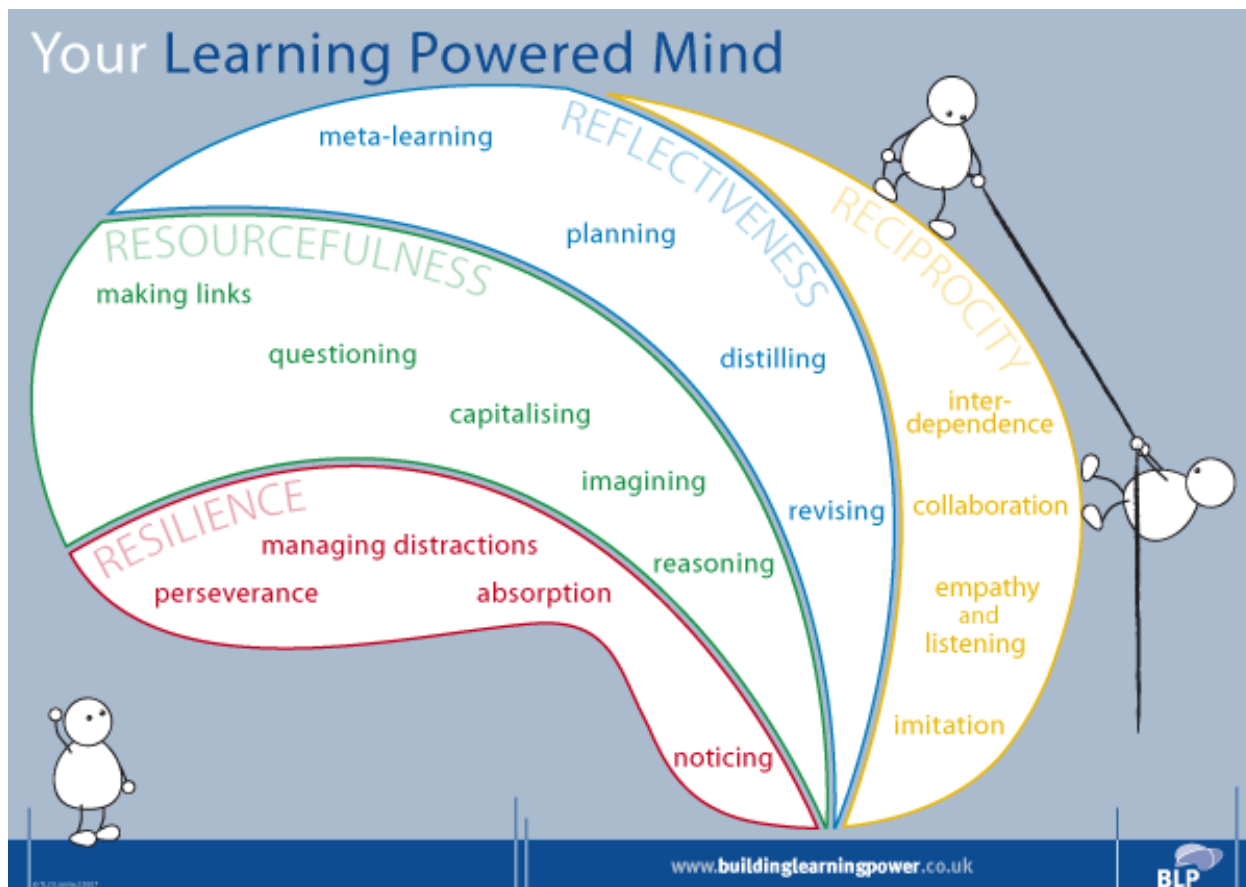
As educators we understand that children have a range of starting points. Through the way we structure the learning activities and the support we offer, we are constantly assisting pupils to move onto a deeper level of understanding and application than they had at the beginning of the learning sequence.

Depth of learning	Level of challenge	Type of progress	Learning activity
Basic	Low level cognitive demand - following instructions	Acquiring	Name, describe, follow methods, recall information, label, measure, arrange, define...
Advancing	Mental processing beyond recall with some decision making required	Practising	Applying skills to solve problems, infer, interpret, compare, modify, explain patterns...
Deep	Complex and abstract – multi step problems or questions with more than one outcome – justification is required	Deepening understanding	Solving non-routine problems, appraise, explain concepts, hypothesise, investigate, design, create, prove...

Behaviour For Learning

Pupils have been introduced to and are regularly reminded that their mindset, attitude and behaviour towards and during learning times has a massive impact on how successful they are in their learning. With our support, they are encouraged to take responsibility for their learning behaviours and maintain good habits that help them deepen their learning experiences.

Our starting point is the '4Rs' of Guy Claxton's "Building Learning Power" (see chart below) which each class has then adapted in a way that works for those learners. Regular reminders, at least at the start of each half term, help to keep these strategies and concepts of learning fresh in pupils' minds.



Topic portfolio – **Under Review**

- The 'hook' should be explicitly presented at the start of the portfolio.
- As much as possible, all children should be presented throughout the portfolio and teachers should ensure a variety of abilities/ ages are represented throughout.
- Children's learning should be presented in the following ways: pupil voice/ quotes, written work, art/ diagrams, results, learning comments, pictures of hands-on and child-led learning.
- Each session of learning should be dated (short date format) with an LO, both of which should be underlined, in line with the presentation expected from children in their books. For each session the teacher should also write the specific area of the curriculum that session is linked to, for example:
05.11.18
LO (geography): I can compare land use in London and Templecombe.
- Enquiry questions which are linked to the topic should be included as and when appropriate.
- Written work should have been marked (and responded to by children) before being added into the portfolio (unless it is a 'published' final draft, in which case this should be identified in the portfolio).
- Written work should not be named.
- Where appropriate to do so, differentiation should be evidenced.
- Critiquing should be evident at points during the topic where relevant and/or in preparation for the final product.

Feedback

Purpose

We believe that a clear and child centred approach to feeding back on pupils' learning will not only help pupils understand where they are achieving well but also contribute to building their confidence and self-esteem. As often as possible, marking is done by or with the child and has these principle aims:

- To assess the child's achievement against Learning Objectives and/or Success Criteria and Expectations. Personal Targets may also be referred to.
- To show the child that his/her work is valued and checked through positive comments.
- To indicate to the child how and where improvements can be made.
- To raise expectations of high standards and accuracy.
- To encourage the child to be self-critical, edit, check and improve work.

