

# Viking Academy Trust



## Teaching and Learning Policy

**Approved by the Trust: Term 1 2023**

**Reviewed bi-annually: Term 1**

**Last review date: Term 1 2023**

**Signed: Neil Roby**

**Chair of Trust**

# Teaching and Learning Policy

## The Viking Academy Trust

### Schools in the Viking Academy Trust (VAT)

Chilton Primary School  
Ramsgate Arts Primary School  
Upton Junior School

This Policy is for Upton Junior School

#### **The Purpose**

The policy for teaching and learning is a core policy of the trust and informs the best classroom practice at Upton. It was written as a result of developments in our practice and is owned by the staff team. It is based on our current learning and understanding of recent research. Members of the staff team are expected to refer to it frequently and use it to help evaluate and change practice to ensure the best provision for our children.

**The academy trust feels that the nature and quality of classroom practice is the single most important factor in determining pupil's achievement, which lies directly within our control as professionals and as a trust.**

#### **Aims**

Raise the quality of learning and as a result improve standards

- Provide clear guidance for teaching and learning ensuring consistency across the school
- Enable the staff team to identify aspects of practice as part of their commitment to continual improvement
- Provide a tool for monitoring, evaluation, school improvement and accountability
- Support our commitment to equal opportunities and diminishing differences in attainment
- Set out our expectations of best practice

Our school values represent the learning culture, climate and ethos of our school. They represent the dispositions that we teach children for excellent conduct and learning. They are:

- Friendship
- Aspiration
- Respect
- Resilience

### **Planning:**

Lessons are planned using:

- National Curriculum
- Upton English Curriculum documents
- End of Year expectation documentation
- Maths Mastery framework
- Thematic Curriculum Medium Term plans
- Kent Science Scheme of Work
- RE framework
- PE Curriculum Medium Term Plans
- PSHE Association Programme of Study

### **SHORT TERM:**

- Teachers work collaboratively during PPA and the year group meeting to plan an overview for the week ahead for both Maths and English.
- Planning of lessons should focus on how to structure learning and progress.
- Any format for weekly planning may be used. Teachers requiring support may be directed to use specific formats
- All planning for the week must be saved on Sharepoint in the appropriate folders by Friday at 4:00pm.
- Heads of Year and SLT will monitor these.

All planning MUST include the following:

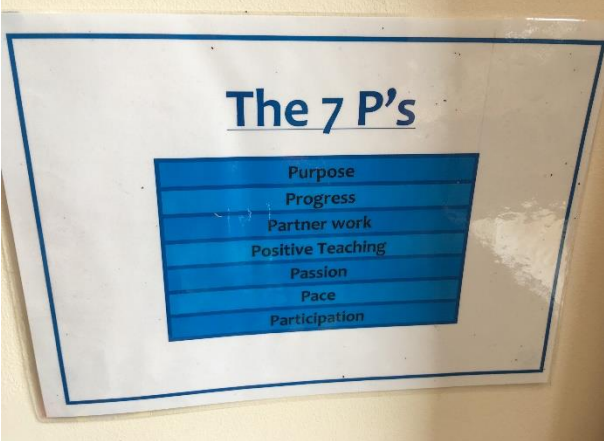
- IALT (I am learning to...)
- Success criteria
- Outline of teaching points / key questions
- Differentiation and challenge
- Use of adult support
- Use of mini plenaries and plenary
- Resources

### **MEDIUM AND LONG TERM PLANS**

- Long term plans give an over-view of all learning in each year group and are reviewed on a yearly basis prior to the start of a new academic year
- Medium term planning is developed from long term planning and adjusted on a termly basis to reflect intended teaching and learning for the term ahead

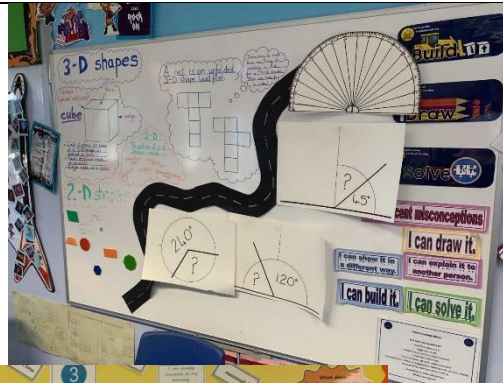
## **The Upton Way – Outstanding Toolkit for Learning**

This is an outline of practice at Upton providing our teachers with an outstanding toolkit for teaching and learning and children with engaging learning experiences. These practices also ensure consistency in the quality of teaching and learning.

<p>The Upton Classroom: Every classroom must display the following</p>	<ol style="list-style-type: none"> <li>1. Learning walls – English- reading and writing(+SPAG section), Maths (and Maths meeting) – non-negotiables for E+M on display, x table tracker / number facts tracker, Pen Licence guidelines + fountain pen as appropriate</li> <li>2. The Upton Way Rules and safeguarding posters</li> <li>3. Core values</li> <li>4. Book corner</li> <li>5. Thematic curriculum display</li> <li>6. Behaviour display</li> <li>7. Language of the term</li> <li>8. E-safety display</li> <li>9. Wellbeing display</li> <li>10. OCOC</li> <li>11. Visual timetable</li> <li>12. Map</li> <li>13. Timeline</li> <li>14. Speed Sound Chart</li> <li>15. British Values</li> <li>16. SLANT poster</li> <li>17. Perfect partners</li> <li>18. Reading area/corner + reading tracker</li> <li>19. Door designed by class teacher, including class name and staff</li> <li>20. Worry box</li> <li>21. House points</li> <li>22. All resource trays labelled</li> </ol>
<p>The 7 P's Purpose, Pace, Passion, Progress, Partner work, Positive teaching, Participation. These are aspects of excellent teaching and learning and should therefore be explicit in every lesson.</p>	

### **Learning Walls**

For Maths (including maths meetings), English and Thematic – should show current learning – prompts, reminders and expectations, key vocabulary and examples of good work / success criteria in action



### **Values**

Taught through all learning and referred to throughout all learning.



### **Language of the Term**

This display must be changed termly



**Visual timetable**

Every class displays a visual timetable of the day

**Reading area**






All classrooms need to have an inspiring reading area for children to access

**Behaviour display**

At Upton we follow a Positive Behaviour System.  
(Please see behaviour policy for further details)





<p><b>Classroom doors</b> Personalised by teachers</p>	
<p><b>Resource trays</b> Must be labelled.</p>	
<p><b>Worry box</b> In an obvious place for all children to access.</p>	
<p><b>House Points</b> In an obvious place for all children to access.</p>	
<p><b>Personalised learning resources</b> So that all children can access learning, individual needs may be identified and resources identified to aid concentration and learning. These may include: fiddle toys, sensory cushions, sensory toys, visual prompts, task management boards, coloured books, writing slopes, screens and overlays.</p>	

**MTYT, 1,2,3 and carpet seating**

To facilitate consistency from RWI practice across the school. My turn, your turn allows CT to model with the children rehearsing. 1,2,3 enables children to move quietly and with as little disturbance to B4L in transition (1 to stand, 2 to move and 2 to sit down) If children are seated on the floor or carpet, they must be in rows.



