
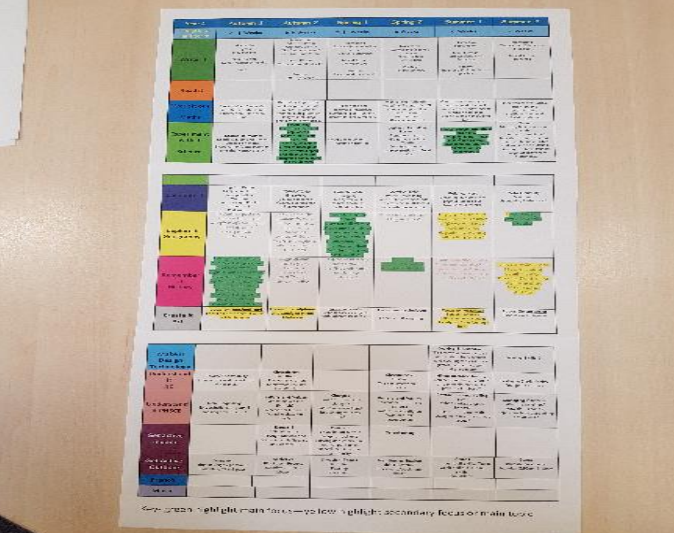
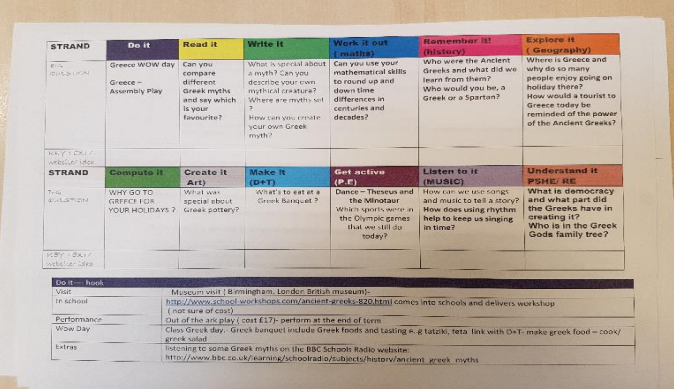


Mayfield Primary School

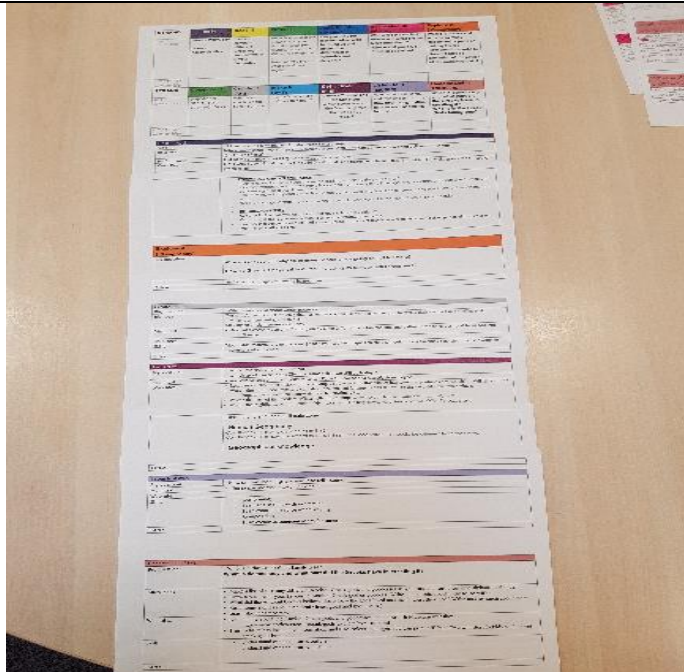
'Proud to be part of the Cranmer Trust'



Creating a standardised curriculum and assessment structure (2017-18)

	Key Aspect	Image	Comment
	Whole-school Long Term Plan		The plan details six 'Themes' for each year group. Each theme is written as a question. This long-term plan will show which subject is the driver for each half-term and which two subjects are supplementary drivers.
	Year Group Overview		The plan is organised into subjects and half-terms. For each subject for each half-term, the theme is identified. There are six Year Group Overviews for each year group, therefore 36 plans Year One – Year Six. The Year Group Overview will present a series of key questions to drive learning. Each plan is broken down into subjects and provides a brief overview of what is being taught in each subject area. Most subjects will link to the central topic where links are meaningful. Some subjects may be taught in isolation where appropriate.
	Year Group Medium Term plans		There are six detailed Medium-Term plans that build on the Year Group Overview. These plans list the skills required for each subject area, based on those from Target Tracker.