Points for Staff to consider when giving pupils feedback

- There needs to be a consistency of approach.
- Different types of work require different types of feedback.
- Sensitivity must be shown to the needs/abilities of individual children.
- Expectations of accuracy and presentation increase as the child's levels of achievement develop.
- The extent of feedback should depend on the subject and its purpose/objectives.
- Recognise the time constraints on both children and yourself.
- Marking in depth is not appropriate for most pieces of work.
- Speaking and listening opportunities may be recorded e.g. LO "I can perform a play script in a small group".

General principles

- All work should be dated.
- Feedback and marking should be regular and up-to-date.
- Comments related to a piece of work should be constructive, challenging and relate to the Learning Objective, Success Criteria and Expectations /child's target(s).
- Praise should be given for specific success and not as a 'blanket affirmation'.
- Staff must constantly review previous comments to monitor and support children's progress towards next steps.
- Children should be given opportunities to self and/or peer assess.
- Where appropriate a child may be asked to re-do his/her work.

Across the School

- Feedback needs to be age appropriate.
- Marking will be done in a different colour ink to that which the child has used.
- Children may use a purple pen (purple polishing pen) to edit and up-level their work.
- Staffs comments must be spelt and punctuated correctly using accurate grammar.
- Staff will sometimes provide verbal feedback. This will be shown by a "V" on the work.
- TAs will initial the work they mark.
- When the child has had help or support, this will be shown by "MS" for minimal support or "SS" for more significant support.
- Some letter reversals or incorrect formation will be corrected. Staff will write the correct letter formation for the child to practise.
- Symbols may be used to provide feedback (see marking code); e.g. a smiley face for good work or progress and a ^ to show an omission that needs to be re-edited.
- Presentation by staff and children needs to be of the highest standards.
- Appropriate space needs to be given by staff for their comments and responses.
- Children should be given opportunities and time to use and respond to feedback and marking.

- Learning Objectives, Success Criteria and Expectations should be clear so that the feedback and marking is specifically related to them.
- For all subjects teachers show whether pupils have met (✓), exceeded (★) or not met (?) the Learning Objective by using these symbols next to the LO.
- Children will be given the opportunity to self and peer mark as this is important to their understanding and learning experience. This will be evident in their work by the children initialling their marking on their own work or on a peer's work.

PPA Teachers/HLTAs

- HLTAs leading PPA must work entirely in accordance with this policy.

Supply Teachers

- Supply Teachers must initial, date and annotate any work that they mark.
- It is the school's expectation that any written work carried out when a supply teacher takes a class should be marked in line with this policy before the supply teacher leaves at the end of their working day.
- Any work marked by a supply teacher must state this e.g. ST in the margin.

Years Foundation, 1 and 2:

- As often as possible, marking is done by or with the child. Teacher only marking should be kept to a minimum.
- Staff will correct the spelling of some key words or subject specific words such as the names of places or famous people. Staff will write the correct spelling for the child to practise.

Marking Code for KS1

V = verbal feedback given

SS = significant support

☺ = indicates good work or progress

MS = minimal support

I – independent (level of support has changed)

Years 3 to 6:

- Staff will mark against the Success Criteria and Expectations for a piece of work. They will also take into account spelling and grammar when appropriate.
- Where written feedback has been given staff may give a positive comment (written or verbal) to say how the Learning Objective, Success Criteria and/or Personal Target(s) were met and a editing comment (what to improve when editing) or a next time comment (for their next piece of work).
- Where an editing comment has been given, time will then be given to respond to this.
- Not every spelling error in a child's work will be corrected but where an error is to be corrected staff will underline the misspelt word placing an 'sp' in the margin or for pupils with the ability to find and correct the missing spelling themselves they should just mark an 'sp' in the margin.
- Staff will circle incorrect or missing punctuation when needed and should mark a 'p' in the margin for pupils with the ability to find and correct the missing punctuation on that line themselves.
- Depending on the ability of the child and the difficulty of the word staff will write the correct spelling for the child to practise; others will ask the child to use a dictionary to locate the correct spelling of the word to be practised.
- Where written feedback has been given it is the expectation that children will respond to this feedback by answering any questions posed.
- The marking code is expected to be followed for all extended written pieces across all subjects.
- Pupils who have misunderstood a task should be put forward for key skills support. This is to be marked as 'KS' by the teacher.

Marking Code for KS2

V = verbal feedback given

SS = significant support

Gr = grammar error (in margin)

P = punctuation needed (in margin)

Sp = spelling error (in margin)

MS = minimal support

KS = key skills support group required

^ = shows an omission that needs to be re-edited

// = shows where the new paragraph should be

Home Learning

In order that our pupils can attain the highest standard (spiritual, moral, social, cultural and academic), we recognise the crucial importance of an active educational partnership between home and school. Homework is just one of the ways in which we seek to foster this partnership. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning.

Aims and Objectives

Regular, well planned homework can:

- Develop good work habits and self discipline for the future
- Encourage skills and attitudes which help children improve their educational performance
- Help parents gain insight into their child's schoolwork and promote partnership between home and school.
- Provide opportunities for individualised work and develop skills of independent learning
- Offer access to resources not found in school (public libraries, local museums etc.)

Homework is seen as 'an essential part of good education that supports children's development as independent learners'. We believe that homework is a good way of children acquiring the skill of independent learning.

What is Homework?

Homework should not be a chore, but children should see it as an extension of their schoolwork. There may be occasions when some tasks are more challenging or difficult than usual as homework plays a positive role in raising a child's level of attainment. We also acknowledge the important role of play and free time in a child's growth and development.

We see homework as encompassing a wide range of possibilities. The following list gives just a few examples:

- reading with a parent
- a family visit to a local museum
- finishing off work from the class
- undertaking individual research for a topic at the local library
- learning number facts (tables)
- literacy activities both written and verbal
- being an active member of a sports club or youth organisation
- going swimming

It can be seen from this list that homework can be a two way process. Teachers may ask for tasks to be done at home, but are delighted to learn about children's success in other aspects of their lives and will seek to recognise this in school.

When teachers set homework they will ensure that:

- It is always clearly related to current areas of study within the classroom.
- The task is made clear to children and matched to their abilities, especially for those pupils with special educational needs.