**5, 4, 3, 2, 1, Track the Speaker and Callbacks**

Universally used when a class is called back together after discussion  
For class management

**Call backs**

Teacher	Pupils
Hocus Pocus	Everybody focus!
Macaroni cheese	Everybody freeze
Hands up top	That means stop
Ready to listen	Ready to learn!
1, 2, 3, eyes on me	1, 2 eyes on you

**Silent Stop signal with or without count down**

Universally used when a class is called back together after discussion





### **Armed Responses**

Hands up are only for questions

Armed responses are expected from every child within the class. If they are 'thinking', a child should be prepared and expected to explain what they are thinking about.

Care should be taken to illicit a broad range of children to ensure that all are included in class discussion.

Strategies include:

Use of 'partner A' and partner B

Asking a pair not an individual

Phone a friend



### **Challenge, pitch and self differentiation**

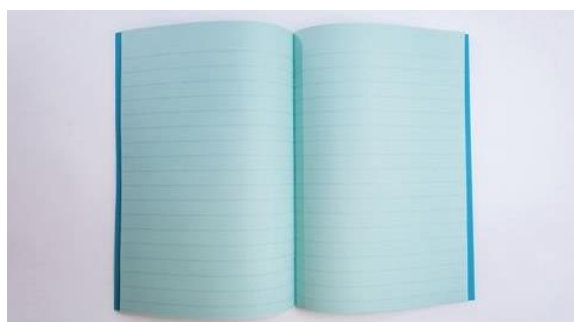
All tasks must be pitched for children.

Children must also be set expectations for task completion in given time and given reminders Children must also be set expectations for task completion in given time and given reminders

- 1 sheet Maths removes the ceiling for children's achievement. CT should carefully tailor task sheets so that activities move from fluency through to application & reasoning. CT should use A4L on a daily basis to design task sheets and direct children to starting points on these sheets.
- Please also see our [Lowest 20%](#) and [More Able Toolkits](#) for further strategies to support all children in lessons.

### **Dyslexia and Memory friendly classroom**

IWB should be coloured backgrounds. Consider appropriate use of coloured paper. Coloured books and over lays are available for children requiring them. Every class should teach memory skills Memory friendly resources should also be deployed.



### **Time Targets**

A visual timer is mandatory as children are set and complete any task. This allows expectations within a given time to be made clear. Expectations at the start of the task must be made clear – by the end of /// minutes, you and your partner will tell me ///// or at the end of 20 minutes you will have complete x number of questions. Reminders should be given of expectation half way through time limits.

<b><u>1,2,3 Transitions</u></b>	<p>This process should be used when children move within the classroom:</p> <p>1 = stand up 2 = move to destination (carpet / chair) 3 = sit down</p> <p>In Year R and 1, children have their own 'spot' on the carpet next to their learning partner</p>
<b><u>TTYP</u></b> <b><u>Turn to your partner</u></b>	<p>Children must be taught to be a good learning partner – this is based on the fundamentals of Read, Write Inc practices that children learn from day 1 in Year 3.</p> <p>Turn to face each other Eye contact Listen Respond Work together</p> <p>Hold your partner to account – questioning documents provide an outline for learning partners to question each other to develop reasoning and thinking</p>
<b><u>RWI display</u></b>	These should be on display in every classroom for use in RWI / Spelling lessons and also to display any key vocabulary from across the curriculum
<b><u>Behaviour for Learning – three good things</u></b>	<p><i>See behaviour policy</i></p> <p>To support good learning behaviour as outlined by the behaviour policy, children are reminded to show 'three good things' – good sitting, good looking, good listening.</p>
<b><u>Oracy and Vocabulary Teaching</u></b>	<p>Vocabulary: Teacher need to plan and pre-teach specific vocabulary for English, Maths and the wider curriculum (see overviews for specific vocabulary). Vocabulary should be taught using the Upton 8 step method:</p> <ol style="list-style-type: none"> <li>1)<b><u>Symbol</u></b> – introduce the word with a picture of symbol</li> <li>2)<b><u>Phonology</u></b> – clap syllables/rhyme/initial sound/say word to partner</li> <li>3)<b><u>Semantics</u></b> – discuss the meaning</li> <li>4)<b><u>Sentence</u></b> – children use the word in meaningful sentence</li> <li>5)<b><u>Action</u></b> – Act it out where possible</li> <li>6)<b><u>Song</u></b> – Use a song or rap to reinforce the word</li> <li>7)<b><u>Working word wall</u></b> – the word and picture are added to the wall to prompt immediate recall</li> <li>8)<b><u>Word pot</u></b> – the word goes into the Word Pot for reviewing in the future</li> </ol> <p><u>Oracy non-negotiables</u></p> <ul style="list-style-type: none"> <li>• Each class has talk guidelines to be used during class discussions throughout the year on display</li> <li>• Talk partners are used effectively throughout the school day</li> <li>• Vocabulary is systemically taught and revised</li> <li>• Teachers model excellent oracy skills and high level vocabulary</li> <li>• Pupils are expected to speak in full sentences</li> <li>• Drama and performance poetry play an integral part in our guided reading cycle.</li> </ul>

<b><u>Class Reading Display</u></b>	In each classroom there is a 'have you read?' display that tracks how often the children are reading. This is clearly seen and monitored by the class teacher. Reading folders in each book corner monitor how many times the class teacher has read with each child in the class.
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## **Assessment**

Assessment at Upton is ongoing but can be summarised as:

- Assessment for learning – between teacher and child or child to child or self-assessment
- Assessment of learning – through marking and evaluating against national curriculum outcomes
- Assessment of the learning – through formal and informal monitoring

<b>ASSESSMENT FOR LEARNING</b> See feedback policy for specific approaches. Assessment for learning ensures that teachers constantly evaluate children's learning and progress, provide feedback and plan learning and next steps with a sharp and exacting understanding of where children are in their learning.	
<b><u>End of Year Expectations</u></b>	These should inform all assessment and planning Sequences of lessons, units and learning should build towards children acquiring knowledge, skills and understanding that they retain
<b><u>IALTs and Success Criteria</u></b>	IALT: I am learning to ..... These should be simple and learning not task specific (e.g. learning to add, use adventurous vocabulary) Success Criteria: Should lay out the steps to success to achieve the learning intention They should not focus on secretarial skills (these are covered by non-negotiables in every lesson)
<b><u>Feedback</u></b> <b><u>Please see feedback policy for specific approaches</u></b>	Teachers should use skilled questioning to guide children through learning points and direct the course of the lesson. When children are engaged in an activity, the teacher should be fully engaged in assessing and feeding back to children throughout At the end of a lesson, teachers should review all learning and use this information to plan or adjust the next lesson accordingly.
<b><u>Differentiation and Challenge</u></b>	This should be set according to the needs of the children within the class for every lesson and each subject It is unusual for all children to complete the same tasks / activities as this would not be addressing the needs of all children Challenge activities should be prepared in advance of a lesson– these should be differentiated and demonstrate a range of challenge levels
<b><u>Review of learning and feedback at the start of the next lesson</u></b>	Each lesson should begin with a review of the previous lesson's learning and include opportunities for children to respond to any feedback using their green or purple pens.

