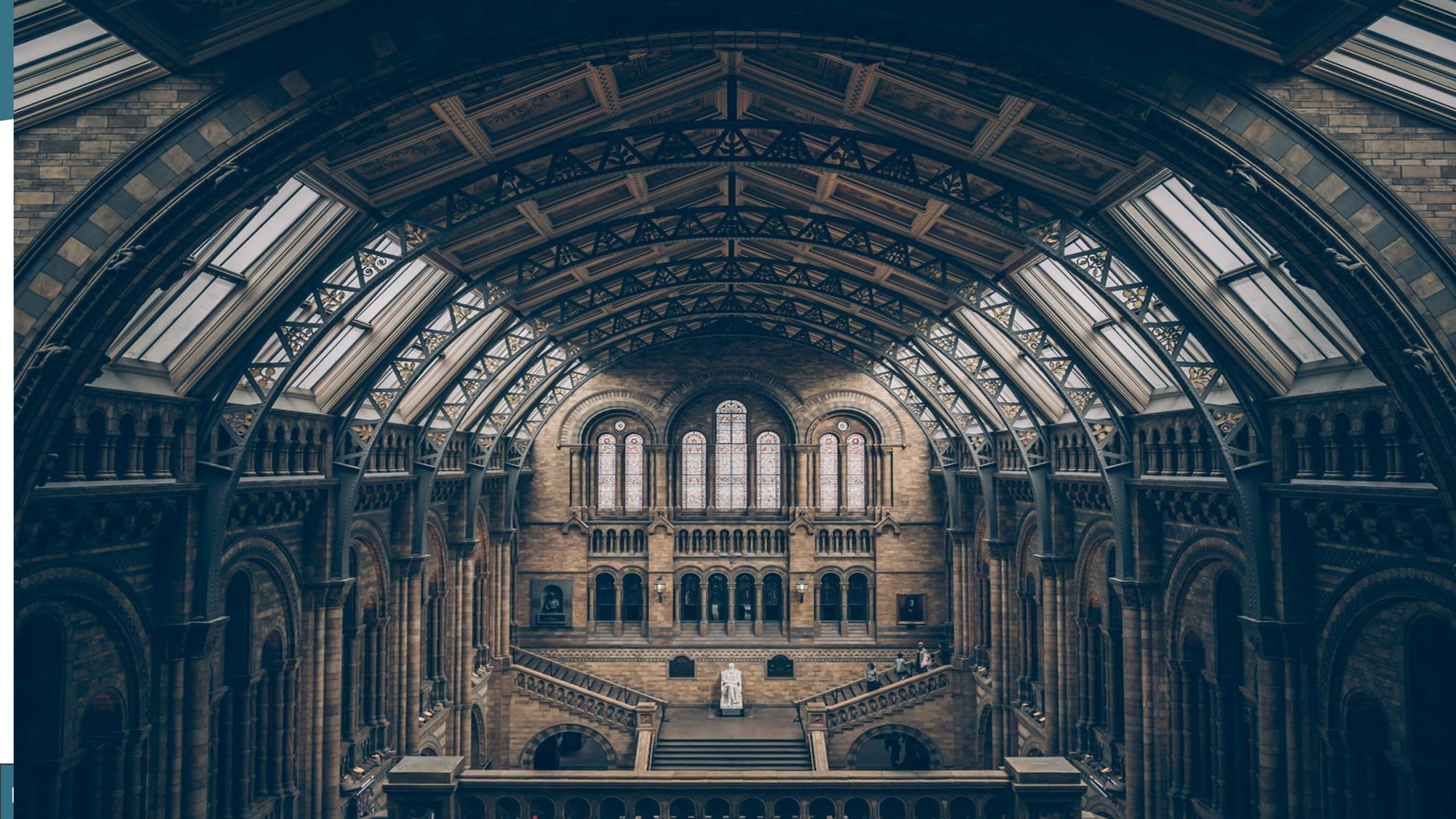


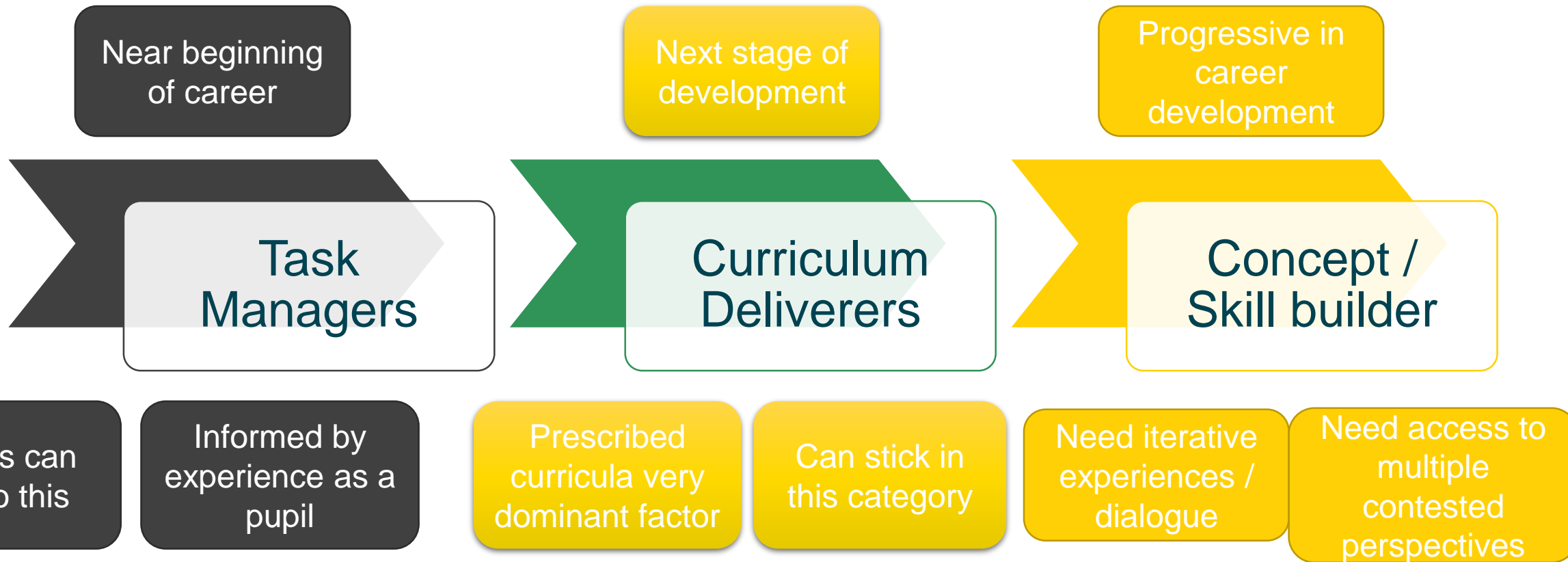
Curriculum Intent, Implementation and Impact Statement

**We are trusted with Parents' most precious possessions...
... treasure them.**

