

# Coopers Lane Primary School



## Our Curriculum

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# A Coopers Lane Learner...



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# Our Curriculum

The 'Coopers Lane Learner' is at the core of our curriculum. Centred around our values, we have designed our curriculum to recognise children's prior learning, provide first hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers. As a Rights Respecting School we believe all children have a right to an education.

Our aim is for all children to reach their potential academically and, through our inspiring curriculum, to develop a passion for learning that will last a lifetime.

Every Coopers Lane child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives, where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We encourage our children to have a growth mindset and to demonstrate our school values in all they do, promoting positive attitudes to learning and giving children the skills needed to take responsibility for their future success.

We are a proud London school and celebrate our great city through many aspects of our curriculum. Community involvement is an essential part of our curriculum and we work in partnership with all stakeholders in order to share real life experiences from our rich, diverse community.

Children leave Coopers Lane as responsible global citizens with strong values and self-belief. They are life-long learners who are enthusiastic about the next step in their education.

Our children know that they are:

**'All Different, All Equal, All Smiling'**



# English

***“If you just communicate, you can get by. But if you communicate skillfully, you can create miracles.”***

**— Jim Rohn**

At Coopers Lane, we believe that being able to communicate is vital to all aspects of learning. Right from when we start in Early Years, we are encouraged to be confident and enthusiastic speakers, readers and writers. We have the opportunity to express ourselves in a range of ways as we learn and grow. Role play and drama activities play a big part of our time here, and we use these to explore lots of different topics and themes both inside our classrooms and in the outside areas.

As we progress through the school, we take part in daily activities that help us develop and apply our speaking, listening, reading and writing skills. From Reception upwards we have the opportunity to perform at least twice a year to an audience, through our Christmas performances and our class assemblies which are informative, celebrating all that we have learnt. Drama is used regularly in class to help us explore ideas and events within a text, and give us ideas for our writing.

Throughout our whole time at Coopers Lane, we are helped to develop a love of reading, which enables us to become skilful and imaginative writers. Stories are read every day in the classroom, and in assemblies, to teach us new things or just for us to enjoy. We love nothing better than sharing a good story.

At Coopers Lane, we view English as a forest. Strong communication skills are the trunk of the trees, helping us to grow strong and tall. Each new element that we learn adds leaves to the tree and builds upon something we have learnt before. The more that we learn, the more our tree flourishes, and together we create a wonderful woodland.

***“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.”***

**— Dr Seuss**

## Reading

Instilling a love of reading is a really important aspect of our reading curriculum, so children often get opportunities throughout the week to read for pleasure. A home reading routine is established in Reception and continued all the way through to Year 6. We encourage children to choose books to take home and share with their families each week; children are also asked to complete regular reading activities to develop their understanding of what they have read. We depend on parents to support children in their daily home reading programme.

In Early Years and KS1, all children read 1:1 with an adult each week. Every morning children will take part in a phonics session where they will learn or revise different phonemes working through a systematic, synthetic programme. Children are also given the opportunity to apply their phonic learning independently throughout the day. As children move through Year 2, these sessions will focus more on key reading skills such as comprehension, prediction and inference.

In KS2, we have introduced the Destination Reader programme. It is a research-led approach for reading, which is rooted in teaching pedagogy and aims to foster reading for pleasure and instil a life-long love of reading at its core. The approach explicitly teaches the skill of reading including word reading, comprehension and breadth of reading. It builds on reading strategies to support a deeper

understanding of texts and is designed to ensure equality of provision through a daily whole-class interactive session including modelling, discussion and independent reading.

Teachers read to the children regularly and each class has a carefully selected class book that is used for this in order to promote a love of story and of reading. All classes have an inviting and engaging book corner where the children are free to select from a range of books and teachers are on hand to offer recommendations.

## Phonics

At Coopers Lane we believe that the use of phonics is crucial in the teaching of early reading and writing. We use '**Floppy's Phonics**', which is a systematic synthetic phonics programme.

The programme is delivered in two distinct sessions:

- Session 1 is a teacher-led session focusing on revision of past letter/s-sound correspondences and the introduction of sounds and graphemes, as well as modelling and practising the skills of blending, segmenting and handwriting, using a range of interactive resources.
- Session 2 provides a revise-and-apply routine in which the children focus on their own learning at their own level, using the Say the Sounds Posters, Sounds Books, Activity Sheets or Activity Books and Cumulative Texts, with the teacher drawing the attention of the whole class together as needed.

The second session can take place later in the day or the next day, or as an immediate follow-on. Each sound is also linked to a Sounds reading book, which is used to support the new learning.

Some words, which cannot be phonetically sounded out, are taught at each stage. These are 'helpful words' and are taught through sight recognition.

## Writing

The use of engaging, inspiring and high-quality texts is central to our writing curriculum. Each year group has an ever-expanding selection of these texts; they include classics, such as *The Rainbow Fish* by Marcus Pfister and *Where The Wild Things Are* by Maurice Sendak, and more recent publications, such as *Traction Man* by Mini Grey and *Flotsam* by David Wiesner. These books act as stimuli for children to develop and explore their writing skills. Children write for purpose wherever possible, using either a theme linked to the current text, or topics from the wider curriculum.

The yearly overview sets out the text type to be taught in each year group in each term. We follow a mastery approach, which builds on prior knowledge and skills. We focus on the following four writing purposes: to inform; to entertain; to persuade; to discuss.

A unit overview is created for each new writing unit. To accompany this, a writing toolkit is also created, detailing the objectives to be taught in the unit. Finally, a WAGOLL (what a good one looks like) is written to give an example of the desired outcome.

Sentence types to be taught are detailed in the Alan Peat Sentence Progression document.

The teaching of writing at Coopers Lane follows 3 phases:

**Phase 1)** Immersion and 'Have a go' writing opportunities: This phase is about immersion in the text type and the chosen text. This is a crucial phase in the teaching of writing. The idea is to let the children see a WAGOLL (what a good one looks like). They need to pull this apart (not just language

features but also thinking about text level objectives too). The learning wall will be used to display key learning from this stage; the class create Text Type Toolkits and General Writing Toolkits, which are displayed as a reference for when they start writing. This phase may involve drama opportunities and short 'Have a go' writing opportunities e.g. note taking, diary entries, character profiles and so on.

**Phase 2)** Imitation – building towards a writing outcome: Phase 2 will offer more 'have a go' writing, but will also be preparing the children for their final written outcome. There may be a mixture of short writing outcomes and extended writing outcomes, linked heavily to a WAGOLL, which is then modelled by the teacher during shared and guided writing sessions.

**Phase 3)** Innovation – the final written outcome: Throughout this phase, the writing journey is scaffolded by the teacher during shared writing. The children create their own version of the shared reading text, ensuring that features of the text type are included along with any 'magpied' ideas.

At all phases, the children are encouraged to edit and improve their work, either individually or through partner talk, allowing them to reflect on their own learning.

### **SPAG (Spelling, Punctuation and Grammar)**

Grammar and punctuation play a significant part in the National Curriculum. At Coopers Lane, we teach specific grammar, punctuation and spelling skills during regular sessions. These are mini lessons, which are carefully differentiated to meet the needs of every child and focus on key skills and objectives lifted from the National Curriculum. Spelling is taught through the Rising Stars spelling scheme. SPAG is not just taught as a discrete subject, it is also integrated into our English and wider curriculum lessons through writing opportunities, ensuring that the children are transferring skills across subjects.

### **Assessment**

- At the end of a longer piece of writing, teachers and children use the writing toolkits to assess if the objectives have been successfully met.
- Once a term all children are assessed in Reading, Writing and Spelling, Punctuation and Grammar. The children will sit designated tests in order to help inform teacher assessments and identify gaps in knowledge and understanding.
- Each term the class teacher makes a judgement about how each child is making progress towards the year group expectations, using the following categories:
  - ⇒ Working towards expectation
  - ⇒ Just below expectation
  - ⇒ Meeting expectation
  - ⇒ Exceeding expectation



# Phonics Curriculum Overview

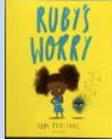
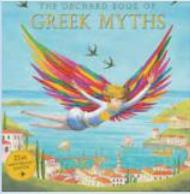
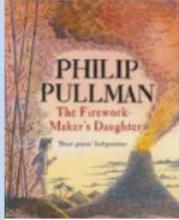
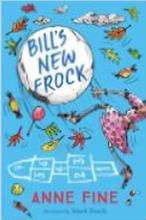
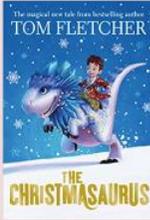
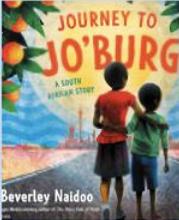
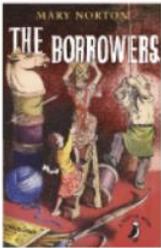


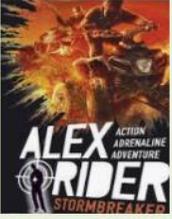
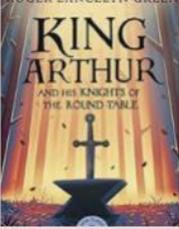
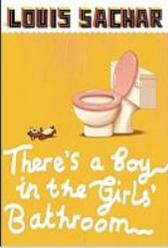
Year Group	Autumn		Spring		Summer	
Reception	Floppy's Phonics Level 1+		Floppy's Phonics Level 2		Floppy's Phonics Level 2	
	Settling in (2 weeks) <b>Books 1, 2 &amp; 3</b>	<b>Books 4, 5, 6</b>  Assessment	<b>Books 7, 8, 9</b>  Intervention to run alongside – <i>from assessment</i>	<b>Books 10, 11, 12</b>  Assessment	<b>Books 13, 14, 15</b>  Intervention to run alongside – <i>from assessment</i>	<b>Books 16, 17, 18</b>  Assessment
Year 1	Floppy's Phonics Level 4		Floppy's Phonics Level 5			
	<b>Books 19, 20, 21</b>  Intervention to run alongside – <i>from Reception assessment</i>	<b>Books 22, 23, 24</b>  Assessment	<b>Books 25, 26, 27</b>  Intervention to run alongside – <i>from assessment</i>	<b>Books 28, 29, 30</b>  Assessment	<b>Books 31, 32, 33</b>  Intervention to run alongside – <i>from assessment</i>  <b>Mock Screening Test</b>	<b>Books 34, 35, 36</b>     <b>Phonic Screening Test</b>
Year 2	Revision of Levels 4 & 5 plus spelling rules  Intervention to run – <i>from Year 1 &amp; Phonics Screening Test</i> – <b>Target Children Identified</b>					<b>Phonic Screening Test - Retake</b>
Year 3	Intervention to run – <i>from Year 2</i> – <b>Target Children Identified</b>					

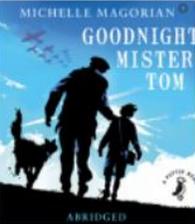
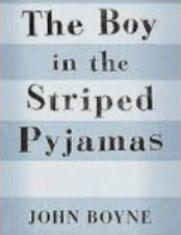
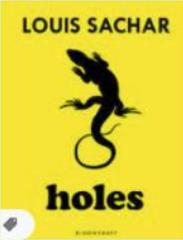
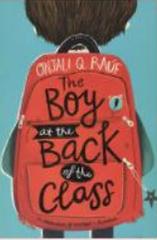
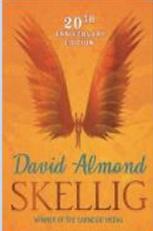
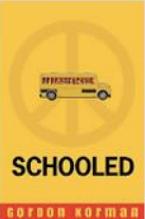


# Destination Reader Overview



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p><b>Ruby's Worry</b></p>  <p><b>The Most Magnificent Thing</b></p>  <p><b>The Different Dragon</b></p> 	<p><b>Iron Man</b></p> 	<p><b>Greek Myths</b></p> 	<p><b>The Wild Robot</b></p> 	<p><b>Firework-Makers Daughter</b></p> 	<p><b>Poetry and Rosie Revere Engineer</b></p> 
	<p><b>Bills New Frock</b></p> 	<p><b>Christmasaurus</b></p> 	<p><b>Journey to Jo'Burg</b></p> 	<p><b>Charlotte's Webb</b></p> 	<p><b>The Origin of the Species</b></p> 	<p><b>The Borrowers</b></p> 