	Teachers should plan in for these assessment opportunities across the curriculum
<b>Green Pens</b>	Used for: Response to feedback – regularly, in every subject. Peer Feedback – regularly in every subject Teachers should plan in for these assessment opportunities across the curriculum
<b>Purple Pens</b>	Proof reading and self-editing – regularly in every subject

<b>Assessment of Learning</b>	
<b>Summative Assessment</b>	This is recorded through Compass grids and currently recorded formally on the assessment spreadsheet while BromCom is being set up to analyse data. Every child must have an individual grid for reading, writing and maths. These must be updated frequently ready for formal data pulls. Teachers must regularly update their Compass grids. This reflects assessment for learning practice and ensures that teaching and learning remains focused on end of year expectations.
<b>Pupil Progress Meetings</b>	<ol style="list-style-type: none"> <li>1. Term 3</li> <li>2. Term 6</li> </ol>

<b>Assessment of the Learning:</b>	
Monitoring of books	Books are monitored weekly by the wider leadership and senior leadership teams. The purpose of this monitoring is to provide valuable feedback to teachers on how they can improve elements of their practice.
Moderation across year groups and the Trust	Regular PDM time will be dedicated to in house moderation and planning. Moderation will happen regularly across the Trust Moderation will happen at least twice per year with schools outside of the Trust.
Formal testing	Year 6 will use previous SATs papers to prepare for end of Key Stage SATs.
End of Unit quizzes	Children will take ‘quizzes’ at the end of every Maths block as well as every thematic topic. This will help the teachers see if there are any gaps in the children’s learning and plan to address them with upcoming lessons.

Parent Evenings	Meetings to be held with parents/carers twice a year to share individual pupils' strengths and next steps in learning and attendance data. To suggest ways parents can support pupils in their learning at home and set targets for improvement.
Yearly reports	Reports summarise the achievements for pupils during the year.

### **The Learning Environment**

- Classrooms should be kept tidy and organised, with no clutter, clear surfaces and clean and tidy resources.
- Displays should be current and of high quality. Ensure that learning and celebration are balanced through display
- Each classroom should have an organised book area which is well furnished and stocked.
- The environment should be literature heavy – through display of reading materials and writing
- Displays should be of the quality that demonstrates high value in children's work and efforts
- Consider how 3d aspects or interactive elements can be added to display
- Handwritten signs etc. should model the quality of handwriting expected from the children and follow handwriting policy guidance
- All typed writing should be cursive script
- All words on display should be dotted and dashed
- Displays should have plenty of children's contribution to them to promote ownership
- An environment should be lively and engaging but consider what may become too cluttered / busy and the learning lost as a result

### **The Curriculum at Upton:**

Curriculum leaders have a variety of roles.

These include:

- taking the lead in curriculum development to ensure progression and continuity in their subject throughout the school;
- supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities;
- monitoring progress in their subjects and advising the Head of School on action needed; taking responsibility for the purchase and organisation of central resources for their subjects;
- using release time to support colleagues;
- keeping up-to-date through reading and attending relevant courses.
- Ensuring the governing body have up to date information on subjects
- Talking with confidence about their subject and attainment in their subject

Teachers ensure breadth and balance to the curriculum and endeavour to make use of curricular opportunities to enhance learning and to ensure children have an opportunity to a progressive curriculum.

### **Reading:**

Reading is seen as an essential life skill at Upton School. Children who cannot read at an age-expected level should have additional support and focus given until they catch up with their peers. At Upton, this means that children in the lower years will undertake Read, Write, Inc sessions

At Upton, children begin the reading curriculum using whole class texts ensuring a focus on inference and vocabulary understanding. Many other teaching and learning activities in reading ensure that Upton promotes reading and provides a stimulating literature rich environment:

- Home reading books and the expectation of frequent home reading and monitoring of this through Accelerated reader
- Children will take a Star Reading Test which will give them a ZPD which enables the children to select home reading books at an appropriate level. Once children have completed their reading book, they take an Accelerated Reader reading practice quiz on that text to ensure that they are comprehending their independent reading. The results of these tests, along with the teacher's judgement, help us to decide whether the child is ready to move on to more challenging texts. It is through this that we ensure progression in the children's home reading.
- Volunteer readers
- Regular reading 1:1
- Library visits
- Use of feature book corners
- Use of literature across the curriculum
- Reading buddies scheme
- Pre-reading and re-reading
- Termly reading challenges
- Promotion of reading ambassadors
- Author of the Term assemblies
- Class reading folders to track readers

Pupils are heard reading on a 1:1 basis regularly by adults who will work to develop their reading fluency and comprehension skills.

Reading lessons are taught discretely from writing and SPAG lessons but the content of guided reading lessons should directly feed in to writing teaching and learning. Reading lesson include the modelling of reading by the teacher, paired (partner) reading and choral reading.



Guided Reading is taught through a 10-lesson schedule over a two-week period. The order of the lessons should be adjusted in order to suit the text under study and the needs of the children in each class.

Reciprocal reading skills need to be taught at the start of the year so that they children are fluent in the structures, procedures and language of summariser, clarifier, questioner, and predictor. Children also develop their inference and authorial intent skills by reading a wide range of texts and through a deeper reading for meaning.

Each term will start with a series of lessons based around non-fiction texts, so children have a clear understanding of new vocabulary and organisational features. These non-fiction texts and extracts are linked to the topic the children are studying within their thematic curriculum and makes links to the themes and settings within their core texts. This also raises the profile of non-fiction texts across the school.

**Lessons should constitute:**

- 3 comprehension (2 based on the core text and 1 non-fiction comprehension which links to the topic)
- 4 reciprocal reading/book talk sessions
- 1 drama
- 1 explicit vocabulary focus - word origins etc
- 1 poetry focus

Reciprocal reading may also drive or be an important part of comprehension, drama and poetry lessons. The sequence of lessons must be designed by class teachers in response to texts, writing lesson planning and needs of the children.

**Accelerated Reader:**

- All children will take a Star Reader Assessment on AR. The children will then receive their own ZPD reading level which will allow them to pick an appropriate levelled reading book.
- Each class will update the class reading folder with key data and information from quizzes and Star Assessments. This will be updated termly and tracked.
- Once children have finished a text, they will complete a quiz within 48 hours. When taking the test, they will have access to the book they have read.
- Each classes book corner will have books labelled based on the AR system and books will be organised into ZPD levels.
- A reading tracker should be kept in the classroom on display.
- At the end of every term, children and classes will receive rewards based on the most quizzes and words read.
- Reading books are AR labelled and displayed throughout the school. Children can pick any book to read that is within with their ZPD level. Books are organised in ZPD levels in the each classroom and in shared areas.
- The library has AR labelled books and non-AR labelled books available for the children. There are also non-AR books available to the children across the school.
- All children are expected to read a minimum of 4 times a week
- Teachers will regularly check that children are changing their books and reading at the correct level.