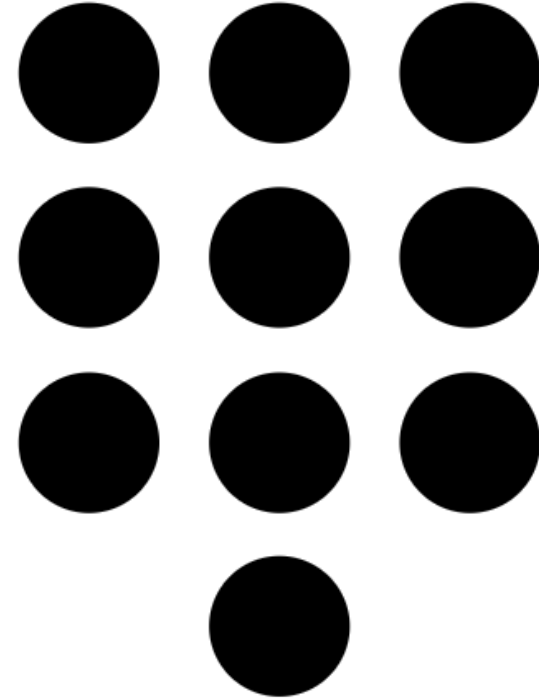




A developmental 'Continuum'



- A set of common-sense actions that more effective teachers do resulting in students making **more progress** and achieving **better results**.



