



Hitherfield Primary School



The Hitherfield context:

- 704 pupils
- 78% from ethnic minorities
- 47% EAL
- Double the national EHCPs – nearly 4%
- Disadvantaged – 23% FSM, but 33% Pupil Premium

Distributed Leadership:

**Executive Headteacher
Head of School
School Business Manager
Children's Centre Manager
Governing Body**

**Assistant Headteacher EYFS
Assistant Headteacher Years 1&2
Assistant Headteacher Years 3&4
Assistant Headteacher Years 5&6**

**School Improvement Leaders:
Subjects, Professional Learning,
Safeguarding, Special Educational
needs, Administration, Playground**

**School Improvement Teams
Safeguarding/Attendance Teams
Learning Support Teams
Intervention Teams
English as Additional Language Teams
Breakfast and After School Club Teams
Administration Teams
Playground teams**

This allows us to:

- Work closely with staff
- Build professional learning groups
- Build relationships that support families
- Help children feel safe and cared for
- Keep the premises open for longer
- Gather lots of information about each child
- Keep the curriculum relevant and experiential

How we gather information (data):

- Children's Centre
- Families
- Teachers – recorded on electronic system
- Supporting adults
- Visiting professionals – Play Therapists etc.
- Standardised tests – PiRA/PuMA
- Local Authority
- IDSR

What we do with it:

| NAME | | EYFS ATTAIN MATHS | CURRENT ATTAIN MATHS | TARGET MATHS | GAP TO TARGET | EYFS ATTAIN READING | CURRENT ATTAIN READING | TARGET READING | GAP TO TARGET | EYFS ATTAIN WRITING | CURRENT ATTAIN WRITING | TARGET WRITING | GAP TO TARGET | BARRIER/S TO LEARNING | ACTIONS | REVIEWS |
|------|------|-------------------------|----------------------------|-----------------|------------------|---------------------------|------------------------------|-------------------|------------------|---------------------------|------------------------------|-------------------|------------------|--|--|---|
| NAME | NAME | ELG Exp/ EXS | 3 Dev | 3 Sec | 1 | ELG Exp/ EXS | 3 Dev | 3 Sec | 1 | ELG Em/ EXS | 3 Beg+ | 3 Sec | 1.5 | Unsettled home life, needs a lot of reassurance and emotional support. | <p>2017 - Planning support (AHT), Lesson Study, ReflectED, Quality First Teaching, termly parent meetings, English SIL supporting planning and 1 writing session per week.</p> <p>January: Social care involvement, parental concerns.</p> <p>April: needs targeted support in writing, mentoring support. More settled in school.</p> <p>2018 – JAN: focused feedback around what he is doing well in a lesson - utilise green highlighter to show what you want to see in his work. Speak to Mum about building resilience.</p> <p>APRIL: attends Headfirst support programme. Continue showing work to build confidence in writing. Keep on play therapy waiting list.</p> | <p>2017- Outcomes for maths and reading have been maintained for _ and good progress in writing meant that he was able to demonstrate the expected standard by the end of KS1. Focus on embedding writing skills will be key to maintaining academic outcomes.</p> |

EYFS -

| | | | | | |
|--|--|---|--|---|--|
| The areas for learning in the EYFS will be developed through the children's daily interactions and interests except for term 4 in which, in addition to this, they will be introduced to these aspects of Tanzanian culture. | | | Tanzania – instruments/songs/dance | | |
| | | | All around the World - Tanzania - the place | | |
| Inspirational People TERM 1: Major focus = History | Interesting Places TERM 2: Major focus = Geography | Brilliant Inventions TERM 3 + 2weeks TERM 4 Major foci = Science/History | Connecting with Tanzania TERM 4 (3 weeks) Major focus= Geography | Time Travelling Through London. TERM 5 Major foci = Science/History | Our Bodies Our Effect on the Earth TERM 6 Major focus = Science |

Year 1

| | | | | | |
|---------------------------------|--------------------------|---------------------------------|---|--------------------|--|
| Bessie Coleman (Female Aviator) | Asia – Countries of Asia | Toys and how they move and work | Tanzania – <i>animals and habitats/U.K comparison</i> | Prehistoric London | What our bodies can do The effects of littering |
|---------------------------------|--------------------------|---------------------------------|---|--------------------|--|

Year 2

| | | | | | |
|----------------------|------------------------|----------------------------|--|---------------------------------|--|
| Mary Seacole (Nurse) | Americas – West Indies | Wheels and how we use them | Tanzania – <i>homes and gardens/U.K comparison</i> | Roman London Staying Healthy | British Habitats and how to look after them. |
|----------------------|------------------------|----------------------------|--|---------------------------------|--|

Year 3

| | | | | | |
|-------------------------------------|-------------------|-------------------------------|---|------------------------------------|---|
| Marshall Taylor (Sportsman-cyclist) | Americas – Brazil | Boats, Water, Rivers and Seas | Tanzania – <i>animals and plants/U.K comparison</i> | Tudor London Our Eyes and light | How the ground is made up and how it is damaged |
|-------------------------------------|-------------------|-------------------------------|---|------------------------------------|---|