- In Year 6 it is supported by a homework diary in which children and parents can note success and record any problems encountered.
- Time scales for completion and submission are explicit.
- Work is marked or verbal feedback is given as promptly as possible.
- Problems or difficulties encountered by children are dealt with swiftly.
- Regular completion of homework of a high standard is recognised and celebrated.
- All children will be expected to complete tasks.

Types and amount of homework

We increase the amount of homework that we give the children as they move through the school.

Diamond Class	Year R	Reading daily
	Year 1	Reading 3 times a week
		Maths work (set Monday)
Emerald Class	Year 2 / 3	Reading 3 times a week
		Maths work (set Monday)
Ruby Class	Year 3 / 4	Reading 3 times a week
		Self selected task either: <ul style="list-style-type: none"> • English • Maths • Topic (set Friday)
Topaz Class	Year 5 / 6	Reading 3 times a week
		Maths (set Friday)
		English (set Friday)

The Role of Parents

Parents need to discuss with their children the following questions:

- When is it a good time to do any homework?
- Where is the best place for homework to be done?
- What helps concentration?
- How long should my homework take me?
- Should I ask for help with my homework, even when it is finishing work started in class?
- Who should I ask for help and how much help should I expect?

It is vital that parents display a positive attitude to homework and value its importance. It is also important for parents to recognise that it is the children's responsibility to complete the work.

The boundary between what many parents see as constructive help and what children view as interference, is indistinct and can vary from day to day. Parents need to listen to the child's explanation of what they have to do and discuss the work their child is doing and whether or not help is needed plus what form this might take.

If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher.

Pupils with special educational needs

We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way.



This section of our policy details how we will ensure that DfE expectations, in regards to pupils access to online learning resources, in case our school / bubbles suffer closures related to the Covid 19 pandemic.

Online learning platforms:

Diamond and Emerald pupils – Tapestry

Ruby and Topaz pupils – Google Classroom

Teachers will plan and post on the above learning platforms a sequence of learning experiences, These experiences will:

- Incorporate teaching videos / inputs from online resources (all classes).
- Feature live catch-up sessions and question/answer surgeries – Mon. to Thurs. (Topaz and Ruby classes)
- Be linked to our school curriculum – learning that would take place as part of that terms school work.
- Be sequenced so that knowledge and skills are built incrementally.
- Cover the range of primary subjects but with a focus on Maths and English.
- Where appropriate make use of our online subscriptions, e.g. Xtables rockstars.
- Ensure that work is set at an appropriate level for pupils to be able to achieve.
- Contain assessment style activities so that teachers can adapt the curriculum offering.
- Give parents and children feedback on submitted learning via online messaging to ensure pupils continue to engage and progress.

In the case of a bubble closure all pupils have also been provided with printed resources covering similar content to that provided online; so that pupils without suitable online access or where parents would prefer a mixed approach to their learning whilst at home, can continue their learning experience unhindered. Staff will make contact with these families using email and/or telephone.

If a child is self isolating due to household circumstances then parents should access the school website, class pages, for links to online learning activities which will enable their child to continue to learn similar content to that of children in class. Parents will need to be selective and ensure that pupils who struggle academically attempt work from lower year groups.

Further specific details are available in the Remote Learning Offer letter, available on our website.



The emotional health and wellbeing of our children is paramount to their readiness for learning. Therefore we invest heavily in pupils' emotional wellbeing through our trained ELSAs and ensuring staff and pupils understand Mindfulness and Growth Mindset approaches. In PSHE staff dedicate lesson time to teach identified strategies that assist pupils' wellbeing.

As part of this the consistent use of agreed staff language and strategies are key to embedding these strategies:

Resilience - Identifying with the children when they have shown resilience in the face of a task

Learning - Instead of 'work' – the word 'work' carries negative connotations that all tasks are arduous

The Pit - 'You're in the pit' – helping children identify when they are facing a challenge and ready to learn something new

'Grow your brain' - When introducing the opportunity to learn something new or develop existing skills/knowledge

'Be brave, have a go' - Encouraging children to just have a go – and celebrating mistakes/highlighting this as an opportunity to learn something new

Yet - 'You can't do this – yet' or adding 'yet' onto the end of a child saying they can't do something

'It's good to be stuck' - Reminding children when they are facing a new challenge that it is a chance to grow their brain and learn something new

'You've tried hard at this, let's talk about what you can try next' / 'I like how you...' / **'You are a great learner'** - Praising effort not outcome

Pupils requiring additional emotional literacy support are referred to the SLT for EWaN (Emotional Wellbeing and Nurture) support sessions delivered by trained TAs. If it is deemed that the family need more support then an EHA is completed by a member of the SLT and raised at the TAS local meeting for recommendations from other professionals and access to family support workers or Get Set. All these support structures are accessed with parental permission and involvement.

Our School Values fit well with the elements of Mindfulness and Growth Mindset that we are delivering, therefore a natural reward system is in place to promote these aspects.

For more information as to the taught elements of SEMH go to the PSHE section of this policy.



The main influences on our English teaching at present are from Pie Corbett (Talk for Writing), Ruth Miskin (Read Write Inc.), Alan Peat (Writing Exciting Sentences) and the Highland Literacy Project (Spelling Activities document).

Writing

During a block of English lessons all children should be given the opportunity to:

- observe high quality modelling by the Class Teacher
- experience high quality texts which are challenging but age appropriate
- use a tool box which should include VCOP for that text type
- practise SPaG for that text type – sentence writing, etc.
- write for extended periods, uninterrupted with personalised support by the Class Teacher / Teaching Assistant (target groups) if needed
- observe Class Teacher editing work
- Fully edit their own work (purple pen)
- be supported by high quality verbal feedback by the Class Teacher / Teaching Assistant.

In addition to the above the Class Teacher should be differentiating tasks, success criteria or by up-levelling/scaffolding. Children should be very clear on the expectations of their piece of writing. During the week children should take part in basic skills sessions which will give them the opportunity to refine/learn SPaG skills. Intervention for children who have struggled to meet expectations should take part at some point within the week and should be in short bursts.