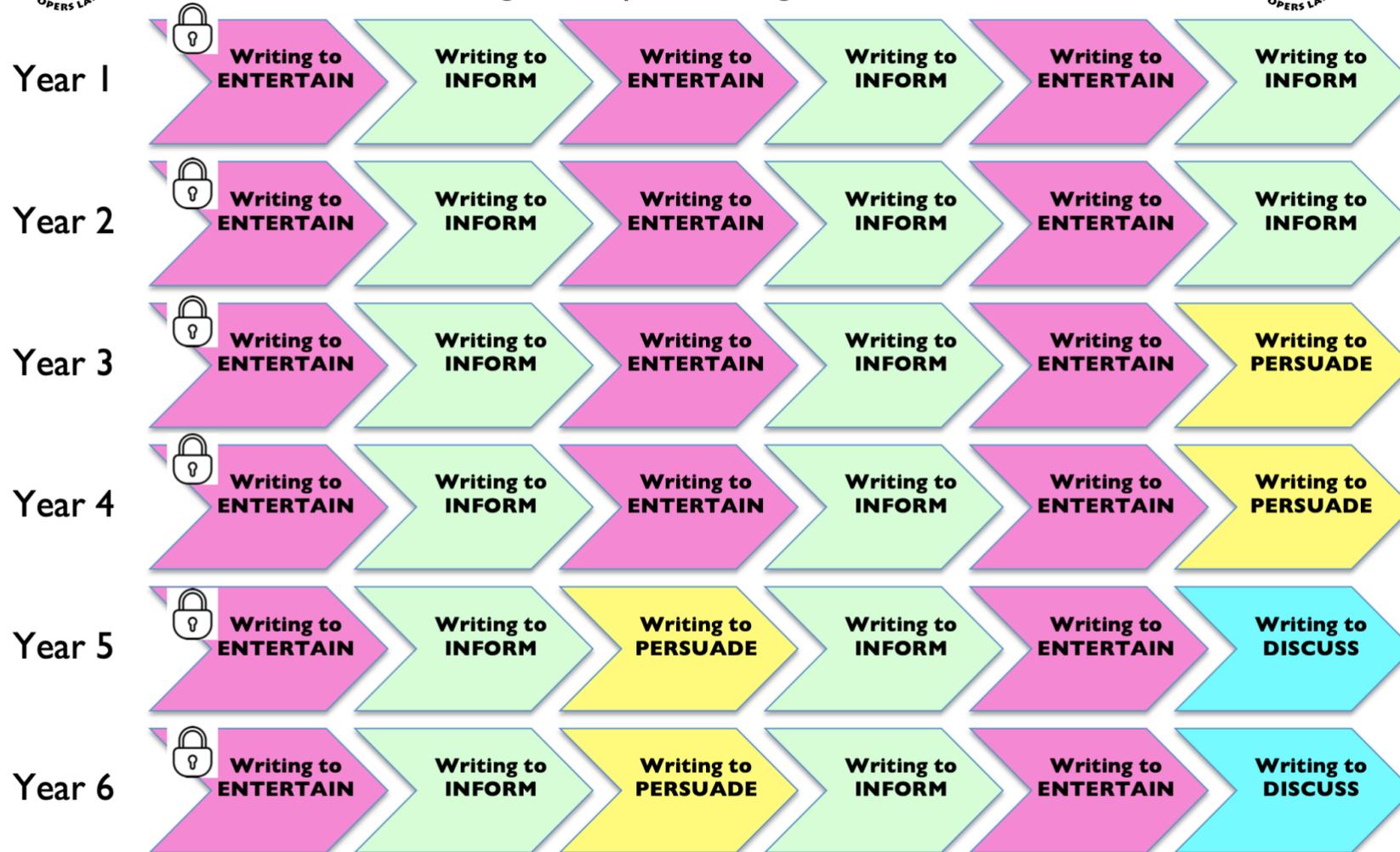
<p>Year 5</p>	<p><b>Harry Potter</b></p> 	<p><b>Cosmic</b></p> 	<p><b>Stormbreaker</b></p> 	<p><b>King Arthur</b></p> 	<p><b>There's a Boy in the Girls' Bathroom</b></p> 	<p><b>Coming to England</b></p> 
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<p>Year 6</p>	<p><b>Goodnight Mr Tom</b></p> 	<p><b>Boy in the Striped Pyjamas</b></p> 	<p><b>Holes</b></p> 	<p><b>Boy in the Back of the Class</b></p> 	<p><b>Herstory – Non-fiction</b></p>  <p><b>Skellig</b></p> 	<p><b>Schooled</b></p> 
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# Coopers Lane Mastery Curriculum for English

## Writing 4 a Purpose – Long Term Plan



Years 1 and 2 only focus on the purposes of Entertain and Inform.  
Years 3 and 4 look at Inform, Entertain and Persuade.  
Years 5 and 6 look at all four purposes.

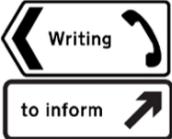
Staff are welcome to move the order of purposes around as long as the weightings remain the same (except Writing to Entertain in Autumn 1). They are also able to choose which text types they wish to cover within the purpose. However, they must focus on the same purpose for writing within a half term in order for the children to master the skills which are being taught.



# Coopers Lane Mastery Curriculum for English

## Text Types Overview



<b>Writing 4 a Purpose</b>	 Writing to entertain	 Writing to inform	 Writing to persuade	 Writing to discuss
<b>Year 1 &amp; 2 (KS1)</b>	Story Description Poetry	Letter Instruction Recount		
<b>Year 3 &amp; 4 (LKS2)</b>	Narrative Description Poetry	Explanation Report/ Recount Newspaper Biography	Advert/Poster Letter	
<b>Year 5 &amp; 6 (UKS2)</b>	Narrative Description Poetry	Explanation Report/ Recount Newspaper Biography	Advertising/Campaign Speech	Argument Debate

# Progression of skills and objectives

Note: Each year group's skills build upon the prior learning. AP = Alan Peat sentence types



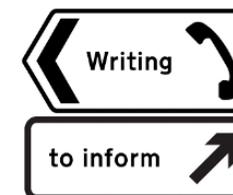
	Story/Narrative	Description	Poetry
Year 1	<ul style="list-style-type: none"> <li>Ordering events in a story with a beginning, middle and an end</li> <li>Simple description of character and setting – using adjectives</li> <li>Use different sentence starters; once upon a time, later that day</li> <li>Use adventurous vocabulary appropriate to their age</li> </ul>	<ul style="list-style-type: none"> <li>Start to use co-ordinating conjunctions; and, before, when, after (AP)</li> </ul>	<ul style="list-style-type: none"> <li>Notice rhyming and repetition patterns</li> <li>Use 'like' and 'as' to compare (AP)</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Be aware of the tense they are writing in</li> <li>Show cohesion between the beginning, middle and end of the story</li> <li>Start to organise ideas into paragraphs</li> <li>Adverbs</li> <li>Use adventurous vocabulary appropriate to their age (AP)</li> </ul>	<ul style="list-style-type: none"> <li>Start to use sub-ordinating conjunctions; because, during</li> <li>Expanded noun phrases - 2A (AP)</li> </ul>	<ul style="list-style-type: none"> <li>Use onomatopoeia</li> <li>Start to use personification (AP)</li> <li>Carefully select verbs and adjectives for impact (AP)</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>Create a setting for a narrative</li> <li>Recognising features of different narrative types</li> <li>Start to create a sense of atmosphere (AP)</li> <li>Use paragraphs to organise ideas</li> <li>Use adventurous vocabulary appropriate to their age (AP)</li> <li>Use inverted commas to punctate direct speech</li> </ul>	<ul style="list-style-type: none"> <li>Selecting powerful adjectives, verbs and adverbs for a particular setting (AP)</li> <li>Use similes (AP)</li> <li>Expanded noun phrases – 2A and 4A (AP)</li> <li>Use a range of sentence starters for effect (AP)</li> <li>Start to use pronouns to avoid repetition</li> </ul>	<ul style="list-style-type: none"> <li>Start to have an awareness of the reader and the impact of word choice</li> <li>Recognise a range of different poetry styles; rhyming, acrostic, haiku, free verse</li> <li>Continue using personification (AP)</li> <li>Introduce metaphors</li> </ul>

Year 4	<ul style="list-style-type: none"> <li>• Include a dilemma and resolution into a narrative</li> <li>• Begin to use character dialogue with increasingly accurate punctuation – ensure a good balance between dialogue and description</li> <li>• Use adventurous vocabulary appropriate to their age (AP)</li> </ul>	<ul style="list-style-type: none"> <li>• Use short sentences for effect (AP)</li> <li>• Start to use embedded clauses and relative clauses to add detail; relative pronouns (AP)</li> <li>• Use pronouns to avoid repetition</li> </ul>	<ul style="list-style-type: none"> <li>• Use personification and simple metaphors (AP)</li> <li>• Literary techniques analysed; stanza, patterns, rhythms and vocab</li> <li>• Start to become aware of the role of punctuation within poetry; it adds to the rhythm</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Develop awareness of the reader through techniques; leaving clues; hooking the reader in; twisting a tale; cliff-hanger (AP)</li> <li>• Beginning to use dialogue for dramatic effect</li> <li>• Start stories in different ways; action, dialogue and description (AP)</li> <li>• Use adventurous vocabulary appropriate to their age (AP)</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of sentence types for purpose and effect, hooking the reader and developing the writing (AP)</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the effect of repetition (AP)</li> <li>• Use literary techniques to tell a story through poetry</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Develop awareness of the reader through techniques; start with the end of the story</li> <li>• Understanding the best way to start a narrative for the purpose</li> <li>• Use foreshadowing and pathetic fallacy to create tension</li> <li>• Use formal or informal language to represent a character or a location</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of sentence types for purpose and effect, hooking the reader and developing the writing (AP)</li> <li>• Use irony for effect (AP)</li> <li>• Conscious control of levels of formality</li> <li>• Start to confidently manipulate grammar and vocab to achieve an effect</li> </ul>	<ul style="list-style-type: none"> <li>• Create powerful images through conscious control of vocabulary, structure and technique (AP)</li> </ul>



# Progression of skills and objectives

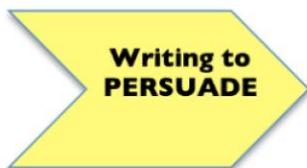
Note: Each year group's skills build upon the prior learning. AP = Alan Peat sentence types



	Letter	Instructions	Recount
Year 1	<ul style="list-style-type: none"> <li>• Use 'all the Ws' (AP)</li> <li>• Use Dear ..... and From ....</li> <li>• Be able to order events chronologically</li> <li>• Start to use time adverbials; first, then, next</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence events in the correct order; use numbers to label them</li> <li>• Use time adverbials; first, next, then</li> <li>• Begin to add precise language</li> <li>• Introduce imperative (bossy) verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Use 'all the Ws' (AP)</li> <li>• Start to write in the past tense consistently</li> <li>• Use real life experiences as a stimulus; describe using the 5 senses</li> <li>• Events ordered chronologically</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Begin to look at formality; Sir, Madam</li> <li>• Consistently write in 1<sup>st</sup> person and part tense</li> <li>• Use expanded noun phrases – 2A sentences (AP)</li> <li>• Use adverbs of time and adverbs of manner</li> </ul>	<ul style="list-style-type: none"> <li>• Use imperative (bossy) verbs</li> <li>• Introduce diagrams to support the instructions</li> <li>• Explain the instructions</li> <li>• Include facts and subject specific vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Use topic related vocabulary when appropriate</li> <li>• Start to use paragraphs for organising ideas</li> <li>• Write in the 1<sup>st</sup> person</li> <li>• Start to recognise the formality of the language used for different recounts</li> </ul>