- Children not reading or reading below their actual age will be targeted for extra support and intervention.

#### Book Corners:

- The book corner should also display a range of reading material. This should be kept organised, tidy and inviting and be used for reading for pleasure. Books must be AR labelled and appropriate to your classes reading levels.
- Book corners should be used by every class to promote reading for pleasure.
- Book corners should display books across genres and ensure they are front facing.
- Book corners should include teacher/adult recommendations.

#### Book Banter:

- This happens in every class across the school every three weeks.
- It is an opportunity for children to share books or bring books in from home and recommend them to their peers and is all about reading for pleasure.
- Children will take part in activities such as book tasting, book spreads and reading speed dating in order to expose them to a wider range of genres and authors.

#### Class reading:

It is the expectation at Upton that the end of every day finishes with 15 minutes of class reading led by the class teacher. This is an opportunity to share different genres and authors and for children to be immersed in the modelling of reading.

#### **Writing:**

Daily writing is expected. This should be formally recorded at least three times per week. Planning for writing must create a learning journey and a build-up of skills to a specific outcome. Children should be taught to master the skills of different text types and genre through the rapid building of the skills required to shape them.

Writing rehearsal should begin at the very start of the lesson. Writing will be taught through: shared, guided, modelled, paired and independent writing. Through any teaching input, children should be taught a particular writing skill, have it modelled to them and then rehearse and improve upon it before writing independently.

Drafting, editing and improving lessons are an important part of the writing process. Editing and improvement lessons must have a specific focus and learning intention. Editing must be carefully modelled by class teachers so that children master the skill of self-review.

Big write sessions are expected once every three weeks. These may be stand-alone sessions or linked to another area of the curriculum. The learning intentions for these lessons should still be skill focused – not general intentions relating to text type or task.

#### In writing lessons:

- Teachers should familiarise themselves with the skills required to teach a particular text type so that sequences of lessons build to provide children with incremental writing skills.

- These skills should be broken down and taught across a sequence of lessons and then combined to create effective text types.
- Learning intentions should be skill specific (IALT use verbs to describe action).
- Success criteria then break down the writing skills required.
- Within writing lessons, children should begin the rehearsal of writing from the start of the lesson.
- The teacher should begin the model, children should rehearse, evaluation moves learning forward and a model continued until the children have learned and practised the required skill and understood the success criteria.

### **Spelling:**

- At Upton, spelling is taught a minimum of twice of week.
- Teachers in each year group follow the spelling progression document.
- Each unit should take 2 weeks however class teachers should use AFL to decide if more time needs to be devoted to a particular spelling rule.
- Spelling sessions use elements of the Ruth Miskin spelling scheme (Read Write Spell).
- Across lessons children should be taught the spelling rule/pattern through investigations; dots and dashes; spellings through handwriting and application activities.
- All spelling sessions start with speed sounds.
- spelling rules must also be referred to across the curriculum and avoidable or careless spelling mistakes should be pointed out to children through feedback to ensure a culture of high expectations.
- Incorrect spellings are identified in every subject and children practice these words.
- Marking identifies spelling misconceptions and children practise each word three times.

### **Punctuation and Grammar:**

Punctuation and grammar lessons are taught through a progressive programme of study. Children will undertake a focused 15 minutes PAG part of the English lesson before moving into writing. The PaG session focuses on a key skill and concept and goes through the technical elements ensuring a thorough understanding. Children then apply this knowledge in their writing.

For further information regarding coverage of the curriculum please refer to the English Policy.

### **Maths**

The Mathematics Mastery curriculum is cumulative, coherent and sequenced. This means that mathematical concepts that are taught earlier in the curriculum are revisited in the context of a new area of mathematics. Each school year begins with a focus on the knowledge, concepts and skills that have the most connections; such as, place value, addition and subtraction. These concepts are then applied and connected throughout the school year to consolidate learning.

The Mathematics Mastery programme has provided curriculum resources alongside professional development. The curriculum is created and adapted to allow all children to have inclusion through the use of scaffolds and challenges. All teaching staff have now been fully trained in implementing the approach in their classrooms ensuring consistency throughout school.

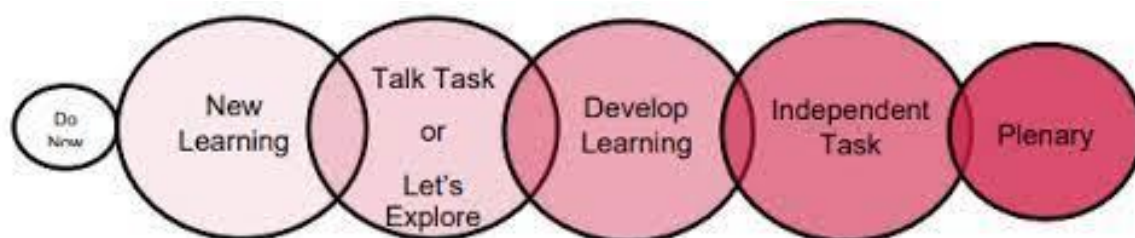
As Mathematical language is a key principle of our approach, at the start of each new topic, key vocabulary (star words) is introduced, revisited throughout lessons and embedded as the topic progresses.

Children are taught through the C-P-A (Concrete – Pictorial – Abstract) approach. This allows teachers to show clear modelling and reinforce the learning that is achieved by going back and forth between the representations, building pupils' conceptual understanding.

All teaching staff also use a six-part lesson structure which allows the lesson to be pacy whilst the children acquire a new skill, apply the skill and deepen the skill within the lesson.

Maths Meetings are used on a weekly basis, using the maths meeting guidance, to give children the opportunity to rehearse and readdress key concepts enabling the information to stay in their long-term memory. The topics selected must be included each term for both fluency and because some key learning will not be revisited until a later term and requires ongoing consolidation.

#### **Six-part lesson structure:**



#### **Do Now**

The purpose of the Do Now task is to consolidate previous learning. This could be recapping on what was learnt the day before or a topic from a previous unit that is necessary for the current lesson. Do Now tasks should be independent work that the children do at their tables for about 5 minutes.

#### **New Learning**

Introduces the main learning for the lesson, beginning by sharing the lesson's key vocabulary with the pupils. This segment will require clear explanations and modelling of tasks to be completed throughout the lesson, especially the Talk task. New learning lasts around 10 to 15 minutes

#### **Talk Task/Let's Explore**

The main focus here is on the children working together in pairs or small groups and talking in full sentences about maths. Developing pupils' language is an important feature of the Mathematics Mastery approach, and taking turns and listening are important to children's development. An alternative approach to this section is Let's Explore - this is an opportunity for pupils to apply the skills they have learnt previously, by discussing and reasoning mathematically.

