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General

- When starting a new topic, stick in the topic front cover which includes key vocab and images
- Pupils record work in individual subject books, floor books or group topic books
- Evidence of practical work to be recorded on class iPads, using subject folders e.g Music, P.E
- Evidence enrichment days and trips in floor books with pupil voice – What did they learn? What did they enjoy?
- Use real-life and authentic colour images on screens, displays and in books
- Avoid using Twinkl PPTs and worksheets
- Start all lessons with the subject front screen; intent and key vocabulary screen followed by flashbacks/ proof reading
- Add school values to each lesson
- Create slides that are colourful, imaginative and interactive
- Pupils write in pencil until they earn a pen license
- Never use felt pens in pupil books – colouring pencils only
- Tweet daily using #fmsubject #fmyeargroup #fmschoolvalue or #7C

Art & Design



- Record each unit of work into the sketch books,
- Record each stage of the art process: explore/research, design, practise, feedback, final piece (photocopied or photo), peer/self -evaluation
- Add borders to work going in the books
- Complete final pieces on the appropriate canvas (paper, card, size), using the appropriate media (oils, paints, charcoal)
- All final pieces must be backed with even borders and named, ready for gallery viewing
- Photocopy 2D final pieces for the sketch books
- Take photos 3D final pieces (clay work, sculptures) to go in the sketch books
- Complete final self-portraits on white card and use skin colour pencils for adding colour
- Complete an Artist Study of a given artist as a single- or double-page spread, providing photos and scaffolds where needed
- Model outcome pieces to the pupils, using the same materials
- Provide time and resources for pupils to make mistakes and reflect on their work
- Tweet photos and videos using #fmart

Collective Worship



- Follow daily Smart Notebooks
- Choose someone to 'light' the candle daily
- Ensure you say the prayer at the end of the week
- Complete a task and record into floor books weekly
- Ensure your floor book has a personalised cover
- Stick in the intent and vocabulary sheet each week
- Date the page
- Capture pupil voice by scribing their comments or getting pupils to write their thoughts down
- Make each page unique and creative
- Consider how the theme links to your year group specific statements and make adjustments
- Assess each week by identifying bronze and gold responses
- Tweet out using #fmcollectiveworship

Computing



- Follow the NCCE scheme of work to teach weekly lessons, using the resources provided
- You **must** familiarise yourself with the unit and lessons before teaching them to ensure you have the correct software and hardware for the lesson
- Create the agreed front sheet for the unit of work and stick in the science and computing book at the start of each 6-week block
- Pupils record individual outcomes into science and computing book
- Take photos and/or videos as evidence and save to the computing folder on your iPad
- Evidence weekly Project Evolve e-safety lessons in the floor book, sticking in the statement being covered, the date and pupil voice/ work - build up a page each half-term
- Tweet photos and videos using #fmcomputing

Design and Technology

- Record each unit of work into the sketch books
- Start each unit with a purpose and design brief (a letter from a company, an email, a visitor) and record that in books
- Record each stage of the process: explore/research, design, practise/skills, feedback, final piece (photo), peer/self -evaluation
- Add borders to work going in the books
- When working in groups, allocate roles so that effective group work can take place: project manager, engineer, designer – as appropriate to the task
- Complete final pieces on the appropriate materials
- Take photos of individual final pieces (volcanoes, catapults) to go in the sketch books
- Model outcome pieces to the pupils, using the same materials
- Provide time and resources for pupils to make mistakes and reflect on their work
- Tweet photos and videos using #fmdandt

English



- Stick English presentation guide into the front of English books
- Use Spelling and Grammar Shed daily x3 a week, recording in spelling, grammar and reading book
- Spelling test weekly
- Record the writing journey in English books
- All learning challenges and dates must be printed with a proof reading/ editing activity to be completed at the start of every lesson (appropriate to year group)
- 1 outcome (minimum) per half – term must be published, in a creative way, in the polished piece books
- Year group assessment sheets must be stuck in the back of books and used at data points
- WCR 3x per week to be recorded in s/g/r book
- Send Polished Piece books to next year at the end of the year
- Tweet photos and videos using #fmEnglish

Geography



- Record individual work into topic books
- Record practical skills using photos and videos, saving them into geography album
- Complete fieldwork study, evidencing it similar to a science experiment: What do you want to find out? Prediction, fieldwork skills, data collection, findings and conclusion
- Tweet photos and videos using #fmgeography

History



- Record individual work into topic books
- Record practical skills using photos and videos, saving them into history album
- Use artefacts and resources to enrich the lessons
- Avoid using cartoons of resources, places or people
- Tweet photos and videos using #fmhistory