	Explanation	Report/Recount	Newspaper	Biography
Year 3	<ul style="list-style-type: none"> <li>• Understand and use the style of the text</li> <li>• Understand the structure: paragraphs, sub-headings</li> <li>• Subject specific vocabulary used</li> <li>• Begin to understand the audience, tone and the impact</li> <li>• Sequence it appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Use paragraphs and sub-headings and title</li> <li>• Logically group ideas/themes together in paragraphs</li> <li>• Subject specific vocabulary used for purpose</li> <li>• Range of sentence starters (AP)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and understand the features of a newspaper; headline, caption, 5 Ws</li> <li>• Start to understand the final paragraph being written in present tense</li> <li>• Start to use direct speech and its punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that a biography is organised in chronological order and focuses on key events</li> <li>• Use past tense verbs and third person</li> <li>• Include a conclusion about how they are/will be remembered</li> </ul>

Year 4	<ul style="list-style-type: none"> <li>• Begin to understand the audience, tone and the impact</li> <li>• Begin to talk about the cause and effect on the audience</li> <li>• Use appropriate vocabulary; which means that, as a result of, consequently</li> </ul>	<ul style="list-style-type: none"> <li>• More concise and accurate vocabulary choices for purpose</li> <li>• Extended sentences used to add further detail and facts</li> </ul>	<ul style="list-style-type: none"> <li>• Use direct and reported speech, with correct punctuation</li> <li>• Final paragraph written in the present tense</li> <li>• Use time adverbials</li> </ul>	<ul style="list-style-type: none"> <li>• Use vocabulary appropriate to the time period</li> <li>• Use extended sentences that add explanation and include the feelings of the person at different points in their life (AP)</li> <li>• Start to use relative clauses beginning with a relative pronoun (AP)</li> <li>• Use pronouns to avoid repetition</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Using subject specific vocabulary e.g. scientific language</li> <li>• Begin to use conjunctions; therefore, furthermore, in addition</li> <li>• Use Point Evidence Explanation to add detail</li> </ul>	<ul style="list-style-type: none"> <li>• Use Point Evidence Explanation to add detail</li> <li>• More concise and accurate vocabulary choices for purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure cohesion between paragraphs</li> <li>• Start to understand bias viewpoints and how that is represented in newspapers; eye witness accounts</li> <li>• Start to use appropriate language for the period that the newspaper is set in</li> </ul>	<ul style="list-style-type: none"> <li>• Build cohesion between sentences and paragraphs using adverbials of time, place and number</li> <li>• Use relative clauses beginning with a relative pronoun (AP)</li> <li>• Use modal verbs to indicate degrees of possibility; surely, perhaps, should, might</li> <li>• Start to use brackets, dashes or commas to indicate parenthesis</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Ensure cohesion across the text, linking paragraphs and ideas with cohesive devices</li> <li>• Use sophisticated conjunctions; despite, even though, moreover</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of the audience which would influence choices of language, structure and the explanation of the facts</li> </ul>	<ul style="list-style-type: none"> <li>• Write from different viewpoints/perspectives</li> <li>• Start to include balanced viewpoints; counter witness</li> <li>• Use appropriate language for the period that the newspaper is set in</li> </ul>	<ul style="list-style-type: none"> <li>• Conscious control of levels of formality</li> <li>• Use passive voice</li> <li>• Use appropriate language/vocabulary for the period</li> </ul>



# Progression of skills and objectives

Note: Each year group's skills build upon the prior learning. AP = Alan Peat sentence types



	Advert/Poster	Letter
Year 3	<ul style="list-style-type: none"> <li>Start to convince the audience by understanding the reason for the advert; who is your audience?</li> <li>Short, sharp snappy phrases (AP)</li> <li>Alliteration for effect</li> </ul>	<ul style="list-style-type: none"> <li>Have a consistent viewpoint that is supported by ideas/facts</li> <li>Simple structure for each argument</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>Emotive language used to persuade</li> <li>Start to understand puns</li> <li>Range of conjunctions to support opinion; in my opinion, we should do this because</li> </ul>	<ul style="list-style-type: none"> <li>Start to extend the explanation of each reason using conjunctions</li> <li>Clear understanding of the purpose of the letter and the intended response</li> </ul>

	Advertising/Campaign	Speech
Year 5	<ul style="list-style-type: none"> <li>Support opinion with facts and start to mention the other side of the argument/competition</li> <li>Concise language used to hook the audience</li> <li>Use of imperative verbs to persuade</li> </ul>	<ul style="list-style-type: none"> <li>Use power of 3 (AP)</li> <li>Begin to think about the formality of the speech and the audience</li> <li>Use expression and be able to perform confidently</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>Levels of formality used that is specific to the product</li> <li>Produce a range of advertising material for a wider audience, all about the same product, who is your target market for each form?</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to engage your audience with expression, appropriate pauses, humour, gestures and eye contact</li> <li>Use appropriate formality to match the target audience</li> <li>Start to change the formality within a speech for impact</li> </ul>



# Progression of skills and objectives

Note: Each year group's skills build upon the prior learning. AP = Alan Peat sentence types



Writing to discuss

	Argument	Debate
Year 5	<ul style="list-style-type: none"><li>• Understand both sides of the argument and have points to support both</li><li>• Use a range of conjunctions; on the other hand, however, on the contrary</li><li>• Explain each point with evidence</li><li>• Use emotive language to persuade</li><li>• Start to maintain a balance and a respect between the two sides of the argument</li></ul>	<ul style="list-style-type: none"><li>• Able to listen to the opposition argument and begin to respond to their points in a clear and constructive manner</li><li>• Explain each point with evidence</li><li>• Use emotive language to persuade</li><li>• Show respect to the opposing viewpoint with language choices used as well as not talking over the top of others</li></ul>
Year 6	<ul style="list-style-type: none"><li>• Use a range of conjunctions; alternatively, similarly, nevertheless, rather than, in comparison</li><li>• Maintain a balance and a respect between the two sides of the argument</li></ul>	<ul style="list-style-type: none"><li>• Start to debate an issue that isn't personal to them; find and research</li><li>• Start to debate an opposing viewpoint to their own belief</li></ul>

# MATHS

***“Mathematics is not about numbers, equations, computation or algorithms: it is about UNDERSTANDING.”***

**— William Paul Thurston**

At Coopers Lane, we begin our journey as mathematicians in Early Years. We use inside our classroom and the outside areas to explore what numbers mean using the counting principles. We listen to stories based around numbers and engage with the Numberblocks characters as we investigate numbers up to 5. We are encouraged to start reasoning and problem solving using mathematical talk.

As we progress through the school, we continue to gain a deeper understanding of number and how different operations link to each other. We use a Concrete (objects) – Pictorial (drawings) – Abstract (formal methods) approach to learning new concepts which allows everyone to succeed and boosts our confidence in explaining our methods. We are encouraged to use technical mathematical vocabulary from the start of our journey and love to share what we have learnt with others.

When you walk into a maths lesson at Coopers Lane, you will see Marvellous Mathematicians who show a growth mindset as they learn new concepts, and show our school value of perseverance as we reason and problem solve. We mostly all work on the same objectives, with support for those who need it, and extra challenges for those who grasp something more quickly. With our hands on and practical approach, we have a love of maths and become life-long learners.

At Coopers Lane, we view Maths as a building project. Each new thing that we learn builds upon something we have learnt before. As we learn more, our foundations become stronger and our building grows taller.

***“A person who never made a mistake, never tried anything new.”***

**— Albert Einstein**

## **Planning**

All year groups from Reception upwards follow the White Rose scheme of work, which consists of:

- a yearly/termly overview outlining when each topic is taught
- weekly objectives
- teaching notes and examples
- small steps guidance
- suggested mental and independent activities

Each year group uses these resources to create an overview for each unit, mapping out the skills and teaching points that need to be covered, as well as the opportunities for applying knowledge through reasoning and problems solving tasks. They then produce a short-term weekly plan of lessons based on the needs of their class, identified by assessment.

### **Mental Maths**

Our mental maths focus for each phase is:

- KS1: counting, number bonds and other number skills
- Lower KS2: times tables and linked division facts
- Upper KS2: fractions, decimals, percentages, square and prime numbers

Every Maths lesson has an element of arithmetic. Children in Years 1-6 take an arithmetic quiz every fortnight, with the number and difficulty of questions appropriate to the age and ability of the class.

### **Knowledge Organisers**

We have created amazing knowledge organisers for each area of maths which summarise the key knowledge that children should know and the methods that they should be able to use independently by the end of each maths unit. Our calculation policy shows the strategies we use to teach the four operations of addition, subtraction, multiplication and division, and how the learning progresses as the children deepen their understanding.

### **Assessment**

Assessment is continuous throughout the year and the children are assessed against each of the taught objectives. We also use formal tests at the end of each term to help inform planning for the next term and to identify children who may need additional support in an area of maths. Each term the class teacher makes a judgement about how each child is making progress towards the year group expectations, using the following categories:

- Working towards expectation
- Just below expectation
- Meeting expectation
- Exceeding expectation

# Overview

## Reception



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	Getting to Know You			Just Like Me!			It's Me 1 2 3!			Light and Dark			Consolidation	
Spring	Alive in 5!			Growing 6, 7, 8			Building 9 and 10			Consolidation				
Summer	To 20 and Beyond			First Then Now			Find My Pattern			On The Move				

# Year 1 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
<b>Autumn</b>	Number: Place Value within 10						Number: Addition and Subtraction within 10				Geometry: shape	Number: Place Value within 20		Consolidation
<b>Spring</b>	Number: Addition and Subtraction within 20					Number: Place Value 20-100 Multiplies of 2, 10 and 5						Measurement: Length and Height		
<b>Summer</b>	Measurement: Weight and Volume	Number: Multiplication and Division				Measurement: Money	Number: Fractions		Geometry: position and direction	Time		Consolidation		

## Year 2 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	Number: Place Value			Number: Addition and Subtraction				Measurement: Money		Number: Multiplication and Division				
Spring	Statistics		Measurement: Properties of Shape		Number: Fractions			Measurement: length and height	Position and Direction		Measurement: Time			
Summer	Measurement: Mass, Capacity and Temperature			Measurement: Properties of Shape		Position and Direction		Problem solving and efficient methods			Investigations		Consolidation	

# Year 3 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number – Place Value			Number – Addition and Subtraction				equal groups, x 4, x 8, comparing statements, multiply 2 digit by 1 digit, scaling Number – Multiplication and Division			Consolidation	
Spring	x 3, related calculations, divide 2 digit by 1 digit, scaling Number - Multiplication and Division			Measurement: Money	Statistics		Measurement: length and perimeter			Number - Fractions		Consolidation
Summer	Number – fractions			Measurement: Time			Geometry – Properties of Shapes		Measurement: Mass and Capacity			Consolidation

# Year 4 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number – Place Value				Number- Addition and Subtraction			Measurement - Length and Perimeter	x 10, 100, divide by 10, 100, x by 1 and 0, divide by 1 and itself <b>Number- Multiplication and Division</b> x and divide by 6, x and divide by 9, x and divide by 7			Consolidation
Spring	x 11 and x 12, factor pairs, written methods, efficient x, <b>Number- Multiplication and Division</b> multiply and divide 2-digit by 1-digit, correspondence probs		Measurement - Area	Fractions				Decimals			Consolidation	
Summer	Decimals		Measurement- Money		Time	Statistics		Geometry- Properties of Shape		Geometry- Position and Direction	Consolidation	

# Year 5 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number – Place Value			Number – Addition and Subtraction		Statistics		Number – Multiplication and Division		Perimeter and Area		Consolidation
Spring	Number – Multiplication and Division			Number – Fractions						Number – Decimals & Percentages		Consolidation
Summer	Number – Decimals				Geometry- Properties of Shapes			Geometry- Position and Direction	Measurement- Converting Units		Measures Volume	Consolidation

# Year 6 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number- Place Value		Number- Addition, Subtraction, Multiplication and Division				Fractions				Geometry- Position and Direction	Consolidation
Spring	Number- Decimals		Number- Percentages		Number- Algebra		Measurement Converting units	Measurement Perimeter, Area and Volume		Number- Ratio		Consolidation
Summer	Geometry- Properties of Shapes		Problem solving			Statistics		Investigations				Consolidation

# Curriculum

## Topics

Our curriculum is action packed and full of interactive and exciting learning opportunities throughout the key stages. It is stimulating, engaging and promotes independence. Children will be taught the foundation subjects; History, Geography, Music, Art, DT, PSHE, and PE through motivating half-termly topics. Children will become explorers and detectives to find out more about the world around them and significant historical periods. Trips and visits linked to the topic will bring their learning to life.