- Immersion into the writing topic - hook
- Investigating features of the text – produce class Success Criteria for the structure of the text
- Children to be given lots of examples of the text so they are able to get a real sense of what is needed



- Collecting ideas for writing – collaborative/big paper work
- Creating tool boxes and Success Criteria – differentiated depending on level of writer



- Children should plan in red books
- Class Teacher should model planning for the Children / guided groups
- Children should plan using a frame which fits with the text type
- Children should be supported in a small group/individually if needed



- Children create a first write from the plan in red books
- Children should then self-edit/peer edit (purple pen) or work with a member of staff to edit
- Class Teacher /Teaching Assistant should give verbal feedback recording learning points on a post-it
- Teacher should indicate whether the LO has been achieved by LO (TICK)
- Pupils should have access to differentiated tasks, support materials or be part of a focus group
- Children should then be given the opportunity to publish work for Topic portfolio/folder

The above session will vary depending on text type, but as a general rule, blocks of writing should last 1-2 weeks. Where possible writing should be linked with the topic.

Handwriting

All children in KS2 will be expected to appropriately join letters when writing; eventually developing their own style of handwriting which should be consistent, neat and legible.

In KS1 children will be taught pre-cursive, cursive patterns and cursive handwriting so that by the end of KS1 most children will be able to appropriately join.

In EYFS, children who are able to form all their letters correctly and show good pen control will be given the opportunity to attempt pre-cursive and cursive patterns. At the beginning of Year 1 all children will be taught cursive patterns moving onto cursive handwriting, when the class teacher feels they are ready.

Children at all ages who display fine motor control difficulties, will be given extra support, adaptive equipment and will be asked to join letters that naturally feel right but will not be expected to write cursively.

All staff will model 'joined handwriting' when writing on boards, etc

All children in Year 5 and 6 will have access to handwriting pens.

Reading

The Teaching of Early Reading (Phonics)

All children (Foundation Stage and Key Stage 1) are assessed using the 'Read Write Inc.' reading test. They are then grouped according to the sounds they can read and the phase of phonics they need to practise. To monitor progress, children are re-assessed and groups altered, if necessary, once a term.

Teaching of Phonics is based on the Ruth Miskin Synthetic Phonic scheme. Daily lessons (approx. 15-20 minutes per day) should be practical, taught with pace and involve lots of pupil participation.

The reading element of each Phonics lesson should include:

- Revising previously taught sounds through word/sentence reading.
- The teaching or revision of a sound, taught in the Read Write Inc order.
- Orally blending/reading the new sound in words.
- Key Stage One – reading short, simple sentences with words containing the sound(s).

When children are able to blend and read words they are then given a book from the colour-banded book scheme. Staff listen to children read regularly (at least three times a week) and reading at home is encouraged. As children progress with their word reading and comprehension they are guided through the colour-banded scheme by school staff.

Accelerated Reader

During year 2, when children have graduated from the phonics scheme and are able to decode and comprehend the books they are reading independently, they will make the transition to the Accelerated Reader scheme. This scheme continues into and throughout Key Stage Two and should be implemented as follows:

Pupils are STAR tested at 4 points across the year (September, December, March, July) to determine their reading age. STAR Tests will be used to monitor progress and the impact of reading specific interventions.



STAR tests will generate a ZPD range. All children should be given independence of choosing books within their range. After completing each book, children will complete an online comprehension 'Quiz' specific to the book they have just completed. Children should be rewarded for achieving 100% or reaching points targets.



The screening check function (generated by the STAR test) is also used to assess children against the national benchmark for their age. Children who fall below this and are identified as needing 'intervention' or 'urgent intervention', if appropriate should take a STAR Literacy Test.



The STAR Early Literacy Test is used to identify particular areas of weakness. These are then targeted in focused reading interventions and 1:1 priority reading sessions.

Whole Class Guided Reading

All children will be taught comprehension skills and reading strategies using a whole-class approach (Wayne Tennant - Understanding Reading Comprehension).

Teachers:

Choose a whole class text (or picture/ video if teaching early reading), suitable for the average reading age in your class. Ensure that a variety of fiction, non-fiction, poetry and play-scripts are experienced.



Each week, choose a manageable passage from the text to read together. Discuss/explore difficult or new vocabulary.



Present children with 3 question types related to the passage:

- Looking question - literal comprehension
- Thinking question - making connections and inferences
- Clue question - connecting text to self and to the world to access 'deep comprehension'.

Give children opportunities to discuss, progressing to teacher modelling of a written response and then independent written responses.

Spelling Punctuation and Grammar (SPaG)

The teaching of early spelling (phonics)

All children (Foundation Stage and Key Stage 1) are assessed using the 'Read Write Inc.' reading test. They are then grouped according to the sounds they can read and the phase of phonics they need to practice. To monitor progress, children should be re-assessed, and groups should be altered if necessary, once a term.

Teaching of Phonics is based on the Ruth Miskin Synthetic Phonic scheme. Daily lessons (approx. 15-20 minutes per day) are practical, taught with pace and involve lots of participation.

The spelling element of each Phonics lesson should include:

- The teaching or revision of a sound, taught in the Read Write Inc order
- Formation of individual sound/Handwriting practice to join digraph sounds using cursive writing
- Handwriting practice of previously taught sounds

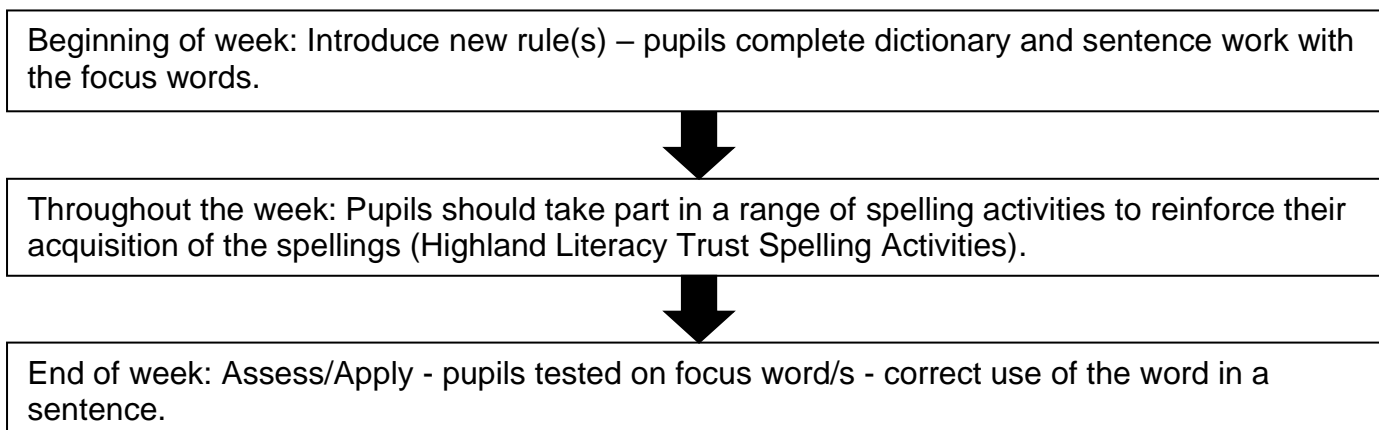
- Writing the new sound in words
- Holding and writing a sentence (Key Stage One)

SPaG

While children are still progressing through the phonics scheme for spelling, SPaG should be taught predominantly through writing lessons and writing activities where appropriate.