New Inspection Framework September 2019

Outstanding schools will no longer be exempt from inspection



Intent

- leaders take on or construct a curriculum that is **ambitious** and **designed** to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, **the knowledge** and **cultural capital** they need to succeed in life
- the provider's curriculum is **coherently planned** and **sequenced towards cumulatively sufficient knowledge and skills** for future learning and employment
- the provider has the same **academic**, technical or vocational **ambitions for almost all learners**. Where this is not practical – for example, for some learners with high levels of SEND – **its curriculum is designed to be ambitious and to meet their needs**
- **learners study the full curriculum**. Providers ensure this by **teaching a full range of subjects** for as long as possible, 'specialising' only when necessary

Implementation



- teachers have **good knowledge of the subject(s)** and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise
- teachers **present subject matter clearly**, promoting **appropriate discussion** about the subject matter they are teaching. They **check learners' understanding systematically**, identify **misconceptions accurately** and **provide clear, direct feedback**. In doing so, they **respond and adapt their teaching as necessary**, without unnecessarily elaborate or differentiated approaches.
- over the course of study, teaching is designed to help learners to **remember in the long term** the content they have been taught and to **integrate new knowledge into larger concepts**.
- teachers and leaders **use assessment well**, for example to help learners embed and **use knowledge fluently** or to **check understanding** and **inform teaching**. Leaders understand the **limitations of assessment** and do not use it in a way that creates unnecessary burdens for staff or learners
- teachers create an environment that **allows the learner to focus on learning**. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider's ambitious intentions for the course of study and clearly **support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment**
- a rigorous approach to the **teaching of reading** develops **learners' confidence and enjoyment in reading**. At the early stages of learning to read, **reading materials are closely matched to learners' phonics knowledge**