Maths



- Stick maths presentation guide into the front of maths books
- Use White Rose Maths as the long-term plan for lessons
- Make and deliver entry tickets for each unit the week before the unit starts
- Regroup pupils based on entry tickets and refine medium term plan based on needs shown in entry tickets
- Make and deliver exit tickets at the end of each unit
- Arithmetic focussed session weekly
- All lessons must begin with counting/ times tables
- All learning challenges and dates must be printed
- Lessons must be personalised to need and use the teaching steps from WRM as a guide
- When using WRM slides, you must go through the lesson and ensure this is appropriate to the needs of your group
- Year group assessment sheets must be stuck in the back of books and used at data points
- All pupils to be given the opportunity to problem solve and reason within a unit of maths
- Give opportunities to discuss throughout maths lessons for children to develop robust schema
- Tweet photos and videos using #fmmaths

- Record individual work into French books
- Record French speaking using ipad, saving in the French folder
- Stick in unit assessment sheet at the start of each unit
- Complete each 6-week unit before moving onto the next
- Write the date in French
- Register in French once a week
- Send books up to the next year group at the end of the year
- Tweet photos and videos using #fmFrench

Morning Activity



- A greeting on the board
- Dinner menu displayed for children to choose from
- Someone on the door greeting all children by name
- A variety of tasks should be put out each morning
- At least one task must be connected to the school value of the week
- At least one task must be linked to handwriting and fine motor skills
- Register closed by 9am

Music



- Follow the Leicestershire music scheme, completing each 6- week unit before moving onto the next
- You must go through the slides and familiarise yourself with the unit to ensure you have the correct instruments and internet links to complete the lessons
- Create a double page spread for each of the 6 units in floor books with key vocabulary and knowledge and skills gained by the pupils
- Record each group's final composition on the iPad for each unit of work, saving into the unit folder e.g pitch within music folder
- Tweet photos and videos using #fmmusic

Physical Education



- Follow the year plan and progression of skills for each unit
- Create a double page spread for each of the 6 units in floor books with key vocabulary and knowledge and skills gained by the pupils,
- Record practical skills using videos and photos, saving onto the class ipad for each unit, e.g Gymnastics within PE
- Cool down using Mini Me Yoga
- Within the lessons, teach the progression of knowledge for health and fitness
- When a coach is teaching the lessons, a teacher **must** assist with behaviour management and join in with modelling, teaching or assessing- use this as part of your CPD as well
- Ensure at least 80% of your PE lesson is active and children are not spending large amounts of time waiting
- Model an enthusiasm for PE and an honesty over skills developing
- Tweet photos and videos using #fmPE



- Statements to be highlighted and dated when taught:
pink – Twitter; green – topic; blue- discussion; yellow – floor book
- Put names on pupil responses
- Teach discreet year group specific statements
- Teach and evidence in floor books half-termly Everyone's Welcome book, making links to the protected characteristics
- Display Everyone's Welcome books in the classroom
- Record pupils' views and discussions, saving them to the class iPad
- Assess each lesson identifying bronze and gold responses
- Tweet photos and videos using #fmPSHE

Religious Education



- Record discussions and group work into floor books
- Record individual work into topic books
- Use the SACRE document to assist with planning
- Evidence places of worship visits into the floor books with comments from pupils
- Evidence festival celebrations in floor books
- Use the religious artefact boxes to enrich the lessons
- Use pupils in your class as experts
- Tweet photos and videos using #fmRE

RSE



- Record discussions and group work into floor books
- Record individual work into topic books
- RSE policy must be shared with parents
- Parents can choose to see the slides and materials used to teach RSE if they wish
- Provide a way for pupils to ask questions anonymously – e.g a question box
- Provide the same information for boys and girls
- Use the PSHE Association statements to plan the content for your year group

Science



- Stick science presentation guide into the front of science books
- Record work into science books
- Take photos and videos of practical work and save them on the class iPad
- Use Explorify to assist with planning
- Use practical resources to enrich the lessons
- Complete a Scientist Study, focusing on the how the science has evolved not the life of the scientist
- Tweet photos and videos using #fmsscience









Adaptive Curriculum



- Decide which children need to work in an adaptive curriculum group at the start of each half term, moving children out of the group when their literacy skills enable them to work independently in their own books
- Stick in A3 topic front sheet in their book at the start of a unit
- Stick in a photo of the group
- Ensure each lesson has a clear learning intention along with the names of the pupils working in the group and whether they have met, partially met or not met the LI
- Ensure vocabulary development, oracy skills and practical activities are planned
- The adult working with the pupils can scribe pupil comments
- Name all pupil work and comments
- Ensure pupils to contribute to group outcomes

Learning Behaviours



| | |
|---|--|
|  | <p>1 – Stand up 2 – Stand by your chair/ walk to your chair or space 3 – Go to your line /Sit down</p> |
|  | <p>Team stop sign Children copy in silence</p> |
|  | <p>Talk to your partner</p> |
|  | <p>No hands up</p> <ul style="list-style-type: none"> - Cold call - Choral response - Popcorn/ Wave - Choose 2 |
|  | <p>Red Zone</p> |
|  | <p>My turn, your turn</p> |
|  | <p>Magnet eyes</p> |
|  | <p>Perfect partners</p> |