However, once children can confidently sound and apply all sounds on the phonics scheme, they will then make the transition to our school spelling scheme, which will be delivered as part of daily SPaG (basic skills) sessions.

Pupils should be ability grouped, as in phonics, to ensure they are learning the National Curriculum spelling rules they need to learn, not ones previously learnt. Weekly learning of rules should be delivered as follows:



National Curriculum common exception words should also be regularly taught and practiced in class, e.g. through the use of 'words of the week' or 'spotlight words'.

English Basic Skills

EYFS/Year 1

- The basic skills sessions should be used for the delivery of the Read Write Inc phonics scheme.
- Children should be placed in differentiated groups according to the sounds they need to learn.
- All staff need to ensure that they are delivering phonics in the same style and using the same structure (Read, Write, Inc.- see Curriculum Policy for more guidance on how this should be delivered in terms of developing early reading and spelling).

Year 2/ KS2

- **Monday**
Introduce new spelling rules (pupils grouped according to rules they need to learn/ practise (based on the start of ½ term assessment). Complete activities on meanings of these words and how to use them in sentences.
- **Tuesday-Thursday**
5 minute quick-fire spelling activity to practise the rules introduced on Monday.
15 minutes- SPAG skills should be explicitly taught and then pupils should complete a range of activities, differentiated where appropriate and related to the grammar or

punctuation focuses for that year group(s). Where possible, this should be relevant to the writing the children are currently undertaking in their writing lessons.

- **Friday**

An assessment of spelling - this should not be a list of words related to the rules that have been learnt, but more of an opportunity to assess whether the children can use and apply the rule (e.g. in sentences that also link in the SPaG focus from that week).



Teaching Guidance - Math



- During a math lesson all children should be given the opportunity to observe modelling by the Class Teacher, practise the skill learnt through completing fluency based activities, deepen their learning by partaking in problem solving and reasoning activities and assess their learning.
- During the week children should take part in basic skills sessions which will address basic number skills such as: number sense, counting, times tables, mental math skills, number facts, etc.
- Intervention for children who have struggled to grasp the concept should take place on the same day and should be a short session.
- Intervention for children who are struggling with basic math concepts should take part at another time but should still be in short, regular bursts.

Structure of the lesson:

10 min

Teach it – Share Learning Objective – so children are clear about what they are learning, the Class Teacher models the skill to the whole class, while creating the Success Criteria for the class (Higher Ability – should record the Success Criteria while the Class Teacher is modelling) Watch me, Help me, Show me

20 min

Do it – children to work through short layers which are mostly procedural fluency (<http://www.nctm.org/Standards-and-Positions/Position-Statements/Procedural-Fluency-in-Mathematics/>) and conceptual variation (the opportunity to work on different representations of the same mathematical idea).

20 min

Deepen it (Child-led reasoning) – Our reasoning model is based on research that shows that children come to school with rich informal systems of mathematical knowledge and problem-solving strategies that can serve as a basis for learning mathematics with understanding.

In our Deepen It section of the maths lessons children will be presented with a reasoning question or problem to solve.

The teacher will ask the children to think about ways to solve the problem and will provide an array of concrete resources, paper for recording and/or more abstract resources. Depending on the task this will be done in small groups, pairs or individually.



Once the children have been given time to solve the problem (10 minutes) the teacher asks students to explain their reasoning process.



Children share their explanations with the class, comparing different strategies and deciding whether a strategy that is presented is correct (10 minutes). A teacher may also use this opportunity to model an alternate or new strategy.

This model of reasoning puts more responsibility on the students. Rather than applying a formula to a maths problem the children are challenged to find their own solutions. They are also expected to be able to publicly explain and justify their reasoning to their peers and the teacher.

Reasoning questions will be evidenced in pupils books alongside some evidence of completion – for example: a learning comment by the child, a written response after the discussion, an observation by the teacher or TAs or photographs taken of the children completing the problem.

10 min

Wrap it up – Children self-assessment of learning / Sharing solutions to reasoning activities / Opportunities to: explain, justify, convince, and prove.

Maths Basic Skills

- During each basic skills lesson all children will be given the opportunity to complete an independent counting or times table activity, differentiated to meet their individual learning needs.
- A weekly mental maths learning objective will be taught and all children will complete a fluency activity to apply their learning.
- The mental maths learning objectives will be selected from the lists below and delivered multiple times throughout the year, fluency activities should increase in difficulty when topics are revisited (for example: missing number equations, balancing equations).

Mental Maths Themes:

Foundation Stage	Key Stage 1	Key Stage 2
<ul style="list-style-type: none">• Counting• Ordinal Value• Representing number• Place Value• Addition mental methods• Subtraction mental methods• Part-Part-Whole	<ul style="list-style-type: none">• Counting• Place Value• Greater and Less• Addition mental methods• Subtraction mental methods• Part-Part-Whole• Multiplication (2/5/10)• Division (halving)	<ul style="list-style-type: none">• Counting (year 3)• Part-Part-Whole (Year 3)• Place Value• Greater/Less and Equal to• Addition mental methods• Subtraction mental methods• Multiplication• Division• Conversions/Measure

Times Tables

Times tables will be taught during maths lessons and revised during basic skills lessons according to National Curriculum guidance. Times tables are taught and revised using a variety of strategies including games, mnemonics, songs, tricks, patterns and practical activities.

Times tables are also set and practiced at home through the online tool - Times Table Rockstars.