Impact



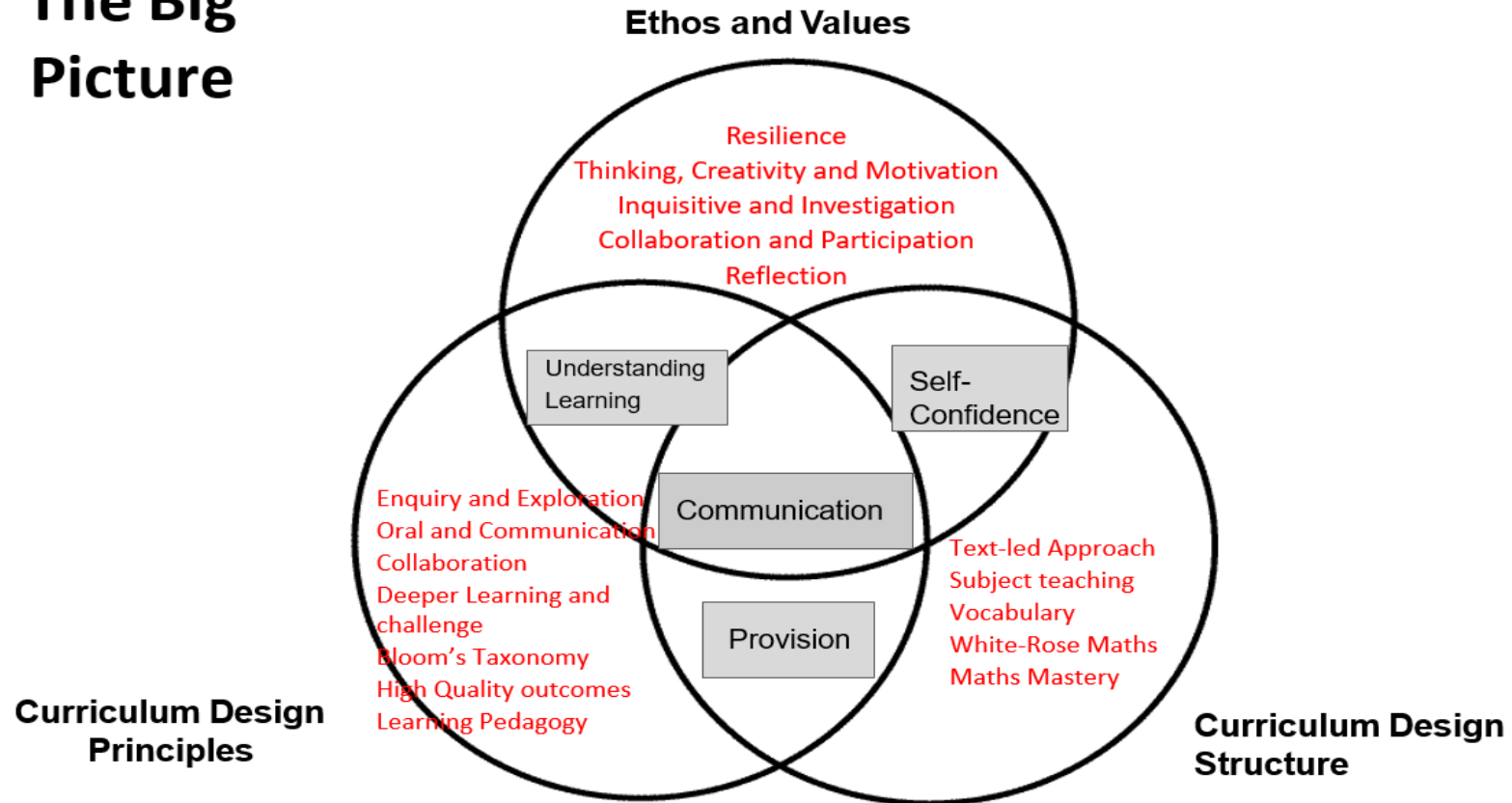
- Learners develop **detailed knowledge and skills** across the curriculum and, as a result, **achieve well**. Where relevant, this is **reflected in results from national tests** and examinations that **meet government expectations**, or in the qualifications obtained
- learners are ready for the **next stage of education**, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. **They read widely and often, with fluency and comprehension.**

Leadership & Management

- leaders focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are built up and improve over time.

Exceed Learning Partnership Curriculum statement

The Big Picture



Ethos and Values

At Exceed Learning Partnership the curriculum is designed 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.
- Every child is recognised as a unique individual.

We celebrate and welcome differences within our community of academies. 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 use Learning Pedagogy to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

Curriculum Design Principles

When designing sequences of learning across the curriculum, we use a teaching backwards approach. At the heart of teaching backwards is a thinking process that enables our teachers to plan and teach from a clear and well-defined destination. We believe that teaching backwards is a journey that starts with the end very clearly in mind. With this knowledge, our staff design learning that focuses on small steps of progression. The schemes of learning have been designed to identify the on-going assessment of knowledge (concepts) and skills. This will support teachers to design learning to ensure that pupils retain this and build upon their prior knowledge in order to apply independently to a range of contexts.

Our design principles have been created to enable pupils to make deep connections between learning and understanding the world they live in, leading to pupils connecting taught knowledge and skills with agency and purpose. We therefore ensure that learning is 'deep' rather than shallow. Deep learning requires planning for and modelling behaviours and actions associated with:

- Deeper thinking
- Deeper purpose
- Active and collaborative engagement so that pupils meet the world but are not the centre of it

Increasing understanding by gradually moving through cognitive domains

Basic

Low level cognitive demand. Involves following instructions.

Advancing

Higher-level cognitive demand beyond recall. Requires application involving some degree of decision making.