### **Develop Learning**

This mirrors the New Learning but aims to move the pupils' learning on further and deepen their understanding. Learning could be developed by introducing different resources, adding a problem-solving element, or encouraging further good language use following the Talk Task.

### **Independent Task**

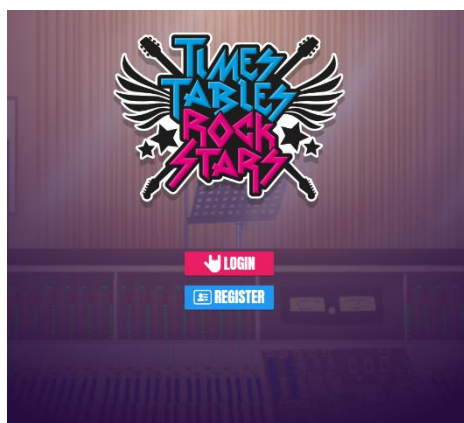
Pupils practise their Develop Learning by working independently and demonstrating what they have understood and learnt

### **Plenary**

The plenary is used to reflect on learning, gather evidence for assessments and plan for future learning. It should sum up what the children have learnt during the lesson, consolidating all learning, address any common misconceptions, and pose a question for the next lesson.

### **Presentation in books:**

- Work should be in pencil. Date and IALT underlined.
- Years 3-6 a side margin consisting of one full square
- Years 5-6 a double margin where appropriate where the centre margin is one full square.



### **Times tables:**

Times-tables underpins most mathematical concepts and is regarded as essential learning. All children should be able to achieve the Multiplication Tables Check required standard at the end of Year 4.

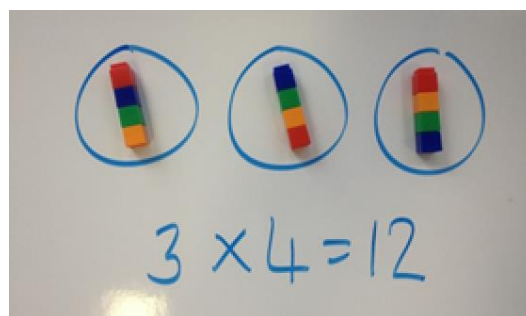
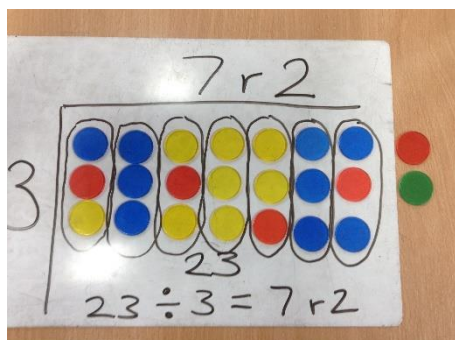
Our main times-tables learning tool is Times-Tables Rockstar. This can be used both at home and at school and has worksheets that accompany the online learning.

Times-Tables should also be a taught part of maths lessons.

### **Concrete, Visual and Abstract:**

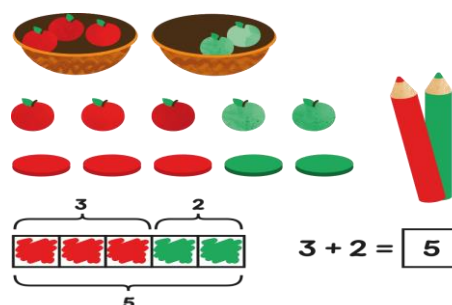


**Concrete:** A manipulative is any resource that can be physically manipulated in order to help explain a concept. Remember to allow pupils to use the resources themselves to explain/work out a problem. Using manipulatives is exploratory and once children try it themselves, manipulatives can then be modelled. It is helpful to refer to the abstract by using number sentences when using the concrete so children are exposed to this.



### **Visual:**

The use of visual techniques helps children progress from concrete methods and toward abstract methods. Children can use jottings to help them.



### **Abstract:**

This is the pure calculation methods. For example, if teaching long multiplication, it would be the column method and steps for success associated with this.

- All new learning should start with access to concrete, pictorial and abstract resources. The end goal is to allow children to be working in the abstract with a complete conceptual understanding of what they are doing!
- The process is fluid and children can revert back to pictorial and concrete resources to support their work in the abstract when needed.

There should be a clear progression within independent tasks:

Fluency procedural (how to undertake the calculation) and conceptual (understanding)

Varied fluency (this could be presenting a calculation in a different way or using different mathematical vocabulary to test children's understanding.).

Application, reasoning and Problem solving-applying the skill to a context and other areas of mathematics.

### **Independent work:**

All children will have a one sheet challenge to undertake. This means that there are no differentiated sheets but that the questions within this one sheet challenge are carefully



considered to meet the needs of a class and build up in difficulty. The questions should start with fluency then building up to application and then reasoning and problem solving. Finally, there should be a pink box challenge at the end of the sheet.

A one sheet challenge may last over two lessons. This will allow for more time to be spent on fluency and the teaching of the skill on the first day so that on the second day assessment for learning can be used for whether the children are ready to move on to the application and reasoning. Therefore, on day one, it might mean the children complete 6 questions by the time they have had partner practice and time to use their maths journals. Then on the next day, more time will be spent consolidating the previous day's content and build up to more challenging material. It might mean that you adapt the sheet including more fluency due to the children finding the content too tricky.

Remember: concrete, pictorial and abstract. Do not move the children on too quickly. They must have a solid understanding of what is being taught.

There should be a clear progression within independent tasks over a series of lesson:

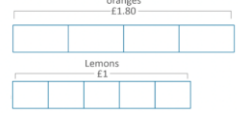
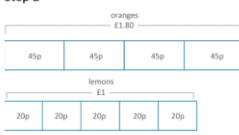
Fluency procedural (how to undertake the calculation) and conceptual (understanding)

Varied fluency (this could be presenting a calculation in a different way or using different mathematical vocabulary to test children's understanding.).

Application, reasoning and Problem solving-applying the skill to a context and other areas of mathematics.

Problem Solving:

At Upton we model one clear strategy to the children as an approach to problem solving, using three simple stages. First, we build an understanding of the problem. Then we create a pictorial representation. Finally, we solve the problem using an efficient method. (Build it, Draw it, Solve it)

<b>Build it</b>	<b>Draw it</b>	<b>Solve it</b>
<p>A bag of 5 lemons costs £1. A bag of 4 oranges costs £1.80. How much more does one orange cost than one lemon?</p>	<p>Step 1:</p>  <p>Step 2:</p> 	$\begin{array}{r} 45 \\ 4 \overline{) 180} \\ \underline{160} \phantom{0} \\ 20 \phantom{0} \\ 5 \overline{) 100} \\ \underline{100} \\ 0 \end{array}$ $45p - 20p = 25p$



How do we assess in Maths?