Teaching Guidance - EYFS



In the Early Years Foundation Stage (EYFS) we aim to provide each pupil with the best possible start to their school career. Abbas and Templecombe's EYFS curriculum has been developed in line with the Statutory Framework of the EYFS and the four guiding principles of best practice within Early Years settings:



In EYFS we provide a broad, balanced and differentiated curriculum which addresses the children's social, emotional, physical, intellectual, moral and cultural development within a safe, secure and stimulating environment.

Curriculum

Communication and Language, Personal Social and Emotional Development and Physical Development (Prime areas) are taught daily alongside Literacy and Mathematics. Weekly learning objectives in these 5 areas are delivered through short whole-class inputs followed by subject specific 'Free Flow' learning times. Expressive Arts and Design and Understanding the World are delivered through class topics, with a focus on each once a

term term. During Free Flow planned and purposeful play activities are used to introduce and consolidate the focused on area of learning and development. They are carefully planned to take into account pupil's needs and utilise their interests.

Play type activities will include a mix of:

- Child Initiated Activities – children make choices from within the learning environment to meet their outcome for learning
- Adult Initiated Activities – school staff provide resources to stimulate and consolidate learning
- Adult Directed Activities – children engage in planned activities to meet specific learning outcomes

Example of a weekly timetable:

	8.45-9.10	9.10-9.25 S&L Intervention	9.25-9.55	9.55-10.25	10.25-10.45	10.45-11.00	11.00-12.00	12.00-13.00	13.00-13.30	13.30-14.25	14.25-15.25	15.25-15.30
Monday	Maths Basic Skills	Whole School Worship	Reception: Maths Fluency	Reception: Maths Reasoning	English Basic Skills - Phonics	BREAK TIME	Communication, Language and Literacy	LUNCH TIME	Forest School		PE	Pack away
Tuesday	Maths Basic Skills	Singing worship	Reception: Maths Fluency	Reception: Maths Reasoning	English Basic Skills - Phonics		Communication, Language and Literacy		PPA			
Wednesday	Maths Basic Skills	Class Worship	Reception: Maths Fluency	Reception: Maths Reasoning	English Basic Skills - Phonics		Communication, Language and Literacy		Whole Class Guided Reading	Reception and Year 1: Personal, Social and Emotional Development	Circle Time	Pack away
Thursday	Maths Basic Skills	Key Stage Worship	Reception: Maths Fluency	Reception: Maths Reasoning	English Basic Skills - Phonics		Communication, Language and Literacy			Understanding the World /Expressive Arts and Design		Pack away
Friday	Maths Basic Skills	Whole School Worship	Reception: Maths Fluency	Reception: Maths Reasoning	English Basic Skills - Phonics		Communication, Language and Literacy			Physical Development		Pack away
										Understanding the World /Expressive Arts and Design		Pack away

Assessment

On-going formative assessment is at the heart of effective early years practice. This is carried out through cycles of Observation – Assessment - Planning. Observations are recorded using the online learning journal 'Tapestry'. These observations are shared with the parents and carers of the children to foster positive information sharing between home and school; this can also have a significant impact upon a pupil's learning and development.

Summative assessment is carried out at least once per term using the Pupil Asset assessment tool. Observations and Child Initiated work is used to form this judgement. This information is then used to identify where pupils are making good or outstanding progress and where a pupil may require additional interventions or support to raise progress in a given area.

Year 1 Readiness

To prepare the children for their transition to KS1 an increase in 'whole class learning' begins in the Summer Term. Initially the children complete short adult directed activities once a week, increasing to daily differentiated whole class writing and maths activities (10 minutes). After completing the activity the children continue Free Flow and Child Initiated Learning. Those who are not developmentally ready for this transition will be supported through the process by an adult.



Teaching Guidance - Science



Guiding Principles

All stakeholders were consulted and agreed on these values for Science learning at Abbas and Templecombe School - Science learning is good when...

- We allow children to question what they discover
- Children can relate to 'real life' experiments
- Children have time to actively explore their ideas
- We foster curiosity, allowing for a child-led enquiry-based approach
- Learning is delivered in different ways
- We are able to demonstrate the science practically
- It's outside of the classroom
- It inspires children to generate their own theories and want to investigate



Planning

- Staff complete Long Term Plan for Science yearly
- Staff include Working Scientifically objectives and teaching objectives on Curriculum Topic Plans

Teaching and Learning

- Staff ensure they complete one Science investigation per half term, even if blocking science teaching to fit curriculum topics
- Staff ensure they include one piece of Science writing per half term in their English books (range of non-fiction texts; parts of investigations)
- Staff in Diamonds, Emeralds and Ruby classes to use portfolios to record science learning, staff in Topaz class to use individual pupil books to aid with pupil transition to Secondary School, although the recording mechanisms differ they should all include:
 - Tracking sheet completed at end of each science topic
 - Photos of children learning collaboratively rather than use of individual 'cut and stick' sorting/classifying worksheets
 - Diagrams, graphs and any other recorded science
 - Pre and post learning to assess understanding. Chn could record in different colours pre/post, or use a different activity:
 - Key questions with annotated answers from chn (ie as a spider diagram, with named chn's responses photographed/printed from Smart)
 - Concept cartoons
 - Labelling diagrams
 - Predictions
 - TA/teacher recording comments from named chn during the lesson on post-its to stick in or written directly in the portfolio

- Learning comments included from WT, WA and GD chn at end of each lesson/activity to ensure chn are concluding/evaluating their learning (comment on learning that took place in a photograph that is stuck in, response to what happened in an investigation, something new that they have learnt, etc)
- LO and date included for each new piece of learning
- Differentiated examples of learning activities
- Tactile things to demonstrate learning if appropriate (eg examples of different materials used in an investigation)
- Ensure all chn are represented in both learning comments and photos throughout the year
- Discrete science teaching to be recorded in Science specific portfolio with tracking sheet stuck at beginning of topic; learning linked to topic also recorded in topic portfolio

Marking and assessment

- Teachers use tracking sheet to tick/?/* against the NC objectives
- Include some written responses to chn's learning/learning comments (eg asking a question to extend/clarify learning), allowing time for chn to respond
- Incorrect spelling of key/scientific words and/or misconceptions should be addressed and responded to by children



Teaching Guidance - Humanities



The majority of History and Geography objectives are delivered through our topics with the subject skills and understanding taught specifically as part of the topic. The topic programme is carefully balanced and planned to be age appropriate with planning documents demonstrating what is taught and links to other parts of the curriculum.