Medium Term plans (detail)



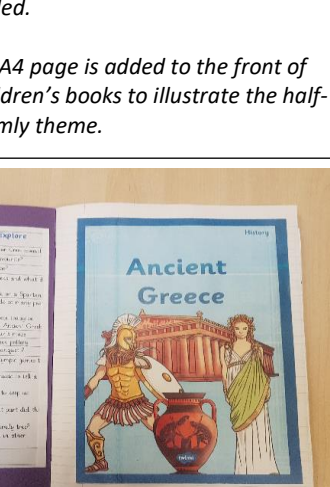
See comments above

*Front Page
of a child's
'Knowledge and
Understanding
of the World'
book
(topic)*

Skill	Subject	Question To Explore
Do it	Wow	Can you be a confident actor in our Greek chorus?
Read it	Guided reading	Which Greek myth is your favourite?
Write it	Writing skills	What will your Greek myth be?
Remember it!	History	<ul style="list-style-type: none"> Who were the Ancient Greeks and what is we learn from them? Who would you be, a Greek or a Spartan?
Explore it!	Geography	<ul style="list-style-type: none"> Where is Athens and why do so many say they go on holiday there? Who would a tourist to Greece today be reminded of the power of the Ancient Greek?
Compute it!	Computing	<ul style="list-style-type: none"> Can you explore the Minotaur's maze.
Create it!	Art	<ul style="list-style-type: none"> What was special about Greek pottery?
Make it!	Design and Technology	<ul style="list-style-type: none"> What's to eat as a Greek Banquet?
Get active!	P.E.	<ul style="list-style-type: none"> When sports were in the Olympic games, what will do today?
Listen to it!	Music	<ul style="list-style-type: none"> How can we use songs and music to tell a story? How does using rhythm help to keep us swinging in time?
Understand it!	RE/PSHE	<ul style="list-style-type: none"> What is democracy and what part did the Greeks have in creating it? Who is in the Greek Gods family tree? How are birth rites celebrated in other cultures?
Experiment with it!	Science	Why does matter matter?

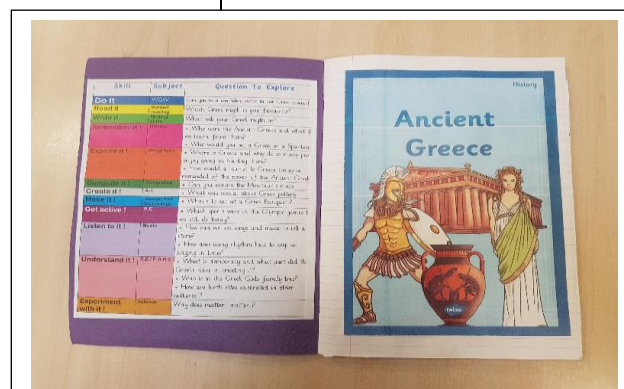
This page highlights the key questions for each year group. Each subject is colour coded.

An A4 page is added to the front of children's books to illustrate the half-termly theme.



The image shows an open children's book. The left page is purple and contains the text 'Question To Explore' followed by several lines of text. The right page is blue and features the title 'Ancient Greece' in large, bold letters. Below the title is an illustration of a Greek warrior in a yellow tunic and helmet, a woman in a green and white dress, and a large red vase. The background of the right page shows a classical building with columns. The book is placed on a light-colored surface.

An A4 page is added to the front of many children's books to illustrate the half-termly theme.