The children's learning begins with a topic launch day where they will take part in a range of activities that will immerse them in the exciting topics.

## Curriculum Overviews

The half-termly overviews provide a child-friendly summary of what they will learn in each curriculum subject during each half-term (Maths and English overviews can be found on the relevant subject page of the website).

## Planning

A medium-term plan is created for each year group to give the context for learning and a weekly breakdown of the subjects and objectives to be taught.

Weekly plans are made using the school proforma and are stored on the Google Drive, along with the accompanying resources.

## Assessment

At the end of each unit of work, children should be assessed against the key objectives using the school proforma. The following categories are used:

- ⇒ *Working towards expectation*
- ⇒ *Meeting expectation*
- ⇒ *Exceeding expectation*

# Science

At Coopers Lane, we begin our journey as scientists in Nursery. Our experiences at Forest School encourage us to develop a wonder of the world around us. Our curiosity inspires us to ask questions and explore why things happen. As we progress through the school, we continue to develop our investigative skills using the five types of scientific enquiry, which include observation over time, pattern seeking, identifying and grouping, fair testing and research. Using our investigative skills, we make conclusions from our findings and build on our prior knowledge. We are encouraged to use technical vocabulary and we are proud to share with others what we have learnt.

When you walk into a science lesson at Coopers Lane, you will see 'super scientists' who show awe and wonder as we continue to discover, explore and find answers to our burning questions. With our hands on and practical approach, we have a love of learning and become learners for life. We also have a love for the wider world and through our deeper understanding of the universe, we promote the values of our Green Team and help to care for our planet.

At Coopers Lane, we view science as an adventure. We work collaboratively in a safe and supportive environment, valuing each other's opinions, which supports our inquisitive minds as we develop into independent learners who have a thirst to want to know more about our extraordinary world.

***“Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less.”***

**- Marie Curie**

## **Resources**

- Switched on Science (Hard copy books + Rising Stars Online)
- Busy Things
- Virtual Experiments
- LGfL Learning Resources
- Knowledge Organisers

# SCIENCE SUBJECT MAP

Coopers Lane Primary School's Official Curriculum - Planning Tool



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	Animals inc. Humans		Everyday Materials		Plants	
	Seasonal Changes					
YEAR 2	Use of Everyday Materials		Animals inc. Humans	Living Things & their Habitats	Plants	
YEAR 3	Rocks	Forces & Magnets	Light	Plants	Animals inc. Humans	
YEAR 4	Sound	States of Matter	Animals inc. Humans	Electricity	Living Things & their Habitats	
YEAR 5	Properties & Changes of Materials		Earth & Space	Forces	Animals inc. Humans	Living Things & their Habitats
YEAR 6	Light	Electricity	Evolution & Inheritance	Living Things & their Habitats	Animals inc. Humans	

# Art

***“Creativity takes courage.”***

**– Henri Matisse**

At Coopers Lane we begin our journey as artists in Nursery, exploring the world around us and expressing ourselves through creating in two and three dimensions on a small and large scale. As we progress through the school, we continue to develop our artistic skills through using new media such as pencils, chalk, pastels, paints, clay, fabric and ceramic mosaics; using them to try out new skills and techniques in drawing, painting, printing, textiles, collage, 3D and sculpture. We are encouraged to use artistic vocabulary and we are proud to share with others what we have learnt.

When you walk into an art lesson at Coopers Lane, you will see passionate artists who want to discover, explore and express themselves and are not afraid to try new things. We love learning about art from other cultures and periods of time, as well as having artists visit us and being able to go and explore art in our community and around London. We show responsibility by having our own sketch books that follow us through the school and allow us space to explore ideas and find out about lots of different artist including Van Gogh, Frida Kahlo and Monet. We then use our new skills to create wonderful end products.

We are really happy that we get to display and exhibit our amazing art in our classrooms, in our own permanent exhibition space, as well as in temporary exhibitions at school and in the community. With our hands on and practical approach, we have a love of being creative and become learners for life.

## **Resources** L SEP

- PlanBee L  
SEP(Google drive)

# ART & DESIGN SUBJECT MAP

Coopers Lane Primary School's Official Curriculum - Planning Tool



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	Portraits & Self Portraits	African Art - Kente Cloth			Colour Creations	Waterlilies - Paintings
YEAR 2	Portraits & Self Portraits	Mixed Media Fish Pictures	African Animal Prints & 3D African Animals		Van Gogh - Paintings	
YEAR 3	Portraits & Self Portraits	Cave Art	Greek Moving Figurine Sketches	Clay Greek Vases	Indian Art	
YEAR 4	Portraits & Self Portraits	Pointillism			Cityscapes	
YEAR 5	Portraits & Self Portraits	Egyptian Clay Tiles		Talking Textiles	Monet & the Impressionists - Paintings	
YEAR 6	Portraits & Self Portraits	Propaganda Posters	Paintings - LS Lowry			Street Art

## **& Design Technology**

At Coopers Lane, we begin our journey as designers in Early Years, where we are encouraged to show an interest in technological toys and explore different materials, tools and techniques for building things. The only thing that limits us is our imagination as we play in the woodwork, building, mud kitchen and construction areas. As we progress through the school, we continue to develop our creative skills designing and making things ranging from moving buggies to Indian inspired silk cushions, and from air raid shelters to cooking foods from around the world. Some of our food technology lessons are taught alongside science, especially when we are thinking about healthy eating and nutrition. When we have finished a project, we take the time to evaluate it so that we know what we need to do in our next project to make it even better.

When you walk into a DT lesson at Coopers Lane, you will see designers who aren't afraid to take risks as we think creatively about how to solve any problems that come up. We love to work independently or as part of a team showing our values of respect and responsibility. Importantly, you will also see that we use our growth mindset and value of perseverance to overcome any setbacks or frustrations we might have with our design projects. As a Rights Respecting school, we try to use recycled products as much as possible and limit our use of plastic. We understand that we need to create projects that help care for our planet.

***“Design is not just what it looks and feels like. Design is how it works.”***

**— Steve Jobs**

### **Resources**

- PlanBee (Google drive)

# DESIGN & TECHNOLOGY SUBJECT MAP

Coopers Lane Primary School's Official Curriculum - Planning Tool



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1		Eat More Fruit & Veg	3D Castles	Kings & Queens Puppets		Hot Day Snacks
YEAR 2			African Surprise Fruit Sticks & Yoghurt			3D Moving Vehicles British Food
YEAR 3		Bread Making		Edible Garden		Indian Cushions
YEAR 4			Mosaics Perfect Pizzas	Mosaics		Great British Dishes
YEAR 5			Talking Textiles Scandinavian Cuisine	Talking Textiles		Indian influenced British dishes
YEAR 6		Air Raid Shelters	Global Food	Plaster of Paris Village of Renewable Energy	Moving Buggies American Food	

# Computing

At Coopers Lane, we begin our journey as computer scientists in Nursery. Our experiences before we begin school create a sense of intrigue of the digital world that surrounds us. Our curiosity inspires us to ask questions and explore how technology works. As we grow, our understanding of the range of purposes for which technology can be used grows too. We begin to develop our understanding of the three strands of computing: computer science, information technology and digital literacy.

Any time you enter a computing lesson at Coopers Lane, you can expect to see children learning about computer systems and how they work, designing and building programs and using technology to create a range of content. We are encouraged to use technical vocabulary and we are proud to share our memorable experiences beyond school with our families and friends.

At Coopers Lane our computing learning journey is vast. We learn about algorithms and how they are implemented through programmable robots. We also learn how to design, write and create programmes using coding. We use our information technology skills to retrieve, organise and store digital content. In doing this, we learn about presenting, analysing and evaluating data and information. We regularly ensure we build on our understanding of safe and responsible use of technology and how to identify and report any concerns about digital content as we develop into independent learners who are curious to find out more about our extraordinary world.

***“The Web as I envisaged it, we have not seen it yet. The future is still so much bigger than the past.”***

**— Tim Berners Lee**

## Resources

- Switched on Computing (Hard copy books + Rising Stars Online)

# COMPUTING SUBJECT MAP

Coopers Lane Primary School's Official Curriculum - Planning Tool



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	Unit 1 We are treasure hunters	Unit 2 We are TV chefs	Unit 4 We are collectors	Unit 5 We are storytellers	Unit 3 We are painters	Unit 6 We are celebrating
YEAR 2	Unit 1 We are astronauts	Unit 2 We are games testers	Unit 6 We are zoologists	Unit 4 We are researchers	Unit 5 We are detectives	Unit 3 We are photographers
YEAR 3	Unit 1 We are programmers	Unit 2 We are bug fixers	Unit 3 We are presenters	Unit 4 We are vloggers	Unit 5 We are communicators	Unit 6 We are opinion pollsters
YEAR 4	Unit 1 We are software developers	Unit 2 We are toy designers	Unit 3 We are musicians	Unit 4 We are HTML editors	Unit 5 We are co-authors	Unit 6 We are meteorologists
YEAR 5	Unit 1 We are games developers	Unit 2 We are cryptographers	Unit 3 We are artists	Unit 4 We are web developers	Unit 5 We are bloggers	Unit 6 We are architects
YEAR 6	Unit 1 We are adventure gamers	Unit 2 We are computational thinkers	Unit 4 We are network technicians	Unit 6 We are publishers	Unit 5 We are travel writers	Unit 3 We are advertisers

# Geography

***Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant. For me geography is a great adventure with a purpose.”***

— Michael Palin

At Coopers Lane, we understand the importance of learning geography and are inspired to love and care for our extraordinary world from an early age. We engage in creative, purposeful and practical learning experiences that motivate us to become responsible global citizens and make positive changes for the future.

When you join a geography lesson at Coopers Lane, you will see us as inquisitive geographers who are encouraged to be independent and innovative thinkers by reflecting on our own experiences of the world. You will see a rich curriculum which develops our curiosity and wonder. We start our journey by exploring the whole world before we look in more detail at specific countries and continents. You will see that each year we build upon our map working skills, discovering links between different countries and places as well as our local environment. Through our time here, we also deepen our understanding of the Earth’s key physical and human processes and of the formation and use of landscapes and environments.

As geographers, we are encouraged to use our analytical skills to find patterns and draw conclusions from map work, fieldwork and other data. The use of technology, such as interactive maps and analytical apps, are regularly used to engage and inspire us. We express our creativity, regularly make links with DT, art and computing, by completing meaningful and engaging projects. We use our communication skills, as well empathy, to work collaboratively with others and express our opinions respectfully.

Geography promotes and demonstrates our school values in many ways. Through a diverse curriculum we listen, respect and show kindness to different cultures and have empathy towards others. We enjoy celebrating the diverse community we live in and make sure that it is represented in our curriculum.

We understand that our actions and voices have power, and that **we** are the future.