The key elements or skills to be developed in History are:

- Chronology
- Range and depth of historical knowledge and understanding
- Interpretations of history
- Historical enquiry
- Organisation and communication

The key elements or skills to be developed in Geography are:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Skills and fieldwork

Pupils have access to a wide mixture of resources to aid their learning these include a variety of texts, photographs, posters, artifacts, clips and the internet. To supplement this, each term staff can also request resources from Somerset Library Service and Museum.

Educational visits are planned throughout the year to support pupils' learning and their engagement with the topics.



Teaching Guidance – Religious Education



We follow Somerset Local Authorities 'Awareness, Mystery and Value' locally agreed syllabus which attempts to ensure that pupils have an understanding of major world religions' core beliefs.

This syllabus reflects the fact that the religious traditions in Britain as a whole are, in the main, Christian, whilst taking into account the other main religions of Hinduism, Judaism, Islam and Sikhism. We also study the non-religious world view of Humanism.

We feel that the teaching of Religious Education makes a distinctive contribution to the school curriculum as it allows all pupils to explore, understand and express their own response to spiritual and religious / non-religious approaches to life.

Through the teaching and learning of R.E. we want our pupils to:

- Learn about religious traditions
- Reflect on what the religious ideas and concepts mean to them
- Extend their own sense of values
- Promote their own spiritual growth and development

We teach in blocks of learning rather than short weekly sessions – this engages pupils more in their learning with them producing a higher quality and better breadth of evidence – RE writing is recorded in English books with all other evidence in class RE portfolios.

Overview of RE topics

Class	Autumn		Spring		Summer	
Diamond (Yr F/1)	EYFS Early Learning Goals	Incarnation (Christianity)	EYFS Early Learning Goals	Salvation (Christianity)	EYFS Early Learning Goals	First Man (Christianity)
Emerald (Yr 2/3)	God (Christianity)	Incarnation (Christianity)	G-d and the Covenant (Judaism)	Salvation (Christianity)	Agape (Christianity)	Torah (Judaism)
Ruby (Yr 3/4)	God (Christianity)	Incarnation (Christianity)	Core Belief (Humanism)	Salvation (Christianity)	Agape (Christianity)	Atman (Hinduism)
Topaz (Yr 5/6)	God (Christianity)	Incarnation (Christianity)	G-d and the Covenant (Judaism)	Salvation (Christianity)	Agape (Christianity)	Torah (Judaism)
Christianity		Judaism		Hinduism		
Islam		Humanist		Comparison topic / Non faith specific		

Class RE Portfolios

All pupils contribute to the class portfolio which evidences non-written RE work; such as, images from drama activities, discussion based responses, art work based on religious stimulus, etc.

Curriculum Time

In the Church of England Statement of Entitlement it clearly defines the curriculum time that should be dedicated to RE across the academic year. 'Pupils are entitled to expect that in Church schools Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time. Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% in key stages 1-4.'



Teaching Guidance – Art and DT



Art has a very important place in our curriculum and is woven into our half termly topics. We see art as a vehicle for creativity and individual expression and it provides opportunities for collaborative work. It is an important form of cultural expression and, therefore, has significance and meaning for all our children. Our teaching provides an understanding of all the diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media.

Our design and technology lessons encourage the designing and making of products to solve real and relevant problems. Our pupils learn to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Our cooking lessons teach the principles of nutrition and our pupils learn how to prepare and make a wide variety of simple recipes. They understand where our food comes from and how it is grown. We believe that by instilling a love of cooking we will open a door to one of the greatest expressions of human creativity.

Art activities should provide opportunities for pupils to:

- Record responses, including observations of the natural and made environment
- Gather resources and materials, using them to stimulate and develop ideas
- Explore and use two and three-dimensional media, working on a variety of scales
- Review and modify their work as it progresses
- Develop understanding of the work of artists, craftspeople and designers from a range of times and cultures
- Apply knowledge to their own work
- Respond to and evaluate art and craft including their own and others' work
- Show development in their ability to create images
- Understand and apply the basic principles of art and craft to include; Line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective
- Realise their ideas and sustain a level of working from start to the completion of a topic or a piece of work

Health and Safety

Everyone has a duty under health & safety guidelines to ensure DT activities are carried out with due regard to the safety of staff and pupils in line with school, Local Authority and Health & Safety Policies. Advice can be sought from the Head Teacher.



Teaching Guidance - Physical Education



Physical Education (PE) contributes to the overall education of all children by helping them to lead full and valuable lives through engaging in purposeful and high-quality activity. It promotes active and healthy lifestyles, physical skills, physical development and knowledge of the body in action. PE enables children to learn confidence, perseverance, team spirit, positive competitiveness and organisation.

Pupils will be taught through:

- Exposition (demonstration, explanation and instruction) by the teacher to the class, groups or individuals
- Practical activity and related discussion
- Co-operative group work
- Consolidation and practice of fundamental skills
- Opportunity to discuss and reflect on their work through a plenary
- Use of professional/qualified coaching to enhance current provision within school
- Links made to Every Child Matters and Healthy Schools
- Extended high-quality provision through after school activities making use of professional / qualified coaches
- Use of community facilities – local swimming baths

High-quality lessons should include:

- A statement of the learning objective
- A whole class risk assessment
- Teaching the children to warm up safely
- The teaching of skills and techniques
- The application and adaptation of learnt skills in games activities
- Modelling of correct technique
- Use of correct and specific technical vocabulary
- Performance and evaluation of each other's work
- Work which reflects the learning objective
- Teaching the children to cool down safely
- Teaching the children the impact PE has on their bodies

Health and Safety

Everyone has a duty under health & safety guidelines to ensure PE activities are carried out with due regard to the safety of staff and pupils in line with school, Local Authority and Health & Safety Policies. Advice can be sought from the Head Teacher.

Out of School Hours Provision

Depending on the time of the year, we provide opportunities for children in a wide variety of areas. These after school clubs are updated and changing according to the interests of the children and availability of staff.

After school clubs are available for children to attend from Reception to Year 6 and all sports clubs are open to both girls and boys and are delivered by qualified Teachers, TAs and coaches who deliver high quality lessons. The provision of Out of School Hours sports clubs is reviewed annually and registers are kept to ensure opportunities are provided for all children.



Competitions

Where ever possible staff will take teams of pupils to local area competitions.