Deep

Cognitive demand involves non-standard, non-routine, inter-connected, multi-step thinking in problems with more than one possible solution. Requires reasoning and justification.

Within the teaching sequence, we plan and outline questions which support the domain of learning. These verbs support this:

Basic	Advancing	Deep
List, Describe, Locate, Write, Find, State, Name, Follow, Complete, Recall, Ask, Use, Match, Report, Measure, Illustrate, Label, Recognise, Tell, Repeat, Arrange, Define, Memorise	Apply, Solve, Explain, Classify, Infer, Categorise, Identify, Organise, Modify, Predict, Interpret, Summarise, Observe, Estimate, Compare	Think, Explore, Challenge, Question, Select, Reason, Justify, Consider, Demonstrate, Innovate, Decide, Create, Reflect, Critically Evaluate, Plan, Judge, Test, Defend, Design, Build, Construct, Invent

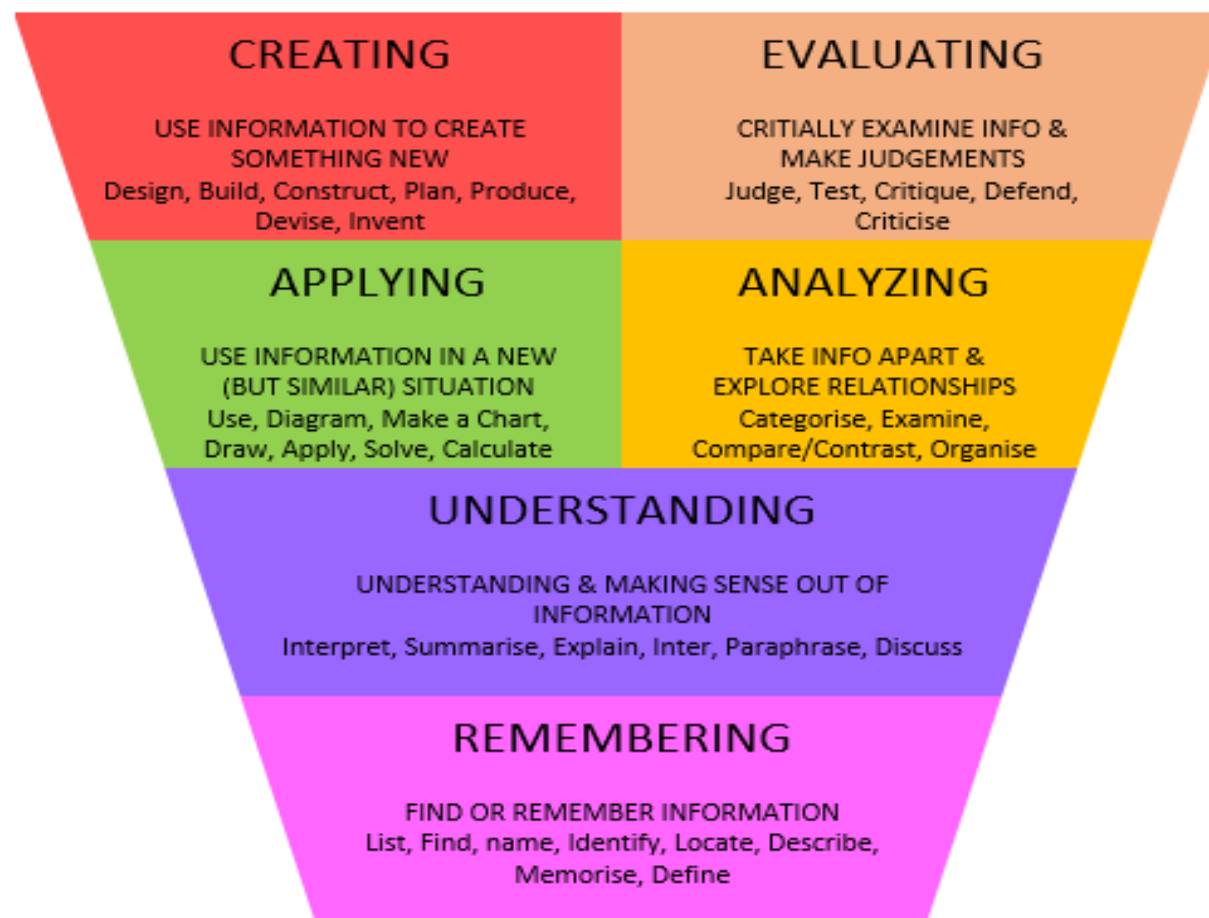
Understanding ‘Deep’: Blooms Taxonomy

Understanding ‘deep’ learning, means that teachers have to plan a range of learning opportunities for pupils to demonstrate their level of thinking and understanding. In order to support this development of ‘Concepts and Skills’ builders we use Bloom’s Taxonomy as a way of facilitating the appropriate levels of challenge and pitch. It is also providing a shared language to describe where a pupil is on the learning journey towards deep understanding of the concept or skill.

Dr Jo Saxon explains it like this:

“Cognitively we can confirm understanding if something we know we have taught pupils, and we know they can recall, can be used by them in a different context from one they’ve been explicitly taught.”

Dr Jo Saxon, Director of the Curriculum Centre, 2015



Metacognition



Metacognition plays a pivotal role within our teaching sequences through explaining and reasoning, thinking about evidence, evaluating and making judgements or decisions. Through deeper thinking and reflection our pupils are able to make links between subject knowledge so that they are learning systematically. Teaching our pupils to reflect, explain, justify and question is key to lesson design.

Feedback is integrated into our curriculum design principles and a range of feedback types are provided throughout the sequences. We are developing the use of prompts to deepen connections with the learning and encourage pupils to respond to these to explain or reason their learning at a deeper level.

Evidence-based research is a key driver to the development of our learning. We link directly with the Doncaster Research School to support the development of our learning philosophy and ensure that we have implementation processes to impact on our practice.

Learning Pedagogy