## Resources

- Core Knowledge books and website - <http://www.coreknowledge.org.uk/schoolsinfo.php>
- Oddizzi website - <http://www.oddizzi.com>
- Knowledge Organisers

# GEOGRAPHY SUBJECT MAP

Coopers Lane Primary School's Official Curriculum - Planning Tool



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	Spatial Sense	The World	The UK			London
YEAR 2	Spatial Sense		Africa		Regions of the UK (Small Area)	
YEAR 3		Spatial Sense Settlements & Populations	Spatial Sense Ancient Greece		India, China & Japan	
YEAR 4			Spatial Sense Distribution of the Empire			Spatial Sense The UK & Regions of the UK
YEAR 5	Mountains, Water Cycles & Rivers		Northern Europe			
YEAR 6		Spatial Sense		Economic Activity inc, Distribution of Natural Resources	North America	

# History

*“History is a gallery of pictures in which there are few originals and many copies.”*

– Alexis de Tocqueville

At Coopers Lane, we begin our journey as historians in Nursery. Through discussions about our own personal history and how we have grown up, we begin to raise questions about the past. Our curiosity inspires us to investigate the past through hands-on activities as we start to understand the lives of others who have lived before us. As we progress through the school, we continue to develop our historical enquiry skills by using a range of primary and secondary sources. From these we pose questions searching for historical accuracy. We strive to hold a chronological understanding of British and world history as well as recognising the lives of a diverse range of historical figures. We are encouraged to share our knowledge with all those around us and recognise how the past has shaped our lives today.

When you walk into a history lesson at Coopers Lane, you will see Heroic Historians who show a wealth of knowledge about the past as we continue to delve deeper into those “tricky” questions. With our enquiry-based approach, we have learners who show a natural curiosity for the past, which has been inspired by exciting lessons inside and outside the classroom. Through our diverse and inclusive curriculum, we question the choices made by people in the past and understand how we can learn from history to create a positive future for all.

At Coopers Lane, we view history as the window to the past. We work collaboratively in an inclusive and enriching environment, valuing the ideas of all those around us, which support our inquisitive minds as we develop into passionate historians who have a thirst to understand and question the past!

## Resources

- Core Knowledge books and website - <http://www.coreknowledge.org.uk/schoolsinfo.php>
- Knowledge Organisers

# HISTORY SUBJECT MAP

Coopers Lane Primary School's Official Curriculum - Planning Tool



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	Personal History & Chronology			Kings & Queens	Prime Ministers & World Leaders	
YEAR 2		History of World Religions: Judaism, Christianity & Islam		<i>Touch on Ancient Egypt</i>		Great Fire of London vs. London Now
YEAR 3	Ice Age, Stone Age, to Bronze Age & iron Age		Ancient Greece	Rule of Law & Murder at the Cathedral		India, China & Japan
YEAR 4	The Stuarts & The Civil War	The Restoration	The Roman Empire	Impact on Britain		Christianity & Unity of England & Scotland
YEAR 5		Ancient Egypt inc. Mesopotamia		Saxons & Vikings	The Spread of Islam & The Holy Wars	Birth of the British Empire
YEAR 6	WWII		The Industrial Revolution & Economy			Social & Political Reform - linked to Lewisham

## Modern Foreign Language

***“Language is not a genetic gift, it is a social gift. Learning a new language is becoming a member of the club – the community of speakers of that language.”***

**– Frank Smith**

At Coopers Lane we believe that learning a foreign language is an important part of living in a multi-cultural society. We are given experiences of the French language and cultures through listening, speaking, writing, singing and role playing. Our curriculum encourages us to ask questions about other French-speaking countries and helps us to understand our place in the global community.

When you walk into a French lesson, you will see that we understand how valuable it is to communicate effectively with people in another language. You will also see our natural curiosity about different traditions, festivals and languages and the confidence we are given to try a new foreign language.

Across the school we celebrate a different language for each month of the year. We are taught basic greetings and phrases, and are encouraged to answer the register in that language for the month. We choose languages that represent our community.

## Signing

***“Signs are to eyes what words are to ears”***

**– Ken Glickman**

At Coopers Lane we believe that being Deaf aware, and having an understanding of sign language, is an important part of living in a multi-cultural society. We are given the experience of learning about British Sign Language and Deaf culture through signing, gesture, listening and role play. Our curriculum encourages us to ask questions about how Deaf people communicate and helps us to enrich our place in the global community.

When you walk into a Deaf Awareness lesson, you will see that we understand how valuable it is to communicate effectively with people through good Deaf awareness, gesture and sign language. You will also see our natural curiosity about different cultures within our communities.

# LANGUAGES SUBJECT MAP

Coopers Lane Primary School's Official Curriculum - Planning Tool



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 3	BSL - Deaf awareness, finger spelling and greetings	French - Phonetics and I'm Learning French	BSL - colours, shapes and animals, count to 12 and tell the time	French - Animals	BSL - manners and behaviour, school, lessons	French - I can...
YEAR 4	BSL - Deaf awareness, beginning to lip-read, signs for people, family and questions	French - Phonetics and Fruits	BSL - count to 100, signs for toys and games, weather, seasons and clothes	French - The Classroom	BSL - Animals (wild and domestic) and conversation practise	French - My House (part 1)
YEAR 5	BSL - communication and greetings, colour, shapes and animals	French - Phonetics and Presenting Myself	BSL - everyday behaviour, manners, school, lessons and school equipment	French - Family	BSL - conversation practise, create and present a story in BSL, games	French - Clothes
YEAR 6		French - Phonetics and Do You Have a Pet?		French - The Weather		French - My House part 2

# Music

At Coopers Lane our love of music begins as soon as we join the school. Our Nursery and Reception classes all have a range of musical instruments where we start to learn about rhythm, pitch and volume. Learning through play, we use our imagination and creativity to express ourselves and how we are feeling. As we progress through the school, we continue learning the language of music, understanding that every culture makes music which speaks to us in different ways. During our time here, we are given the chance to learn how to play recorders, ukuleles and steel pans with specialist teachers.

When you walk into a music lesson, you will see us being creative, collaborative, celebrating the successes of others and challenging ourselves through story-telling, singing, improvising, composing and appreciating a wide range of musical genres. You will also see us using instruments to support and improve our compositions. We cannot help but show our value of happiness as we work in small groups or ensembles, demonstrating our new learning to the rest of the class.

Our love of music isn't just confined to the curriculum, we love to perform. Everyone gets the chance to take part in a class assembly during the year and a full-scale production at Christmas, which helps us to share our achievements with the wider community. We are lucky enough to be offered music lessons outside of the classroom in piano, violin, steel pans and drums. Our school choir is also very popular and we have performed at the Lewisham Voices concert for the last few years.

We celebrate all things music in our yearly Summer Soiree event. This is where children and adults from across the school come together and perform. We believe that music is all around us, the soundtrack to our lives, and by sharing this with our whole community we strengthen our bonds of support and trust, as well as our enjoyment of performing.

***“Words make you think a thought. Music makes you feel a feeling. A song makes you feel a thought”***

**– E.Y. Harburg**

## **Resources**

- Music Express (Hard copy books + Collins Online)

# MUSIC SUBJECT MAP

Coopers Lane Primary School's Official Curriculum - Planning Tool



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	Ourselves & Our School	Animals, Our Bodies & Christmas	Number & Weather	Seasons & Storytime	Machines & Patterns	Travel & Water
YEAR 2	Ourselves & Our Land	Seasons, Weather & Christmas	Our Bodies & Animals	Storytime & Water	Number & Pattern	Toys & Travel
YEAR 3	In the Past & Communication	Environment, Poetry & Christmas	Ancient World & Building	Time & Singing French	Human Body & China	Food and Drink & Sounds
YEAR 4	Sounds & In the Past	Poetry, Singing Spanish & Christmas	Ancient Worlds & Around the World	Communication & Time	Environment & Recycling	Building & Food & Drink
YEAR 5	Our Community	Celebration & Christmas	Solar System	Keeping Healthy	Life Cycles	At the Movies
YEAR 6	World Unite	Journeys	Growth	Roots	Class Awards	Moving On

## P.E. [1] [2] [3] [4] [5] [6] [7] [8] [9] [10] [11] [12] [13] [14] [15] [16] [17] [18] [19] [20] [21] [22] [23] [24] [25] [26] [27] [28] [29] [30] [31] [32] [33] [34] [35] [36] [37] [38] [39] [40] [41] [42] [43] [44] [45] [46] [47] [48] [49] [50] [51] [52] [53] [54] [55] [56] [57] [58] [59] [60] [61] [62] [63] [64] [65] [66] [67] [68] [69] [70] [71] [72] [73] [74] [75] [76] [77] [78] [79] [80] [81] [82] [83] [84] [85] [86] [87] [88] [89] [90] [91] [92] [93] [94] [95] [96] [97] [98] [99] [100]

***“I’ve failed over and over again in my life. And that is why I succeed.”***

***– Michael Jordan***

At Coopers Lane our physical development begins as soon as we join the school. Our Nursery and Reception classes have dedicated outdoor spaces in which we can learn through play; practising throwing and catching, climbing, balancing and riding bikes. As we progress through the school, we have the chance to work with our specialist sports coaches and be taught a range of new sports and skills.

When you walk into a P.E lesson, you will see a safe and supportive environment where we can all take risks and make mistakes as we develop. You will also see us demonstrating our value of responsibility by working in teams, cheering friends on and encouraging everyone to do the best that they can. Our PE curriculum encourages us to be physically active for sustained periods of time in order to help us lead healthy, active lives.

We are very lucky at Coopers Lane to have a great selection of indoor and outdoor spaces such as a basketball court, two gymnastics halls and a multi-use games area complete with AstroTurf. Outside of our weekly PE lessons, we have the opportunity to join a range of lunchtime or after-school sports clubs such as gymnastics, skateboarding, cricket, and we are very proud to have a boys’ and a girls’ football team.

Every year our Sports Days are a way for us to celebrate how we have developed physically and show our families what we have learnt. Throughout our time here we are taught how to be good sports people, showing modesty when winning and being gracious when losing. This helps us strengthen our growth mindset approach, bringing out the best in us all.

### **Resources**

- Rising Stars Champions

# PE SUBJECT MAP

Coopers Lane Primary School's Official Curriculum - Planning Tool



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	Skip to the Beat	Groovy Gymnastics	Gym Fit Circuits	Story Time Dance	Fitness Frenzy	Sports Day Preparation
YEAR 2	Groovy Gymnastics	Boot Camp	Skip to the Beat	Ugly Bug Ball	Gym Fit Circuits	Fitness Frenzy
YEAR 3	Groovy Gymnastics	Fitness Frenzy	Gym Fit Circuits	Mighty Movers	Skip to the Beat	African Dancing
YEAR 4	Boot Camp	Dynamic Dance	Mighty Movers	Step to the Beat	Fitness Frenzy	Gym Sequences
YEAR 5	Gym Fit Circuits	Dynamic Dance	Fitness Frenzy	Step to the Beat	Mighty Movers	Gym Sequences
YEAR 6	Boot Camp	Step to the Beat	Dynamic Dance	Mighty Movers	Gym Sequences	Gym Fit

Football

Basketball

Hockey

Tag Rugby

Tennis

Athletics

# PSHE

At Coopers Lane, we start our PSHE journey in Nursery where we learn about ourselves and the world around us. Learning through play allows us to take risks, make mistakes and teaches us how to socialise with others so that we can make lifelong friends. As we progress through the school, we learn about three main topics: relationships, health and wellbeing and living in the wider world. We are encouraged to question the world around us and are inspired to be the best version of ourselves.

When you walk into a PSHE lesson, you will see a safe environment where we can express our own views while respecting the views of others. The topics we cover ignite a passion within us to care for others and to learn how to keep ourselves and others safe. We are a Gold Rights Respecting school, which means that we know and learn about our rights and are encouraged to speak out when our rights and the rights of others are not met.

At Coopers Lane, we view PSHE as an essential part of our curriculum. Our school is a safe space where we can learn about key life skills such as saving money, the impact of social media, how to improve our mental health and basic first aid. Our PSHE learning journey means that when we leave Coopers Lane, we are well-rounded, passionate and caring young people. Most importantly, we learn that we can be whoever we want to be because we are all different, all equal, all smiling.

***“If you’re lucky enough to be different, don’t ever change.”***

**– Taylor Swift**

## **Resources**

- PSHE association scheme – adapted with rights respecting links (Google Drive)
- <https://www.pshe-association.org.uk>

# RHSE

Relationships, Health and Sex Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

The curriculum involves a combination of sharing information, and exploring issues and values. We hope to prevent and remove prejudice, fostering gender equality and LGBT+ equality.