Teaching Guidance - PSHE

PSHE, or personal, social, health education, is a planned programme of learning through which children acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential.

In our programmes we actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. Our citizenship lessons enable our pupils to understand the British democratic process and how to effect peaceful changes in society. All classes have dedicated PSHE time but we encourage a cross-curricular approach to the development of PSHE skills and understanding, which is detailed in the topic and weekly plans.

In the absence of National Curriculum objectives for PSHE we follow the guidance released by the PSHE Association which the DfE has signposted to schools. Therefore the aims for our PSHE education is to provide pupils with:

- accurate, balanced and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy

Sex and Relationship Education School Structure

Class / Year Group	Topic Name	Objectives
Reception	This area has been covered during the year as part of the EYFS curriculum and therefore pupils in Diamond will not be taking part in these focused sessions.	
One / Two	Life cycles of animals including humans	Children will study different life cycles of animals and plants then relate the cyclical nature to different stages of human development, and when during this time the life cycle might begin again. We will relate this to family trees to consider different generations, e.g.

		grandparents are parents of parents.
Three	Differences	Children will study what is love; watch a short DVD created by 4Learning which focuses on the differences between males and females and appropriate touch rules.
Four	Growing Up	Children will study how we grow and change by watching a short DVD created by 4Learning. They will also do a labelling exercise of male and female body parts.
Five	Changes	Children will study the changes they will go through at puberty, a further labelling of male and female body parts and a short DVD created by 4Learning which focuses on the physical and emotional changes that occur during puberty.



Six	Girl Talk Boy Talk	Children will study more around the changes they will go through at puberty and two short DVDs created by 4Learning on how babies are made and how babies are born.
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Teaching Guidance - Music

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities and generations. Listening to and making music fulfils an instinctive human need for self expression and creativity. It stimulates responses both on an emotional and intellectual level with music having the potential for being a lifelong source of pleasure - it is education for life.

In Music opportunities will be created for pupils to:

- Listen, appraise, perform and compose in a variety of genres, styles and audiences.
- Undertake a balanced programme of activities.
- Work individually, in groups or as a whole class
- Make appropriate use of I.C.T. to create and record music
- Make use of outside agencies, peripatetic teachers, music concerts, etc.
- Make use of audio / visual material
- To learn one musical instrument in whole class ensemble lessons
- To participate in small group or individual musical tuition on a chosen instrument, using peripatetic music teachers (financially supported by parents / Pupil Premium funding)
- To perform to wider audiences of parents, local community and other schools at end of year productions, worships, church services and external performances.

Resources are stored in the staff resources cupboard.



Teaching Guidance – Languages



Learning a foreign language in KS2 became compulsory across England in September 2014.

Aims and Objectives:

We teach French to all KS2 children as part of the normal school curriculum because;

- the earlier a child is exposed to a foreign language, the faster the language in question is acquired.
- the early acquisition of a foreign language supports learning of other languages later in life
- learning a foreign language can foster an interest in other cultures
- it develops speaking and listening skills
- children become aware that language has structure, and that the structure differs from one language to another;

Organisation:

Each KS2 class has a timetabled lesson of thirty minutes per week. French can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained. During lessons teachers should:

- Provide a variety of sources to model the language,
- use games and songs to maximise enjoyment and
- make as many connections to real life situations as possible.

Lessons focus on speaking and listening. However, when appropriate, children record written work informally.

The Curriculum:

French is the modern foreign language that we teach in our school and we use Linguafun website resources as our primary teaching tool. Areas to be covered in each KS2 year group are as follows:

Year 3/4/5		YEAR 5/6	
Meet and greet Numbers 1 – 31 Where is French spoken? Names Age Days Colours Pets (size) (colour) Months/seasons	Weather Games Where do you live? Food & drink (J'aime/je n'aime pas) Class objects Gender (masc./fem.) Cognates Phonics	Numbers 1 - 100 Family (numbers) Clothes (colour) (Je porte....) Parts of the body My house Rooms My bedroom Shopping (Je voudrais...)	Transport Zoo animals Animals (size) (colour) At the cafe Sports Summer holidays Gender (masc./fem.) Cognates Phonics

Learning and Teaching styles for Inclusion:

Lessons should be enjoyable and fun. We use a variety of techniques to encourage all children to have an active engagement in the modern foreign language. These include: games, role-play, songs, mime, puppets and videos of native speakers. We emphasise the listening and speaking skills over the skills of reading and writing the language.



Teaching Guidance - Computing



Where possible and relevant the use of ICT is an integral part of teaching and learning at our school. For example online graphing software is used when teaching statistics in Maths and floor robots could be used to explore movement, position and direction in Maths.

At Abbas and Templecombe we use the medium term planning from Somerset eLiM to ensure that there is a clear progression in skills, the use of resources and the objectives taught. This incorporates key strands, which are integrated across the curriculum, as such:

Technology in our lives

This strand focuses on the use of technology in modern day life; as such it is, where possible and relevant, taught as an integral part of our topic-based learning. Some examples of how it can be delivered are: gaining an understanding of digital mapping in a geography topic, or developments in photography in a historical topic.

Handling Data

Handling data is taught predominantly through Maths. Teachers ensure pupils are given opportunities to use online software such as 2Graph (Purple Mash) or Excel to collect and present data in different ways. However, this strand is also delivered through our topic-based learning when opportunities for the children to collect and present data arise.

Multimedia

This strand is used as an integral part of our topic based learning, particularly when considering different ways in which students can present their learning. Objectives from the multimedia strand of computing are covered in some of the following ways:

- Green-screening and videoing to create products that showcase our learning.
- Word processing extended pieces of writing.
- Using Publisher and other similar software to create posters and leaflets.
- Using Powerpoint to share

To ensure sufficient coverage of the computing curriculum, teachers also ensure that specific teaching of the computing strands of 'online safety' and 'programming' are regularly part of their timetable across an academic year.

Online safety

- One Key Stage assembly each term.
- One class session every half term.
- Involvement in days such as Anti-Bullying day (Autumn term) and Safer Internet Day (Spring term)

Programming

- 2 or 3 explicit teaching blocks per year (depending on the number of objectives that each class needs to cover).

Each teaching block includes:

- Opportunities to explore computing theory and subject specific language.
- Hands-on experience for the children to put this theory into practise e.g. use of Beebots in EYFS/KS1, use of Purple Mash/ Scratch in KS2.