Year 4

| | | | | | |
|-------------------------------------|-----------------|---------------------|--|--|----------------------------------|
| Wangari Maathi (Peace Prize Winner) | Europe – Greece | Trains and Railways | Tanzania – <i>schools and playgrounds/U.K comparison</i> | Victorian London Harnessing the power of steam. | The effects of polluting the air |
|-------------------------------------|-----------------|---------------------|--|--|----------------------------------|

Year 5

| | | | | | |
|---|---------------------|---------------------|---|---|--------------------|
| Abolitionists –Olaudah Equiano (Abolition of Slavery) | West Africa – Benin | Aircraft and Flight | Tanzania – <i>growing and selling food/U.K comparison</i> | London during WWI and WWII Our place in space. | The Circle of Life |
|---|---------------------|---------------------|---|---|--------------------|

Year 6

| | | | | | |
|----------------------------------|----------------|------------------------|---|---|----------------------------|
| Nelson Mandela (World Statesman) | Africa – Egypt | Bridges and Structures | Tanzania – <i>The Maasai Culture/U.K comparison</i> | Modern London – Where have Londoners come from and where have they settled? Harnessing the power of electricity. | Keeping our Bodies Healthy |
|----------------------------------|----------------|------------------------|---|---|----------------------------|

SCIENCE: Children need to learn to:

1. identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat...apply to needs of high performing athlete (Marshall Taylor) comparative table to show the difference between the dietary requirements of an athlete and a year 3 child. Chn to be able to explain the
2. differences and how this relates to the different needs of the different individuals.
3. identify that humans and some animals have skeletons and muscles for support, protection and movement...apply in context of a cyclist

Vocabulary - nutrition, diet, food groups, healthy, skeleton (major bone names), muscles, compare, support, protection, movement, function,

HISTORY:*Historical enquiry:*

Choose appropriate sources (internet/photos/videos/books) to answer questions about specific people and events going beyond simple observations
- why were experiences of Marshall Taylor different to Chris Hoy's?

Historical Understanding:

Identify and describe changes between specific periods of history - eg technology changes in bike riding and racing

Vocabulary: Velodrome, cyclist, century, decade, names of bike part, significant cyclists, olympics, championships

COMPUTING:*Understand networks*

1. To understand that computer networks, including the internet, are made up of computers connected together.
2. To understand that the internet can be used to send data around the world.
3. To understand the internet and web can be used for communication such as email, video conferencing, blogs, social networks
4. To understand some of the different ways that digital technology is used at home, school and the world of work.
5. To know that a range of different devices contain a computer
6. To understand how digital technologies have changed people's lives.

ENGLISH:

Home learning based writing task –

Introducing Myself!

Whole school text: Freefall - David Wiesner

Narrative writing outcome: Re-write section based on Freefall

Topic writing outcome:

Non-chronological report/s; in the form of fact sheets to present an aspect learned through study of Marshall Taylor (through either history or science).

FRENCH:

Culturetheque Niveau bleu module 1

Introducing yourself, silent consonants at ends of words, nouns, map work, classroom instructions, nos1-3, phonics

RELIGIOUS EDUCATION:

Islam – The Final Message

ART & DESIGN:

Create a collage using depictions of bicycle parts practising the skills of drawing, overlapping and overlaying.

YEAR: 3 TERM: 1 VALUE: RESPECT

TOPIC: MARSHALL TAYLOR (1878-1932)

VISIT/VISITOR IDEA: HERNE HILL

VELODROME/ DR.BIKE

SCIENCE: Knowledge of Animals, including humans
Working scientifically: Children need to ask relevant questions and use different types of scientific enquiries to answer them (comparative table to show the difference between the dietary requirements of an athlete and a Year 2 child)

Topic based:

Develop an understanding of how the skeleton and muscles help a person cycle.

How does healthy eating contribute to a person being able to cycle

HISTORY: Establishing events beyond living memory/lives of significant individuals

Establish timeline of Marshall Taylor's life...record key events.

Investigate the difficulties Taylor overcame to become a champion.

Compare Marshall's cycling experience (training/resources/technology etc.) with that of a modern champion (eg. Chris Hoy.)

PHYSICAL & OUTDOOR EDUCATION:

P.E:

Gymnastics and Games

Outdoor Learning:

How do carrots produce seeds?

Use the garden to explore this question. Can you find out how and when this happens?

MATHS:

1. Explain and show how and when counting is useful for adding and subtracting.

2. Add and subtract within the context of length, capacity and mass, appropriately choosing and using number facts, and showing an understanding of place value and counting. Explain decision-making and justify solutions.

3. Practise reading pictograms, charts and tables, interpreting the information and producing charts to show collected data.

COMPUTING:

Understand networks.

Children will investigate how computer networks work. They will use simulations and command prompts. Children will present their learning using PowerPoint.

PSHCE:

SEAL: New Beginnings

Getting on and falling out

OUTCOMES:

| 2017 | At Expected + | | |
|------------|---------------------------|----------|------------------------------|
| | All Pupils Hitherfield | National | Pupil Premium Hitherfield |
| R, W and M | 77% | 61% | 77% |
| Reading | 83% | 71% | 82% |
| Writing | 87% | 76% | 86% |
| GPS | 88% | 77% | 86% |
| Maths | 89% | 75% | 84% |