Pupils will be taught about the nature and importance of secure relationships for family life and bringing up children, understanding that there are strong and mutually supportive relationships outside of marriage. We try to ensure that no stigma is placed on children based on their home circumstances.

RHSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We view the partnership of home and school as vital in providing a context.

RHSE is not about the promotion of sexual activity.

High quality Relationships, Health & Sex Education (RHSE) is every child's right, no matter what their level of need or ability. We ensure RHSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND). Relationships Education should be a priority for pupils, especially those with social, emotional and mental health needs or learning disabilities. With RHSE at the heart of the school's PSHE curriculum it has the power to respond to these challenges, so it is essential that RHSE is a developmental programme of teaching for all, across all years. Introducing consistent vocabulary in relation to toileting and personal care, with euphemisms avoided, and also taking everyday opportunities to teach about consent and personal space will benefit all pupils. There are clear links between RHSE and safeguarding, equality, anti-bullying and behaviour policies, and our school values.

## Resources

- PSHE association scheme – adapted with rights respecting links (Google Drive)
- <https://www.pshe-association.org.uk>

# PSHE (INC RSHE) SUBJECT MAP

Coopers Lane Primary School's Official Curriculum - Planning Tool



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1 SDG: 15	What is the same and different about us? RR: 2, 13, 14, 19 & 29 SDG: 5 & 10	Who is special to us? RR: 2, 13, 14, 18, 19 & 29	What helps us stay healthy? RR: 22 & 33 SDG: 3 & 6	What can we do with money? RR: 5 & 6 SDG: 1 & 8	Who helps us to keep safe? RR: 6, 16, 17, 18 & 19 SDG: 3	How can we look after each other and the world? RR: 12, 13, 14, 15 & 28 SDG: 5 & 10
YEAR 2 SDG: 6	What makes a good friend? RR: 15, 28 & 29 SDG: 5 & 10	What is bullying? RR: 2, 5, 6, 12, 14, 15, 18, 19, 28 & 29 SDG: 5 & 10	What jobs do people do? RR: 5, 6, 16 & 17 SDG: 1 & 8	What helps us to stay safe? RR: 6, 18 & 19	What helps us grow and stay healthy? RR: 5, 24, 29 & 31 SDG: 3 & 6	How do we recognise our feelings? RR: 6, 12, 13, 16, 17 & 29
YEAR 3 SDG: 2	How can we be a good friend? RR: 2, 12, 13 & 16	What keeps us safe? RR: 5, 6, 15, 19, 24, 27 & 28 SDG: 3 & 6	What are families like? RR: 16 & 19	What makes a community? RR: 2, 12, 13, 14, 15 & 29 SDG: 5 & 10	Why should we eat well and look after our teeth? RR: 5, 24, 28, 29 & 31 SDG: 3 & 6	Why should we keep active and sleep well? RR: 5, 24, 29 & 31 SDG: 3 & 6
YEAR 4 SDG: 4	What strengths, skills and interests do we have? RR: 17, 33 & 36 SDG: 5	How do we treat each other with respect? RR: 2, 7, 12, 14, 22, 23 & 30 SDG: 5 & 10	How can we manage our feelings? RR: 13	How will we grow and change? RR: 5, 18, 23, 24, 26, 27 & 28 SDG: 3	How can our choices make a difference to others and the environment? RR: 5, 6, 12, 13, 14 & 15 SDG: 7, 11, 12, 13, 14 & 15	How can we manage risk in different places? RR: 6, 13, 17, 33 & 36 SDG: 3
YEAR 5 SDG: 1	What makes up a person's identity? RR: 2, 7, 8, 14, 15, 16, 23, 29 & 30 SDG: 5 & 10	What decisions can people make with money? RR: 5, 6 & 17 SDG: 1 & 8	How can we help in an accident or emergency? RR: 5, 13, 15, 16, 18, 19, 24, 27 & 28 SDG: 3	How can friends communicate safely? RR: 12, 13, 16, 17, 24 & 28	How can drugs common to everyday life affect health? RR: 19, 24, 27 & 33 SDG: 3	What jobs would we like? RR: 5, 6 & 17 SDG: 1 & 8
YEAR 6 SDG: 16	How can we keep healthy as we grow? RR: 2, 5, 6, 13, 16, 18, 19, 23, 24, 26, 27 & 33 SDG: 3 & 6		How can the media influence people? RR: 13, 16, 17, 24, 26, 27, 33 & 36 SDG: 1		What will change as we become more independent? How do friendships change as we grow? RR: 2, 4, 5, 12, 13, 15, 19, 33, 34, 35, 36, 41 & 42	

# Religious Education

***“We should respect all religions and just believe in peace, kindness and harmony.”***

**– Ananya Panday**

Through our RE curriculum, we are given the opportunity to build our sense of identity and belonging, helping us to flourish within our religiously diverse community. We learn about different religions, belief systems, festivals and rituals, and where possible, visit places of worship. We are taught to be empathetic, generous and compassionate, thinking about our responsibilities to ourselves and others.

When you walk into an RE lesson at Coopers Lane, you will see citizens of the world, asking thoughtful questions as we look in depth at different religions. We discuss how we might contribute to our community and the wider world, alongside more challenging questions about the meaning and purpose of life. Through our RE lessons, we continue to develop respect for others, including people with different faiths and beliefs, and learn to challenge any kind of prejudice. We know that our voice is important and that we are ‘all different, all equal, all smiling’.

## **Resources**

- Espresso – Faiths (LGFL free resource)
- The Lewisham Agreed Syllabus for Religious Education (Google drive)

# RE SUBJECT MAP

Coopers Lane Primary School's Official Curriculum - Planning Tool



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	The Natural World	Christianity 1: The Bible & Christmas	Hinduism 1: God	Who am I? Belonging Unit	Christianity 2: A Local Church	Hinduism 2: Hindu Belief & Home
YEAR 2	Christianity 3: The Life & Teachings of Jesus	Islam 1: Prophet Muhammad (pbuh)	Right & Wrong	Christianity 4: Easter & Symbols	Sharing Food	Islam 2: Five Pillars of Islam
YEAR 3	Sikhism 1: Sikhism Beliefs	Peace Unit	Christianity 5: The Bible	Sikhism 2: Sikh Teaching & Life	Buddhism 1: The Buddha	Hinduism 3: Gods & Beliefs
YEAR 4	Judaism 1: Shabbat – a day of rest	Judaism 2: Festivals in Jewish Life	Christianity 6: Local Christian Places of Worship	Christianity 7: Christian Celebration	Sikhism 3: The Gurdwara & the Guru Granth Sahib	Buddhism 2: Living as a Buddhist
YEAR 5	Sikhism 4: Belonging to the Sikh Community	Christianity 8: Jesus Human & Divine	Hinduism 4: Pilgrimage	Christianity 9: Leading a Christian Life	Islam 3: Ramadan & Id ul Fitri	Islam 4: Hajj & Id ul Agha
YEAR 6	Buddhism 3: Following the Buddhist's Teaching	Buddhism 4: The Buddhist Community Worldwide	Judaism 3: Abraham	The Journey of Life & Death	Judaism 4: Prayer & Worship of G-d	Understanding Faiths & Beliefs in Lewisham



# Appendix 1 - Progression of Alan Peat sentence types, punctuation and word/sentence/text level work



Note: Each year group's skills build upon the prior learning

Word level = spelling

Sentence level = grammar and context

Text level = structure of the writing

	Alan Peat Sentence Types	Punctuation	Word/sentence/text level
Year 1	<ul style="list-style-type: none"> <li>• BOYS</li> <li>• Simile</li> <li>• All the W's</li> </ul>	<ul style="list-style-type: none"> <li>• Full stops</li> <li>• Capital letters</li> <li>• Question marks</li> <li>• Exclamation marks</li> </ul>	<ul style="list-style-type: none"> <li>• Plural noun suffixes (dog dogs)</li> <li>• Suffixes added to verbs (ing ed er)</li> <li>• Prefixes to change meaning of verbs and adjectives (un)</li> <li>• What makes a sentence?</li> <li>• Joining words and clauses using and</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• 2A</li> <li>• Personification of weather</li> </ul>	<ul style="list-style-type: none"> <li>• Commas in a list</li> <li>• Apostrophes for omission and possession</li> </ul>	<ul style="list-style-type: none"> <li>• Suffixes to form nouns (ness er)</li> <li>• Compounding (superman)</li> <li>• Suffixes to form adjectives (ful less)</li> <li>• Use of er est and ly in adjectives/adverbs</li> <li>• Subordination and co-ordination</li> <li>• Expanded noun phrases (2A)</li> <li>• Statement, question, exclamation, command</li> <li>• Correct use of present and past tense (progressive form of verbs in present and past 'she is crying' 'she was crying')</li> <li>• Paragraphing to group material</li> </ul>

Year 3	<ul style="list-style-type: none"> <li>• 2A-4A</li> <li>• 3ed</li> <li>• Verb, person</li> <li>• Emotion word, comma</li> </ul>	<ul style="list-style-type: none"> <li>• Inverted commas for direct speech</li> <li>• Commas in a list and to mark fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>• Prefixes to create nouns</li> <li>• A or an</li> <li>• Word families (solve, solution, dissolve)</li> <li>• Adverbs, prepositions and conjunctions to show time, place and cause</li> <li>• Present perfect form instead of simple past ('he has gone/he went)</li> <li>• Paragraphing to group material</li> <li>• Subordinate clause and clause</li> <li>• Expanded noun phrases (2A-4A)</li> <li>• Fronted adverbials</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Ad same ad</li> <li>• The more, the more</li> <li>• SHORT</li> <li>• Noun, which/who/where</li> </ul>	<ul style="list-style-type: none"> <li>• Inverted commas and other punctuation for direct speech</li> <li>• Apostrophes for plural possession</li> <li>• Commas after fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>• Plural and possessive s</li> <li>• Standard English forms for verb inflections (we were NOT we was)</li> <li>• Fronted adverbials</li> <li>• Paragraphing to organise ideas</li> <li>• Pronoun/noun for cohesion and to avoid repetition</li> <li>• Relative clauses</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• 2 pairs</li> <li>• If, if, if then</li> <li>• Many questions</li> <li>• 3 bad – question?</li> <li>• Imagine 3</li> <li>• Some; others</li> </ul>	<ul style="list-style-type: none"> <li>• Brackets, dashes and commas for parenthesis</li> <li>• Commas to clarify meaning and avoid ambiguity</li> <li>• Hyphens used to avoid ambiguity</li> <li>• Semi colon, colon and dash</li> </ul>	<ul style="list-style-type: none"> <li>• Suffixes to convert nouns or adjectives into verbs (ate ise ify)</li> <li>• Prefixes for verbs (dis mis re)</li> <li>• Relative clauses</li> <li>• Adverbs and modal verbs for possibility</li> <li>• Devices to build cohesion in paragraphs</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Outside. (Inside.)</li> <li>• Double ly</li> <li>• Irony</li> <li>• PC (paired conjunctions)</li> </ul>	<ul style="list-style-type: none"> <li>• Semi colon, colon and dash</li> <li>• Colon and semi-colons for a list</li> <li>• Hyphens used to avoid ambiguity</li> <li>• Bullet points to list</li> <li>• Ellipsis</li> </ul>	<ul style="list-style-type: none"> <li>• The difference between informal and formal speech (find out/discover)</li> <li>• The difference between structures of informal and formal speech (e.g. subjunctive forms, question tags)</li> <li>• How words are related by meaning as synonyms and antonyms (big, large, little)</li> <li>• Passive verbs</li> <li>• Wider range of devices to build cohesion in paragraphs</li> </ul>