Skills for 'Empowering Learning', are broken up into five areas which need to be taught and nurtured across all areas and ages. These can be viewed in each academy as the 'Learn to Learn' skills. In Exceed Learning Partnership, we recognise that these need to be seen alongside basic expectations for oracy because these are, in many ways, both the key to unlocking access to many of these areas of learning, and also central to developing the ability of learners to assimilate, enjoy, voice and reflect on their learning. The essence of these oracy expectations needs to pervade the climate of the classroom, teachers' modelling and all areas of the curriculum and academy life.



- Resilience
- Collaboration and Participation
- Thinking, Creativity and Motivation
- Inquisitive and investigation skills
- Reflection

It is important to recognise that there are no programmes of study or National Curriculum objectives set against these criteria. It is important to remember that 'learning behaviour' is now very much under scrutiny and the assessment structure attempts to help you focus on learning behaviours accordingly. On the one hand, they could simply form a reminder to class teachers and other learning staff about what to expect from learners of a given age. On the other, you may wish to involve your learners more directly in their use.

For each of the five identified areas: resilient learner; collaborator and participator; thinking, creativity & motivation; reflection; inquisitive and investigation; a set of expectations has been drawn up for each year group between Foundation and Year 6. They attempt to provide guidance for teachers and staff as to what to expect in age-related terms.

Overview of Empowering Learning

resilient learner	<ul style="list-style-type: none"> • Ability to organise themselves and work out goals and priorities • Show personal responsibility, initiative, creativity and enterprise • Anticipate, take and manage risks • Commit themselves to learning and self-improvement • Respond positively to change 	
collaborator and participator	<ul style="list-style-type: none"> • Engage actively with issues that affect them and those around them. • Play a full part in the life of the school • Take responsible action to bring improvement for others as well as themselves • Discuss issues of concern, seeking resolution • Present a persuasive case for action • Propose practical ways forward • Try to influence others, negotiating and balancing diverse views • Work confidently with others, adapting to different contexts and taking responsibility for their own role • Listen and take account of others' views • Form collaborative relationships, resolving issues and reaching agreed outcomes • Adapt behaviours to suit different roles and situations • Show fairness and consideration towards others 	
Thinking, Creativity and Motivation	<ul style="list-style-type: none"> • Think creatively by generating and exploring relevant ideas, and making original connections • Find links and see relationships • Explore & experiment with resources and materials • Ask 'why', 'how' and 'what if' questions • Apply imaginative thinking to solve a problem • Try different ways to tackle a problem • Work with others to find imaginative solutions and outcomes that are of value 	