Ongoing, informal assessments are, of course, made through day-to-day teaching of pupils. Maths books should be marked daily in line with the feedback policy guidance surrounding written marking. At the end of lessons, books can be explored to identify how the learning is progressing across the class. Each day, teachers should start lesson with Whole Class Feedback to inform pupils of WWW/EBI and offer a shout out too from the previous lesson. Diagnostic questions should be provided to the children on a Monday to inform the following weeks planning. At the end of White Rose units, pupils should complete the unit assessment. Pitch and expectation documents can also be used to support the assessment process through the use of levelled questions and key performance indicators for each strand of maths.

### Sentence Stems:

A stem sentence is use to provide clarity or to generalise concepts, in maths, stem sentences include accurate mathematical vocabulary in a highly structured sentence that provides pupils with a way to communicate their ideas with mathematical precision as well as clarity. Stem sentences in maths

Stem sentences can be used to:

Express a key concept

- Generalise a key concept
- Provide a template for discussions or explanations

Each time learners repeat a stem sentence correctly, it helps embed the concept.

For example: if a pupil is asked what the value of the digits in 24 are and they say, ‘24 has 2 tens and 4 ones’, they are able to think aloud with mathematical precision and clarity. They are also able to embed the concept that 24 is the same as 2 tens and 4 ones (compared to an answer of simply ‘2 tens and 4 ones’). By encouraging pupils to say the whole sentence, they also reiterate the question and answer to others.

a Read and write the number represented in the place value chart.

Millions Group			Thousands Group					
H Mil	T Mil	Mil	H Th	T Th	Th	H	T	O
		••••	••	••••••		••	•	••••

A zero in a number is called a **placeholder**.

Here there are no thousands, so we write a zero as it keeps the position and therefore the value of the other digits.

b What is the value of the 5?

c How many ten thousands are there?

### Learning Walls:

Each classroom should have a Maths working wall and should follow these 4 key elements:

**1. Vocabulary:** is essential in maths, the children need to be completely surrounded with the correct terminology with examples.

**2. Examples:** It is paramount that we remember that the purpose of a working wall is to facilitate learning rather than simply to display children's work. We all know that modelling is essential. So, I now have a "what a good one looks like" (WAGOLL) book attached to the working wall, which contains examples of the methods we will use during the week. (Build it, Draw it, Solve it)

**3. Steps to success:** Steps to success to the working wall with a view to encouraging children to become more independent and help themselves. These steps to success give clear guidelines as to how to follow a method, before providing an example.

**4. Resources:** In order to further promote independence, provide resources scaffolds on the learning wall to support the children. Like a word bank in literacy, provide a multiplication grid or a hundred square that the children can take away from the wall to help them. (CPA)

### **Foundation Subjects and Science**

Within our curriculum at Upton we aim to promote Communication and Collaboration. We want children's learning experiences to be Engaging and Enriching. We actively look to promote Community and Diversity.

At Upton there are some subjects we teach as discrete subjects. This is because we believe that our children are best served by having these subjects taught by subject experts. Within these subjects, children build continuously upon their prior learning to ensure they are gaining and retaining key knowledge. We want them to know more, do more and remember more and believe that for these subject this is the best way for this to happen. **These subjects are Computing, Music, PE, Art and Mandarin.**

We also link some subjects together under the umbrella of a central topic to link learning as much as possible (thematic learning). In these cases we strongly believe that understanding within one subject can help with building to understanding within another. For example, if children are learning about the Ancient Egyptians in History then there are natural links to the river Nile and its importance to them (Geography), to the construction of Shadoofs (DT) used to collect the water. The methods Egyptians used to light their temples or tell the time link to Science and light and shadow. This interconnected learning can help with children's wider understanding of a particular area.

**Within our thematic learning, History, Geography, Design Technology and Science are taught as separate subjects but have an overarching link to a particular topic in order to make them more meaningful to the children. We call these 'Topic' subjects among staff. With children, we always use the subject name.**

**Planning:**

Learning is a journey best undertaken with a clear vision of what the end product of this learning should look like. This is where our planning starts - by looking at the steps that will be needed to reach this end goal. From this the learning is broken down across year groups, topics, weeks and individual lessons.

All planning starts with the **‘Main Curriculum Unit Titles.’** This details the unit to be studied and the content of the unit. These details are transferred into the **‘Medium term Plan’** which contains what children need to know from the NC, the key sticky knowledge, British Values, Core Values, English and Maths links, Cultural Capital etc and is where teachers begin to plan from.

In addition, each topic subject will have a **‘Progression Document’** that helps teachers understand the level of detail they should include for pitch in each YG

A **‘sequencing document’** is produced that determine the best order in which to teach the content. This is something designed in collaboration with teachers

All of this information is stored within Year Group Planning and the Main Planning Folder

### **The Upton Learning process for Thematic Learning:**

There is a distinct learning process with every thematic unit, providing a structured approach to make sure that children’s learning experiences are as stimulating and rigorous as possible.

## Year 3, Term 1, Medium Term Plan



Topic Title: Prehistory Rocks!	
<p><b>English</b></p> <p>1. Non-fiction week</p> <p>Children will be immersed in non-fiction texts and extracts about the Stone Age. During this time, they will explore the features of non-fiction texts including how they are set out and the organisational features.</p> <p>We will be creating an information text about the Stone Age.</p> <p>Information texts – how to write an introduction, use of different sentence types in factual writing (statements, questions and exclamations), writing compound and complex sentences to extend ideas in factual writing (using FANBOYS and I SAW A WABUB conjunctions), using presentational features of an information text (subheadings, labelled diagrams, pictures with captions, brackets, lists using commas, bullet points) and finally how to write a summarising end paragraph.</p> <p>2. <u>Linked text: Stone Age Boy</u></p> <p>In this unit the genres that will be covered are:</p> <p><b>Recounts</b> – diaries/letters – writing in first person, writing in past tense using the correct past tense verb forms e.g. ending many past tense verbs in -ed or using correct irregular past tense forms e.g. caught the ball (not <del>catched</del> the ball)</p> <p><b>Setting descriptions</b> – use expanded noun phrases and ambitious vocabulary to describe the main setting in the book.</p> <p><b>Instructions</b> – the children will be learning how to begin instructions with time conjunctions, using imperative (bossy) verbs to write commands and writing compound sentences.</p> <p><b>Debates</b> – the children will debate the roles of men and women in the Stone Age and develop their speaking and listening skills (oracy). They will use conjunctions to extend and elaborate on ideas.</p> <p><b>Persuasion</b> – use of modal verbs and persuasive phrases to give a clear and detailed opinion linking to debates about men being more important in the Stone Age.</p> <p><b>Narrative</b> – paragraphing – use <u>Top-Tab</u> to learn when and how to begin new paragraphs – change in time, place, topic and person. We will write a story about living in the Stone Age and travelling through time using descriptive vocabulary, verbs and adverbs as well prepositions.</p>	<p><b>Maths</b></p> <p>1. Number sense and exploring calculation strategies (3 weeks)</p> <ul style="list-style-type: none"> <li>• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> <li>• <u>recognise</u> the place value of each digit (tens, ones), compare and order numbers up to 100</li> <li>• find 10 more or less than a given number</li> <li>• read and write numbers up to 100 in numerals and in words</li> <li>• solve number problems and practical problems involving these ideas</li> <li>• identify, represent and estimate numbers using different representations, including the number line</li> <li>• add and subtract amounts of money to give change, using both £ and p in practical contexts</li> <li>• identify, represent and estimate numbers using different representations</li> <li>• find 10 or 100 more or less than a given number</li> <li>• <u>recognise</u> the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>• compare and order numbers up to 1000</li> <li>• read and write numbers up to 1000 in numerals and in words</li> <li>• solve number problems and practical problems involving these ideas</li> <li>• count from 0 in multiples of 50 and 100</li> <li>• interpret and present data using bar charts, pictograms and tables</li> <li>• solve one-step and two-step questions [for example, "How many more?" and "How many fewer?"] using information presented in scaled bar charts and pictograms and tables</li> </ul> <p>2. Place value (2 weeks)</p> <p>3. Graphs (1 week)</p>