Lesson Objectives / Success Criteria

<p>What is democracy and what part did the Greeks have in creating it?</p> <p>I can explain what democracy is.</p> <p>I can explain the history of the various democratic systems.</p> <p>I can compare this system with other political systems.</p> <p>I can compare ancient and modern democracy.</p> <p>I can explain if I think ancient and modern democracy are fair or not and give reasons.</p>	P
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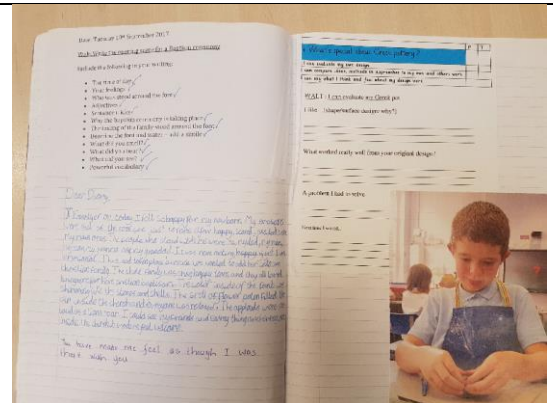
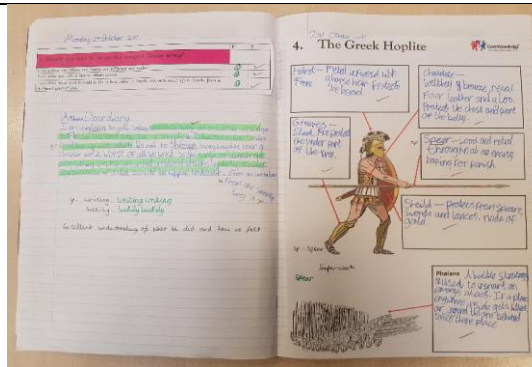
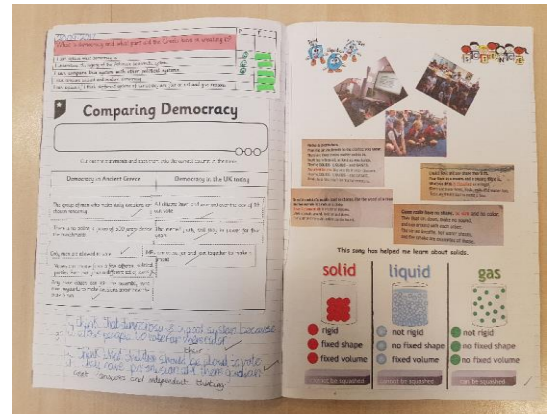
Each key question is matched with 'child-speak' Success Criteria from Target Tracker. This forms a self-assessment tool because there are two columns for the 'Child' and 'Teacher' to assess against.

These Success Criteria are added to children's books. (See examples below).

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Examples of children's books

(Success Criteria displayed)







Class Curriculum Board

(Year Four example)



Class Curriculum boards are created in each classroom and are high profile. They contain the Learning Journey for a half-term, demonstrating cross-curricular learning, underpinned by Target Tracker skills.

At the end of the half-term, Learning Journey displays are taken out of each classroom and displayed in a communal area to raise the profile of high quality cross-curricular learning / broad and balanced curriculum. (See below)

<p>Class Curriculum boards (Yr5 and Yr6)</p>		
<p>Class Curriculum Boards (Yr4 and Yr2)</p>		
<p>Class Curriculum Boards (Nursery, Reception and Year One)</p>		
<p>Class Curriculum Boards (Year Three)</p>		

Subject Lead Long Term Plan
(Geography example)

Geography long term plan overview					
Year 1	What is it like where I live?	Seasonal changes in weather	Where do I live?	What will we see on our journey around the world?	What is it like where we live?
Year 2	Local geography study - Field work, maps, aerial images, geographical vocabulary, half-term projects, can compare points	3 rd topic: Main driver Where does our food come from? Local area: food, water, land, air, and energy Main driver: food, water, land, air, and energy Main driver: food, water, land, air, and energy	2 nd topic: Main driver Where does our food come from? Local area: food, water, land, air, and energy Main driver: food, water, land, air, and energy Main driver: food, water, land, air, and energy	Weather patterns in north and south Pole	What is the difference between a map, plan and aerial photograph?
Year 3	Main driver How are we? Coastal environments, use of maps and other resources, similarities and differences with the UK, weather, climate, physical features of the UK, (Europe) comparison between Europe and UK	3 rd topic: Main driver Where does our food come from? Local area: food, water, land, air, and energy Main driver: food, water, land, air, and energy Main driver: food, water, land, air, and energy	2 nd topic: Main driver Where does our food come from? Local area: food, water, land, air, and energy Main driver: food, water, land, air, and energy Main driver: food, water, land, air, and energy	I can understand and use geographical terms such as: mountain, floodplain, location, industry, transport, settlement, How have people affected the environment - contrast between a stone age settlement and a town today	What is the difference between a map, plan and aerial photograph?
Year 4	Main driver I can describe human features of UK regions, How do I get to Rome? Compare different	3 rd topic: Main driver Where does our food come from? Local area: food, water, land, air, and energy Main driver: food, water, land, air, and energy Main driver: food, water, land, air, and energy	2 nd topic: Main driver Where does our food come from? Local area: food, water, land, air, and energy Main driver: food, water, land, air, and energy Main driver: food, water, land, air, and energy	Compare localities/ Italy and UK	Local study - features of the locality

Each Subject Lead has an overview for their subject, providing key headlines for each year group for each half-term.