Reflection	<ul style="list-style-type: none"> • Evaluate their strengths and limitations as learners • Review their work and act on outcomes • Set themselves realistic goals and criteria for success • Monitor their own performance and progress • Invite feedback and deal positively with praise, setbacks & criticism. • Make changes to improve their learning • Communicate their learning in relevant ways to different audiences 
Inquisitive and Investigation	<ul style="list-style-type: none"> • Gather, process and evaluate information in their investigations • Plan what to do and how to go about it • Draw conclusions and evaluate outcomes • Take informed and well-reasoned decisions, recognising that other have different and attitudes • Use range of techniques to collect and organise information 



Key Assessment Criteria: *Being Resilient*

As a Foundation resilient learner	As a Year 1 resilient learner	As a Year 2 resilient learner	As a Year 3 resilient learner
<ul style="list-style-type: none"> • I can dress and undress independently. • I can manage own personal hygiene, to include hand washing and blowing noses. • I can select and use activities and resources independently. • I can cope independently with personal hygiene, including washing hands without reminders. 	<ul style="list-style-type: none"> • I can ask for help if the time is appropriate. • I can choose and use equipment needed for a set task. • I am happy to have a go at something new or even when something is hard. • I am able to set myself a target or goal. • I can tell when someone is feeling sad. 	<ul style="list-style-type: none"> • I can think about more than one way to solve a problem. • I can use a variety of strategies to control feelings. • I do not allow myself to get distracted easily. • I keep going even when the going is tough and others find it easy. • I know that my actions can impact on others. • I can explain why others may feel unhappy or sad. 	<ul style="list-style-type: none"> • I enjoy taking responsibility. • I can work within a time frame. • I can carry on and not be put off by change. • I can set and review my own targets for learning. • I can explain to others who helps me learn and why they help me learn. • I can use a range of strategies to control my feelings.

Key Assessment Criteria: *Being a resilient*

As a Year 4 resilient learner	As a Year 5 resilient learner	As a Year 6 resilient learner
<ul style="list-style-type: none"> • I enjoy challenges, especially open-ended or deeper-thinking ones. • I can prioritise the most important things that need doing first. • I welcome opportunities to take on added responsibility for a range of things. • I am a good organiser of time. • I am not put off by changes that may occur to normal routine. 	<ul style="list-style-type: none"> • I recognise risks that may be involved when tackling my work. • I can organise things well, including resources and others, when working independently. • I appreciate how learning can happen from mistakes. • I can use success criteria to check on how successful a task has been. • I am happy to persevere even when the solution is not easily at hand. 	<ul style="list-style-type: none"> • I am able to assess risk and make sensible decisions. • I cope well with additional pressure. • I am confident and capable when allowed to organise my own time and space. • I can call on a range of strategies to help me overcome a problem. • I appreciate that feelings change over time and I can cope with it. • I can empathise with others, appreciating that different people react in different ways to certain situations.

Curriculum Design Structure Intent

Our curriculum design structure is underpinned by these core areas:

1. Subject-specific domains which ensure progression of knowledge (Concepts), skills and values in order to lead to application, synthesis and evaluation. We value the potential of each subject and promote experts within these areas in order to build aspirations for our pupils.
2. All areas of learning will be organised around key enquiry questions in order promote learner independence, self-confidence and ownership over the learning journey. As part of this, learners will be entitled to a variety of experiences to ensure that the learning connects to purpose, context and real-life application.
3. A Text-led approach will drive each of the learning themes in order to expose our learners to quality literature. This will include narrative, poetry and non-fictional text in order to develop the imagination of our pupils.