## Appendix 2 – Full descriptions of Alan Peat sentence types



Year	Sentence Types		Text Type and examples
1 & 2	BOYS	A BOYS sentence is a compound sentence that uses a coordinating conjunction. The two sentences are joined with a conjunction (But, Or, Yet and So BOYS).	<p>Example 1: <i>He was a friendly man most of the time but he could become nasty.</i></p> <p>Example 2: <i>He could be really friendly or he could be really miserable.</i></p> <p>Example 3: <i>It was a beautiful morning for a walk so he set off quite happily.</i></p> <p>To entertain - narrative (crime/thriller): <i>All the evidence seemed to point to Moriarty but that was impossible. Moriarty was dead...</i></p> <p>To inform - instructions: <i>This stage can be tricky so have your ingredients ready before you start.</i></p> <p>To inform - biography: <i>Churchill has come to be seen as one of the greatest wartime leaders in British history yet less than two months after VE day he had lost the General Election by a landslide.</i></p> <p>To inform - explanation (science): <i>The Dodo could have become extinct because of the introduction of new predators or a sudden change in its habitat.</i></p> <p>To persuade: <i>We can do all sorts of things to combat the obesity epidemic but we simply cannot afford to do nothing.</i></p>
	2A	A 2A sentence is an expanded noun phrase. It has a determiner, an adjective, a comma, an adjective and a noun.	<p>To entertain - narrative: <i>Suddenly, in the dark, empty depths of space, there was a light.</i></p> <p>To entertain - narrative: <i>On a cold, lonely mountain there lived an ogre.</i></p> <p>To inform - recount: <i>We were served limp, pale lettuce in a salad.</i></p> <p>To inform - instructions: <i>You'll come to a small, green building next to a church.</i></p> <p>To persuade - advert: <i>It's a sleek, graceful car.</i></p>
	All the W's	All the W's are short sentences that begin with	To entertain - narrative: <i>What if he had never caught the bus? What if he had never met Daniel? Would he still be here now?</i>

		<p>Who? What? When? Where? Why? Would? Was? Will? What if? They are used:</p> <ul style="list-style-type: none"> <li>• To involve the reader</li> <li>• As an opening to make the reader think</li> <li>• As an ending to suggest the reader needs to make up their mind.</li> </ul>	<p>To inform - recount (historical): <i>Where did the Mayans go?</i></p> <p>To persuade - speech: <i>Who stands to benefit from these alarming measures?</i></p> <p>To persuade - advert: <i>Where will you be flying with Peasy-Planes?</i></p>
	<p>Simile (like/ as____ as)</p>	<p>A simile sentence creates a vivid picture for the reader. They are 'like' or 'as... as' sentences where the author compares one thing to another.</p>	<p>Example 1: <i>The moon hung above us like a patient, pale face.</i></p> <p>Example 2: <i>Although it was August, it was as cold as a late December evening.</i></p> <p>To entertain - narrative (legend): <i>The creature had huge, arching shoulders like the ceiling-vaults of a crypt.</i></p> <p>To entertain - narrative: <i>I felt like I had reached the top of Mount Everest – and found a fiver when I got there!</i></p> <p>To inform - biography <i>Mr Streep has an easy, graceful charm, which draws you in like a cup of tea on a cold day.</i></p> <p>To inform - newspaper: <i>Watching Arsenal was, at times, like watching paint dry.</i></p> <p>To persuade - speech: <i>The opposition's manifesto is like a fortune cookie: full of promises but utterly lacking in substance.</i></p>
3 & 4	2A-4A	<p>A 2A sentence is an expanded noun phrase. It has a determiner, an adjective, a comma, an adjective and a noun.</p> <p>4A sentences have 2 adjectives before the first noun followed by 2 adjectives before the final noun.</p>	<p>To entertain - narrative: <i>Standing on the edge of a cliff stood a glorious, grand castle with many tall, towering turrets.</i></p> <p>To entertain - narrative: <i>The green, slimy frog with small, beady eyes was sleeping on a lily pad in the pond.</i></p> <p>To inform - recount: <i>We were served limp, pale lettuce in a drab, uninspiring salad.</i></p> <p>To inform - instructions: <i>You'll come to a small, green building next to a large, gothic church.</i></p> <p>To persuade - advert: <i>It's a sleek, graceful car with a loud, powerful engine.</i></p>

<p>3_ed (3 related adj)</p>	<p>A 3_ed sentence has 3 adjectives that end in -ed and describe a character's emotion. The -ed words must be followed by commas.</p>	<p>To entertain - narrative (horror): <i>Terrified, hunted, hounded, we ran from the castle until our legs gave out from under us.</i></p> <p>To entertain - narrative (fable): <i>Tricked, trapped, snared, the Lion puzzled for a way to make his escape.</i></p> <p>To inform – report (historical): <i>Battered, bloodied, bombarded, the British army held the line against everything the German's could throw at them.</i></p> <p>To inform - report: <i>Cheered, applauded, admired, the princess stepped down from her carriage.</i></p> <p>To persuade - letter: <i>Insulted, humiliated, ignored, I spent three hours on the phone to your Customer Service Department without ever finding a solution to my problem.</i></p>
<p>Verb, person</p>	<p>A verb, person sentence opens with a verb in order to give it greater importance. The verb is always followed by a comma, then the name or a personal pronoun (he, she, they, it) and then followed by the rest of the sentence.</p>	<p>Example 1: <i>Running, Sarah almost tripped over her own feet.</i></p> <p>Example 2: <i>Tiptoeing, she tried to sneak down the corridor without waking her parents.</i></p> <p>To entertain - narrative (detective): <i>Raining, it always poured on Detective John Bradley.</i></p> <p>To entertain - narrative (adventure): <i>Flying, I will be flying by this time tomorrow.</i></p> <p>To entertain - narrative: <i>Dancing, she always seemed to be dancing.</i></p> <p>To inform - report (RE): <i>Praying, they must make time five times a day for praying</i></p> <p>To inform - report (motor race): <i>Spinning, Mr Weber crashed into the wall of the Monte Carlo track, ending his race.</i></p> <p>To persuade - rhetoric: <i>Lying, politicians are constantly lying.</i></p>
<p>Emotion word, comma</p>	<p>An emotion word (comma) sentence places the emotion word at the start of a sentence followed by a comma. The rest of the</p>	<p>Example 1: <i>Desperate, she screamed for help.</i></p> <p>Example 2: <i>Terrified, he froze instantly on the spot where he stood.</i></p> <p>Example 3: <i>Anxious, they began to realise they were lost in the woods.</i></p>

	<p>sentence describes actions linked to the emotion word.</p>	<p>To entertain - narrative: <i>Miserable, Cinderella picked up her broom again and started sweeping.</i></p> <p>To inform - newspaper: <i>Distraught, Mrs Killercranky was led away from the scene.</i></p> <p>To inform - nature documentary: <i>Startled, the Antelope run towards the nearest cluster of trees.</i></p> <p>To inform - recount (historical): <i>Determined, El Cid saddled his horse and prepared to ride out to meet the enemy.</i></p> <p>To persuade - letter: <i>Excited, I couldn't wait to unwrap my brand new iPhone.</i></p>
<p>Personification of weather</p>	<p>An element of the weather is given a human attribute. This sentence type is good for creating mood in a story.</p>	<p>Example 1: <i>The rain wept down the window = sad mood.</i></p> <p>Example 2: <i>The wind screamed through the branches = tense mood.</i></p> <p>Example 3: <i>The snow smothered the town = claustrophobic mood.</i></p> <p>To entertain - narrative: <i>The wind whipped at my face and pulled at my hair, trying with all its might to keep me out of the house.</i></p> <p>To entertain - narrative (sci-fi): <i>As one sun set, the other rose, each one taking it in turns to keep the slaves oppressed, sluggish and slow under the baking heat.</i></p> <p>To inform - recount: <i>The snow performed tucks and rolls as it fell – a perfect trapeze act on the wind just for us.</i></p> <p>To persuade - advert: <i>Don't let the cold catch you this winter!</i></p>
<p>The more, the more</p>	<p>The more, the more sentences are useful when developing a character. The first more should be followed by an emotive word and a comma, then the second more should be followed by an action.</p>	<p>To entertain - narrative (a legend): <i>The more he struggled against the ropes binding him, the more the knots tightened.</i></p> <p>To inform - instructions: <i>The more you whisk, the more airy your meringue will be.</i></p> <p>To inform - report: <i>The more concessions that were made to Hitler, the more he seemed to demand.</i></p> <p>To persuade: <i>The more we do to reduce speeding, the more lives we can save.</i></p>

SHORT	<p>Short sentences are formed with one, two or three words sometimes they need an exclamation mark. They are used in the following contexts:</p> <ol style="list-style-type: none"> <li>1. After several long sentences (for dramatic effect).</li> <li>2. To develop tension: <i>That wasn't all.</i></li> <li>3. As an authorial intrusion: <i>It's true.</i></li> <li>4. In speech, between characters: "Up there." "Where?" "At the window." "What?" "A gun!"</li> </ol>	<p>To entertain - narrative (fantasy): <i>It was the dragon.</i></p> <p>To entertain - narrative: <i>Then it happened.</i></p> <p>To entertain - narrative: <i>A single shot rang out.</i></p> <p>To inform: <i>Smoking kills.</i></p> <p>To inform - instructions: <i>Attach C to D.</i></p> <p>To inform - newspaper: <i>The victim was in a stable condition.</i></p> <p>To persuade - advert: <i>Buy it now!</i></p> <p>To persuade: <i>Save lives!</i></p>
Ad same ad	<p>The same adjective is used twice. The second adjective is repeated straight after a comma. The repetition emphasises the adjective.</p>	<p>To entertain - narrative: <i>He was a fast runner, fast because he needed to be.</i></p> <p>To entertain - narrative (fantasy): <i>We have been blinded, blinded by the promises of the dark lord.</i></p> <p>To persuade: <i>Quite frankly I am offended, offended by the nonsense that you broadcast last night.</i></p> <p>To persuade - speech: <i>If something isn't done then we will be stuck, stuck with this disgraceful legislation.</i></p>
Noun which/who/where	<p>Use commas to embed a clause in a sentence to add extra information about the noun. Start the clause with which, who or where.</p>	<p>To entertain - narrative: <i>Limestone cemetery, where old Jim had been laid to rest, was an eerie, daunting place.</i></p> <p>To entertain - narrative (flashback): <i>James, who long ago was made a slave, stood at last as a free man.</i></p> <p>To inform - newspaper: <i>Mrs White, who is a local resident, was shocked by the incident.</i></p>