Highlighted yellow are the half-terms where the subject acts as the main driver.

Subject Lead Medium Term Plan
(Geography example)

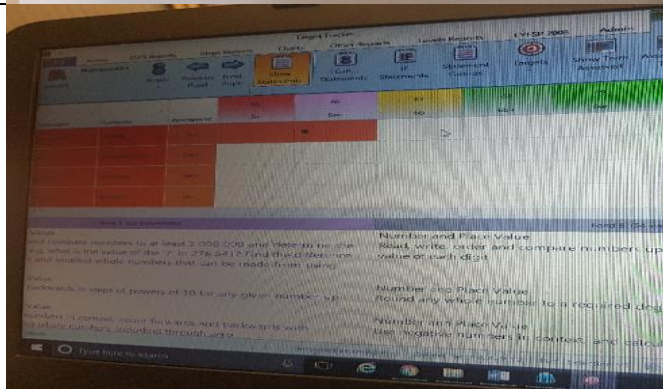
Year 3 skills geography	
I can ask and answer geographical questions, e.g. Describe the landscape. Why is it like that? How have people affected what it looks like? What do you think about that? What do you think it might be like if... continue.	Answers to direct questions often involve geographical vocabulary and / or reference to evidence (e.g. maps). Pupils are beginning to ask relevant questions, e.g. 'Why is it like that?' 'How have people affected what it looks like?' 'What do you think about that?' 'What do you think it might be like if... continue.'
I can analyse evidence and draw conclusions such as make comparisons between locations using aerial photographs.	Pupils make observations about aerial photos and pictures (e.g. 'There is a lot of snow here' or 'This is a town and this is countryside'). Pupils are beginning to use geographical terms to describe what they see, e.g. 'This is a town and this is countryside'. Pupils are beginning to use geographical terms to describe what they see, e.g. 'This is a town and this is countryside'. Pupils are beginning to use geographical terms to describe what they see, e.g. 'This is a town and this is countryside'.
I can recognise that different people hold different views about an issue and can begin to understand some of the reasons why. I can communicate findings in appropriate ways.	Pupils can recognise that different people hold different views about an issue and can begin to understand some of the reasons why. I can communicate findings in appropriate ways.
I can understand and use geographical terms such as: mountain, floodplain, location, industry, transport, settlement, water cycle.	Pupils can understand and use geographical terms such as: mountain, floodplain, location, industry, transport, settlement, water cycle.
I can use basic geographical words such as: cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office.	Pupils can use basic geographical words such as: cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office.
I can make more detailed fieldwork sketches/diagrams.	Pupils can make more detailed fieldwork sketches/diagrams.
I can use fieldwork instruments e.g. camera, rain gauge.	Pupils can use fieldwork instruments e.g. camera, rain gauge.
I can use and interpret maps, photos, atlases and digital mapping, to find countries and key features.	Pupils can use and interpret maps, photos, atlases and digital mapping, to find countries and key features.
I can use four figure grid references.	Pupils can use four figure grid references.
I can use the 8 points of a compass.	Pupils can use the 8 points of a compass.
I can make plans and maps using symbols and lines.	Pupils can make plans and maps using symbols and lines.
I can name and locate the cities of the UK.	Pupils can name and locate the cities of the UK.

Each subject lead has a detailed list of skills for their subject, taken from Target Tracker (general statements, plus detailed statements).

These Medium Term Plans are for each year group and detail what will be taught for the year.

(NB: Year group Medium terms will have shared out these statements across six half-term units).

Target Tracker Statements



Target Tracker: Standardised Assessment system for all subjects.

Reading, Writing and Maths initially, followed by Science and Computing.

There will be a staggered conversion to Target Tracker for all other subjects. (NB: Target Tracker statements underpin all Medium Term plans and curriculum skills / processes / concepts).

Target Tracker Bands
(classroom displays)



Target Tracker Bands to be displayed in each classroom.

Each year group will display what is relevant, rather than the whole process, eg:

Year Six: Bands 3-7.

Year Two: Pre-Band 1- Band 3.