<p><b>R.E. : Judaism</b></p> <p>What is Judaism?</p> <p>Key teachings, values and stories from Old Testament</p> <p>IALT: understand the beliefs in Judaism (Moses and the Ten Commandments)</p> <p>IALT: understand what the Torah is and how it is important to Jews</p> <p>IALT: make links to the Ten Commandments and the role of rules today</p>	<p><b>PSHE: Health and Wellbeing Focus Text – “My Changing Emotions”</b></p> <p>IALT: understand what affects my mental health introduce zones of regulation</p> <p>IALT: reflect and celebrate achievements and set goals</p> <p>IALT: understand good and bad feelings</p> <p>E Safety Focus: Self image and identity</p>
<p><b>Art: Frida Kahlo 1907 –1954 Self-portraitist</b></p> <ul style="list-style-type: none"> <li>• I can use different grades of pencil/drawing materials to draw forms and shapes</li> <li>• I can develop detail when drawing face parts</li> <li>• learn to draw different expressions</li> <li>• I know how to use a variety of drawing materials for <u>my self</u> portrait.</li> <li>• I know to combine all elements to make a final self portrait as a collage.</li> </ul>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Understand the terms; beat, rhythm, pitch</li> <li>• Sing a simple song, following pitches correctly, perhaps in a round</li> <li>• Learn to hold and blow a recorder, creating a soft tone</li> <li>• Learn to read, recognise and play the notes B/A on a recorder</li> <li>• Understand how standard written notation shows pitches and rhythms.</li> </ul>
<p><b>Mandarin</b></p> <p>In Mandarin we will be learning all about:</p> <ul style="list-style-type: none"> <li>• The Chinese language with an introduction to the characters, sounds and way of speaking and writing.</li> <li>• Chinese greetings and practise these by having conversations with each other.</li> <li>• Where China is in the world by locating it on a map and learn where Mandarin is spoken in the world.</li> </ul>	<p><b>P.E.</b></p> <p>In PE we will be doing the following:</p> <ul style="list-style-type: none"> <li>• Dance – we will be focusing on the theme of toys and using a range of movement patterns to move in time with music. We will be thinking about different shapes and levels.</li> <li>• Team Building/QAA - we will be completing several activities that build relationships, develop communication with one another and develop leadership skills.</li> </ul> <p>This means each class will do three afternoons (6 hours) of each sport.</p>

Computing	
Substantive Knowledge	Disciplinary Knowledge

<ul style="list-style-type: none"> <li>We will be focusing on how to use the software Microsoft Word and search engine Chrome.</li> <li>We will be able to describe a series of input and output devices used in school</li> <li>We will be able to evaluate the appearance of digital content</li> </ul>	
<ul style="list-style-type: none"> <li>To log on and off computers</li> <li>To know parts of a computer</li> <li>To control a mouse effectively</li> <li>To know how to edit fonts and styles in Word</li> <li>To be able to navigate and bookmark websites</li> <li>To be able to copy and paste and resize images into Word</li> </ul>	
Thematic Curriculum	
Topic Title:	Prehistory Rocks!
Big Question:	What changes in British Prehistory?
Blurb overview:	In this unit, the children will explore what constitutes 'prehistory'. They will explore life in the Stone age and how society changed through the Bronze Age and into the Iron Age. The children will be challenged to consider what drove this change and the impact they had on the people who lived at this time.
Celebration of Learning	Visit to <a href="#">Dorset</a> Bay to look for fossils and different rock types.
Text Links	Stone Age Boy Non-fiction texts and extracts about the Stone Age.
Oracy End Point:	Talk Partner Focus Would it be better to live in the stone age, bronze age or the iron age? Would you rather hunt or gather?
Physical: To deliberately select gestures to support delivery of ideas Linguistic: To use specialist vocabulary Cognitive: Build on <a href="#">others</a> ideas Social: Begin to recognise different roles within group talk	
Science	
Substantive Knowledge	Disciplinary Knowledge
<b>Geology</b> <ul style="list-style-type: none"> <li>To know how to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties (e.g. metamorphic, igneous and sedimentary).</li> <li>To know and be able to describe, in simple terms, how fossils are formed when things that have lived are trapped within rock.</li> <li>To know that soils are made from rocks and organic matter.</li> <li>To know how rocks, change over time.</li> <li>To explore the work of Mary Anning</li> </ul>	To know that results are used to draw simple conclusions and raise further questions.  To know how to predict cause and effect using a causal conjunction (because).  To know that questions can be asked and answered by carrying out scientific enquiry.
History	

Substantive Knowledge	Disciplinary Knowledge
<b>Historical concepts:</b> <ul style="list-style-type: none"> <li>To know the main features of the Stone, Bronze and Iron Age.</li> <li>To know that past can be divided into periods.</li> <li>To know the meaning of ancient and civilisation.</li> </ul> <b>Chronology:</b> <ul style="list-style-type: none"> <li>To know how Britain changed between the beginning of the Stone Age and the Iron Age.</li> <li>To know the main differences between the Stone, Bronze and Iron Ages.</li> <li>To know what is meant by hunter-gatherers.</li> <li>To know that there were changes in Britain from the Stone Age to the Iron Age.</li> <li>To know about achievements of one of the earliest civilisations.</li> <li>To know and use the dates of significant events through pre-history.</li> <li>To know that a timeline can be divided into BC and AD.</li> <li>To know how to place the times studied on a timeline.</li> <li>To know that a timeline can be used to place periods studied in order.</li> </ul>	<ul style="list-style-type: none"> <li>To know that we can compare now with a period from the past.</li> <li>To know how to sequence several events or artefacts.</li> <li>To know how to describe similarities and differences between people, events and objects, as time changes.</li> <li>To know that the past can be divided into periods.</li> </ul>
Geography	
Substantive Knowledge	Disciplinary Knowledge

## Big Question:

Every topic has a Big Question poised to the children at the start of the unit and then is reviewed at the end. These questions are designed to be thought provoking, asking the children to consider impact on societies, history and what might have driven these events or outcomes.