			<p>To inform - report (space): <i>Jupiter, which is the largest planet in the solar system, is mostly made up of gas.</i></p> <p>To persuade - advert: <i>The Fireblaster 3000, which has been voted the Britain's top toy of 2020, is a must-have this Christmas.</i></p>
5 & 6	2 pairs	It begins with a pair of related adjectives separated by and, then followed by a comma.	<p>To entertain - narrative: <i>Exhausted and worried, old and hungry, they did not know much further they had to go.</i></p> <p>To entertain - narrative (fairytale): <i>Swooping and swirling, darting and dashing, Tinkerbell whizzed through the air.</i></p> <p>To inform - explanation (geography): <i>Dry and dusty, rocky and arid, few creatures are able to survive in the New Mexico desert.</i></p> <p>To inform - newspaper: <i>Positive or negative, for or against, this referendum will have a huge impact on the future of the British Isles.</i></p>
	O. (I.) (Outside/Inside )	These are made of two related sentences. The first tells the reader a character's action. The second, which is always placed in brackets, lets the reader know the character's true feelings.	<p>To entertain - narrative: <i>He laughed heartily at the joke Jack told the class. (At the same time, he wanted to cry with embarrassment.)</i></p> <p>To entertain - narrative: <i>Jonathan told everyone he was pleased to be at the party. (It wasn't the truth though – he longed to be elsewhere.)</i></p> <p>To inform - recount: <i>I told her that her shoes were quite lovely. (In truth they were pretty awful.)</i></p>
	If, if, if, then	This is a great way of starting or ending a story or an idea. It is made of 3 clauses marked by commas that summarise dramatic points. Churchill used a similar structure known as the Churchillian triplet.	<p>To entertain - narrative: <i>If the alarm had gone off, if the bus had been on time, if the road repairs had been completed, then his life would not have been destroyed. (Great opening for a flashback story.)</i></p> <p>To inform – recount: <i>If he was really sorry, if he really felt bad, if he really wanted to make it up to me, then he would prove it.</i></p> <p>To persuade: <i>If we act quickly to find renewable sources of energy, if we make simple changes to our lifestyles, if we stop wasting valuable resources, then we can save our planet.</i></p>
	Many Questions	Start with a question and a question mark, followed by	To entertain - narrative: <i>What were these strange markings? How had they got there? What did they mean?</i>

	words or phrases, which pose linked questions.	To inform - report: <i>Was it luck? Tactical brilliance? Treachery?</i> To persuade - advert: <i>Stressed? Wound up? Frustrated? Come and relax with us.</i>
3 bad – (dash) question?	3 negative adjectives followed by a dash then a question related to the 3 adjectives.	To entertain - narrative (horror): <i>Vampires, werewolves, zombies – how many kinds of foul and evil creatures lived in this place?</i> To entertain – narrative (dialogue): <i>“Plagues, locusts, rivers of blood – what on earth did I do?”</i> To inform - report: <i>Anger, poverty, greed – what was the root cause of the London Riots?</i> To persuade: <i>Smog, pollution, waste – do you want your children to grow up in a world like this?</i>
Double ly ending	The sentence must end in two adverbs, which add detail to, and describe how the verb in the sentence is being carried out. These adverbs of manner add precision to the sentence.	Example 1: <i>He swam slowly and falteringly.</i> Example 2: <i>He rode determinedly and swiftly.</i> Example 3: <i>He laughed loudly and heartily.</i> To entertain - narrative (fantasy): <i>The wizard spoke slowly and purposefully.</i> To inform - instructions: <i>Chop the onions neatly and carefully.</i> To inform - biography: <i>Ali exercised everyday, diligently and strenuously.</i> To inform – recount: <i>I swam slowly and awkwardly.</i> To persuade: <i>The shop assistant spoke rudely and arrogantly.</i>
Some; others	This is a great way of introducing a dilemma or an argument. It is a compound sentence that begins with the word some and then a semi colon replaces the conjunctive but.	To entertain - narrative (fairy tale): <i>Some believe that elves are tall, graceful creatures; others think that they are small and mischievous.</i> To entertain – narrative (war story): <i>Some soared high over the German planes; others crashed into the sea and were never seen again.</i> To inform - newspaper: <i>Some Ukrainians consider themselves as basically Russian; others feel that they are Europeans.</i> To inform - explanation: <i>Some patients suffer from breathing difficulties; others develop a persistent cough.</i>

		To persuade: <i>Some places need to be seen; others should be avoided at all costs.</i>
P.C	<p>P.C. is short for paired conjunctions. This is when some words need a second in order to make sense.</p> <ul style="list-style-type: none"> <li>• both/and</li> <li>• not so/as</li> <li>• neither/nor</li> <li>• as/as</li> <li>• either/or</li> </ul>	<p>To entertain - narrative: <i>He was <b>as tall as</b> a tower.</i></p> <p>To entertain - narrative: <i>It was <b>both old and</b> dark in the cellar.</i></p> <p>To inform - recount: <i><b>Either</b> the dog goes <b>or</b> I go.</i></p> <p>To inform - newspaper: <i><b>Neither</b> Mr Biggs <b>nor</b> Mister Small could be reached for a comment.</i></p> <p>To inform – recount: <i>It was <b>not so</b> much the waiting, <b>as</b> the silence that made me worry.</i></p> <p>To persuade - letter: <i><b>Both I, and</b> others expect better.</i></p>
Imagine 3 examples:	<p>This is often used to describe a time or a place. It begins with the word imagine and then gives three examples separated by 2 commas and ends with a semi-colon. The last part of the sentence explains that this time or place exists.</p>	<p>To entertain - narrative (flash forward): <i>Imagine going on a life-changing journey, over tall mountains and through deep rivers, crossing deserts and icy seas: I went on that journey and this is my story.</i></p> <p>To persuade: <i>Imagine a world without war, without violence, without needless destruction: we can achieve this world!</i></p> <p>To persuade: <i>Imagine a credit card with no limits, no delays, no sudden fees: Imagine CreddyCard.</i></p>
Irony sentences	<p>An irony sentence deliberately overstates how good or bad something is. The overstatement is then shown to be false in the next part of the sentence.</p>	<p>To inform - report (historical): <i>This ‘elite’ unit was actually made up of old men and boys barely old enough to shave.</i></p> <p>To entertain - narrative: <i>Robin Hood stared at the man called ‘Little John’, who was so tall that he could have picked a leaf from the oak tree he stood by.</i></p> <p>To persuade: <i>Your ‘no fuss customer service helpline’ actually redirected my call to four different operators, none of whom even pretended to help.</i></p>



## Appendix 3 - Punctuation: A consistent language approach

### Full Stops

A full stop is a single dot that is used to do 2 things.

1. End any sentence that is not a question or an exclamation.
2. Indicate the abbreviation (shortening of a word).

### Question Marks

A question mark takes the place of a full stop at the end of any sentence, which is a direct question.

It is also used after every question is a series of questions and can be used inside brackets to indicate lack of certainty.

### Inverted Commas

Inverted commas also known as quotation marks or speech marks enclose the actual words of a speaker (direct speech) OR a quotation.

Punctuation marks that form part of the direct speech are placed **INSIDE** the inverted commas, e.g. *“Who is that?” asked John.*

### Exclamation Marks

An exclamation is a forcefully made word or phrases and an exclamation mark is a punctuation symbol, which indicates force (often force of emotion).

There are 5 main kinds of exclamation.

1. Interjections  
*Awesome!*
2. Echo exclamations  
*He said, “It’s a lovely day”.*  
*“A lovely day!” she exclaimed. It had been snowing all day.*
3. What + ‘an adjective noun phrase’ exclamations  
*What an unkind man!*
4. Commands which are shouted or have urgency  
*Come here!*
5. After onomatopoeic words (when loudness is being indicated)  
*Plop!*

## The Apostrophe

The apostrophe has 2 main functions:

1. To show that something belongs to something/someone else (possession)
2. To show that something has been missed out of a word or phrase (omission)

## Commas

Commas have 3 main uses:

1. Commas in a list
2. Commas to mark clauses
3. Commas for clarity

## Brackets

There are 2 main kinds of brackets, both of which come in pairs – round brackets ( ) also known as parentheses and square brackets [ ].

Brackets always surround a part of the sentence that can be deleted without affecting meaning. It is a way of adding extra information.

1. *Teach children to add extra information using when, who, where and which e.g.*  
*Many years ago (**when** I still had hair) I went on a trip to Egypt.*  
*Mr Jones (**who** was a popular teacher) was asked to open the Fair.*  
*The island of Crete (**where** I first met her) is a beautiful island.*
2. *Teach authorial intrusion e.g.*  
*Train spotting (what kind of hobby is that anyway) was his favourite pastime.*  
*He was friendly (at least he appeared friendly) to everyone he met.*
3. *Teach brackets around a list which interrupts a sentence e.g.*  
*The outer planets in our solar system (Jupiter, Saturn, Uranus, Neptune) are all gas giants.*  
*The colours of the French flag (red, white and blue) always make me think of Paris.*

## The Dash

The dash is a dramatic punctuation mark. It should not be overused.

1. Dashes can be used in pairs to add parenthesis.  
*The meal we ate – vegetable soup, followed by cheese pastries and then a gigantic slice of beef served with roast potatoes and vegetables – was more than filling.*
2. When a dash is found by itself it separates something dramatic.  
*The beach was quiet other than children laughing and a young couple playing volleyball – no one expected the bomb to go off.*
3. The use of a dash at the end of a sentence indicates a sudden halt.  
*"I don't believe in g—" He stopped suddenly as the bookshelf began to shake violently.*

## The Hyphen

The hyphen has 2 uses:

1. To join two or more words serving as a single adjective before a noun.  
*one-way street*  
*chocolate-covered peanuts*  
*man-eating shark*  
*well-known author*  
*one-size-fits-all gloves*
2. To join compound numbers  
*Thirty-four*

## Paragraphs

Paragraphs are used to break up text to show a change of:

1. Time (e.g. First, Next, After that and Finally or Suddenly, Much later, In the evening...)
2. Place (Inside, Outside, In the kitchen...)
3. Speaker, in a passage of dialogue (66 99 new speaker, new line)
4. Theme, focus, feeling or ideas

A new paragraph is shown with a space (a missed-out line).

## Colons

Colons have 5 main uses:

1. A colon is placed between the descriptive first part of the sentence and the details that are added in the last part of the sentence.  
*The snail is a slow creature: it takes ages to get anywhere.*  
*I woke up early: the alarm had not even gone off.*
2. A colon is placed between the first part of the sentence and the latter part that repeats an idea in different words (usually more emphatically).  
*You can do it: you will do it!*  
*He loves food: he eats everything.*
3. The colon can be used to introduce any list and can be used to replace the word 'being' or 'such as' when it precedes a list.  
*There are 3 kinds of fruit I like, **being** apples, pears and bananas.*  
*There are 3 kinds of fruit I like: apples, pears and bananas.*
4. A colon is used in a sentence in which one word is followed by a longer definition of that word.  
*Christmas: a time of religious significance and overeating!*  
*Monday: the longest day of the week.*
5. A colon can also be used between a list and a summary statement.  
*Apples, pears, bananas: all are good for you.*

## Semicolons

A semicolon can be used in 2 ways:

1. A semicolon can be used when writing a complicated list.  
*I really like beef, with mushroom sauce; pasta, with Alfredo sauce; and salad, with French dressing.*
2. A semicolon can be used to link two related sentences together.  
*Dad is going bald; his hair is getting thinner and thinner.*

*Repeating semicolons sentences:*

- *John was friendly; John was always smiling; John was kind to strangers.*
- *New York is busy; New York never sleeps; New York is a place you can never tire of; New York is a lively city.*

*Repeating semicolons + twist in the tale sentences.*

- *John was friendly; John was always smiling; John was kind to strangers. No one knew he was also a murderer.*
- *New York is busy; New York never sleeps; New York is a place you can never tire of; New is a lively city. New York is also where I was first robbed at gunpoint.*

## Ellipsis

An ellipsis is the 'something is missing' mark. It is a row of three full stops and can be used in 3 main ways:

1. To end an incomplete sentence.  
*"Hello. And you have come for..."*
2. To indicate a longer pause than a full stop.  
*Add the second half sentences e.g.*  
*Janet was beautiful...at least she thought was beautiful.*  
*Mary was kind... (add the second half with a thought that makes you question this)*
3. To show that something is missing.  
*Great for flashbacks - start with cliffhanger, add ellipsis mark, state how much time you are reversing back through, begin story e.g.*  
*The car sped over the ledge toward the rocks below...one week earlier Mary and John walked into the dealership and there in front of them was the car of their dreams.*

## Appendix 4 - Full documents to aide Teaching and Learning

- Overview hives – briefly explain what the children will be learning each half term for all of the wider curriculum subjects.
- Year group maps – a one-page document which shows the name of the unit for each curriculum subject and which half term they are being taught in.
- Year group curriculum – the full curriculum for all subjects except for English and Maths. Each year group's document has all the objectives to cover, the prior learning and knowledge that the children will have, and any resources to use for planning.
- Knowledge organisers for History, Geography, Science and Maths – a one-page document to be used by the children which shows the key knowledge and vocabulary they will learn, as well as some information that puts the unit into context with things they have learnt before.
- Subject maps – a one-page document per subject, which shows the whole school coverage with unit names. Can be used to map out progression and see prior learning opportunities.
- Subject full curriculum – the full curriculum for a single subject from Y1-6. Each document has all the objectives to cover, the prior learning and knowledge that the children will have, and any resources to use for planning.
- Medium term planning – a document that year group teams use to map out the term ahead, ensuring full coverage of all the objectives from all the subjects.