## Linking Learning:

Educational research shows us that long term memory is best developed if children are able to link to and build upon prior learning. At Upton our teachers will regularly use the words '**Let's Link**' and will remind children of previous learning that could help them understand something new. Lessons are intentionally sequenced to promote these links where possible, while having an overarching topic helps children see how their learning can all be related.

<b>Celebration of Learning</b>	Visit to <u>Pegwell</u> Bay to look for fossils and different rock types.	
<b>Text Links</b>	Stone Age Boy Non-fiction texts and extracts about the Stone Age.	
<b>Oracy End Point:</b>	Talk Partner Focus Would it be better to live in the stone age, bronze age or the iron age? Would you rather hunt or gather?	Physical: To deliberately select gestures to support delivery of ideas Linguistic: To use specialist vocabulary Cognitive: Build on <u>others</u> ideas Social: Begin to recognise different roles within group talk

## End points:

There are several different end points to the children's learning from a celebration of learning through trips or experiences in school. There are also oracy end points through intended outcomes for children to articulate their learning to different audiences. These activities help children to draw on all their learning from the unit, reminding them of all the connections between subjects that they have made, and creating time and opportunity to build their understanding of their learning. It often involves parents and celebrates the learning that has been achieved.

## Knowledge Quiz:

At the end of the unit a low stakes knowledge quiz is an extra way of helping determine what has been retained and understood. The information from this informs the next lesson – 'Clarify' – where anything not understood can be revisited/retaught

## Discrete Subjects:

### Mandarin:

At Upton, our MFL focus is Mandarin and this is taught by our specialist Mandarin teacher during PPA time. Mandarin progression is in place across the school and pupils focus on simple writing and spoken words and phrases.

### Computing:

Computing is taught during staff PPA time by a specialist computing teacher. This covers the aspects within the National Curriculum

### Music:

Music is taught during staff PPA time by a specialist Music teacher. Children learn Music through the medium of instrumental tuition, with each year group focusing on a different instrument: recorder and percussion / violin / ukulele / keyboard. Through the instrument, children learn to focus their listening skills, develop basic playing and performance skills, create simple compositions and improvisations, as well as regular singing and movement based around the

study. Children also learn about the breadth of musical history, from Bach to Iron Maiden; Folk to Funk; Rock to Rap!

**Art:** Art is also taught during staff PPA time by a specialist teacher where the children are taught a range of techniques through different mediums whilst studying an artist.

### **Physical Education (PE):**

We teach 2 hours a week of Physical Education and provide a 7 hour option (2 hours+ a sports club a day after school for an hour).

### **Our aims mirror those of the National Curriculum:**

- *Develop competence to excel in a broad range of physical activities*
- *Are physically active for sustained periods of time*
- *Engage in competitive sports and activities*
- *Lead healthy, active lives*

### **Planning:**

All planning for PE comes from the PE Progression Document. This breaks down the LT and MTP IALTS for each unit. We have planning support in place When teachers consider each lesson they should remember that PE should also includes pupils learning about the body and that PE should be physically exerting. Children should be out of breath often and developing their physical fitness.

### **The pedagogical approach to PE is as follows:**

- 1) **A warm-up activity:** The purpose of this activity is to lightly warm the muscles so that they are ready for stretching and have children slightly out of breath so that their cardiovascular pathways are ready for physical activity.
- 2) **Stretches:** While primary aged pupils retain natural elasticity, it is good practice to teach the correct warm-up stretches. These should be held for 8-10 seconds each.
- 3) **Individual skills:** The individual skill focus of the lesson should be developed. This should happen at a fast pace to keep pupils active, but is also the part of the lesson where most teacher input is required. There may be more than one stage to this.
- 4) **As pairs or small groups :** The individual skill is then utilised in a small group or paired situation
- 5) **Large groups/game context:** The focus skill should then be utilised within a game situation. Teachers may need to adapt the game format so that this skill is prioritised and pupils don't revert to typical methods.
- 6) Children should be prompted to identify what they did well AND identify those children who have tried and performed well today (**positive self/peer reinforcement**).

In September, all teacher-taught PE starts with 2 sessions of Playground Games, i.e. games to teach your children that they can use at playtimes and in Perfect Points Time.

The final week of every unit should feature inter-class competition. This could be class v class or in house teams.

Each week we awards **STEP into Sports Medals** to pupils that teachers think best embody the values:

**‘Sportsmanship; Teamwork; Enjoyment; Participation’ (STEP into Upton Sport).** One child per class is awarded the medal in assembly.

Sportsmanship is key to everything. Children should always be encouraged to look for what others did well and applaud their opponent’s **efforts**

PE is not optional. Once a pupil has no PE or swim kit for the second time, class teachers need to contact parents.

### **Swimming:**

Is taught by swim staff through ‘Upton Swimming Pool during PPA time’. Our Sports Coaches track the progression of children against the goals of the National Curriculum

### **British Values:**

At Upton Junior School all staff, children and governors are expected to know and uphold the fundamental principles of **British Values: democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.**

Teachers should ensure that these values are incorporated into lessons and day-to-day interactions wherever possible. Debates and discussions are an excellent way to do this. Behaviour management is also a way to reinforce these values. They should also be regular parts of RE and PSHE lessons.

### **Personal Development:**

Personal Development has the goal of helping children to become well-rounded individuals with strong character, who will eventually go out into the world of adults and be actively and positively involved in society. Teachers need to ensure they plan for and monitor Key indicators of Personal Development such as:

- Personal Safety
- Mental Health and Wellbeing
- Enrichment
- British Values
- Cultural Diversity
- Pupil Voice
- Leadership
- PSHE
- Moral and Ethical Debates
- Community Orientated Climate

Much of this provision will take place during our PD week at the start of every term. Personal development should also be part of the day-to-day interactions within the school. Personal development is the over-riding theme of our weekly whole-school assemblies, which also focus on our school's values of Friendship, **Aspiration, Respect and Resilience.**

### **RE:**

The Religious Education programme at Upton reflects the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principal religious traditions represented in Great Britain. It is a great opportunity to emphasise diversity. RE is a superb

opportunity through which to reinforce the key British Values of individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

### **Enrichment opportunities:**

In order to excite and invoke curiosity, further enrichment activities are planned within each topic in every year group. Examples of further enrichment opportunities are: outside learning, local trips, trips further afield and attending/ taking part in events within the local community. We passionately believe that enriching learning experiences, including outside and offsite learning, provide children with memorable and fun opportunities to explore and make sense of the world around them.

## **WELLBEING**

### **A simple guide to wellbeing at Upton Junior School**

In the classroom:

#### **Daily wellbeing activities**

The children must be given an opportunity to focus on their wellbeing. This can be through the following activities:

- Peer massage
- Yoga
- Being read to by a teacher
- Mindfulness colouring/doodling

This should ideally be done after the children's lunchbreak to prepare for afternoon learning, but also should be used depending on the needs of your class.

#### **Brain breaks**

Go noodle is a great website for short, fun brain breaks.

#### **Peer mediators**

These Year 5 children are identifiable by their bright orange sashes. They have been trained to help children solve their problems.