4. Vocabulary development in context is a key driver for our curriculum structure. We want our pupils to understand language and be able to communicate in a range of settings and situations. Language will be ‘taught’ throughout all areas of learning and not ‘caught’ in order to close the attainment gap for all our pupils.
5. Basic skills teaching will be fundamental to improving the life chances of all our pupils. Our curriculum begins with the high-quality teaching of **basic skills** (reading, writing, number and speaking and listening), which are then practised through a series of well-planned contexts and cross-curricular themes. We aim to provide thematic and contextualised learning experiences where children are encouraged to make links across subjects in order to broaden their general knowledge and understanding of the world around them. Progressive key performance indicators will ensure that we can assess our learners accurately and provide personalised programmes of learning in order to maximise progress from their starting points.
6. Our learning pedagogy will have equal focus and underpin all our curriculum to ensure that pupils gain a greater understanding of how they learn and the skills of resilience, collaboration, participation, investigation, thinking, creativity, motivation and reflection.

Implementation

Subject-Specific Domains

Our themes will be organised around subject areas in order to ensure subject progression of knowledge (concepts) and skills across all areas of the curriculum. Some subject areas will be taught discretely. All areas of learning will be underpinned by strong subject knowledge to ensure teaching is developmental and builds on the prior learning of pupils.

The curriculum themes will be planned to ensure that pupils have the opportunity to become experts in each subject area. They will experience the 'greats' within the subject areas in order to enhance their learning.

Each subject area is underpinned with key assessment criteria at both age-related and greater depth within all year groups to allow pupils to experience a wide range of learning within the subject area. It will also promote the individual disciplines of the subjects to ensure that pupils learn the knowledge and skills as they progress through the academy.

Enquiry-based Learning (EBL)

EBL describes an environment in which learning is driven by a process of enquiry owned by the pupils.

Starting with a 'scenario' and with the guidance of a facilitator, pupils identify their own issues and questions. They then examine the resources they need to research the area of learning, thereby acquiring the requisite knowledge. Knowledge so gained is more readily retained because it has been acquired by experience and in relation to a real problem.

It is essential that our pupils are educated for knowledge creation, lifelong learning and leadership. They will take on leading roles in their future working environments: directing change, asking important questions, solving problems and developing new knowledge.

Enquiry questions will be devised for each unit of learning and pupils will be encouraged to ask further questions to support the direction of their learning journey. They will be encouraged to self-assess and reflect on the knowledge (concepts) they have acquired and how they have applied this to develop their skills.

Text-Led Approach to Learning

High-quality literature, including fiction, non-fiction and poetry will be the starting point for all curriculum themes. This will provide pupils with opportunities to read engaging text. It is human nature to love a good text. We have long been storytellers and story consumers.

The aims of using high-quality texts are to build background knowledge and world exposure, authentic vocabulary, communication and dialogue, development of social skills and to provide engagement and excitement for learning. This approach will enhance critical thinking skills by promoting deep understanding of character and plot development.

Vocabulary Development

Vocabulary will be planned within all the units of learning and explicitly taught. Opportunities will be provided for pupils to explore both oral and written language.

All academies will promote and scaffold high-quality talk in the classroom to allow pupils the opportunity to apply language in context and to use for a purpose.

All academies will foster 'word consciousness' in pupils and teach pupils independent word learning strategies.

Vocabulary will be enhanced across all areas of the curriculum.

Basic Skills Teaching



The development of the basic skills will be applied across all curriculum themes. Lessons in English and Mathematics will integrate the curriculum themes in order to provide opportunities to build up the knowledge and apply in different contexts. This will ensure that pupils are given opportunities to practice the skills they need to apply so that working memory is not overloaded. Research underpins this approach and it is known as the deliberate practice method.

‘This method argues that the best way to impart such skills is to teach them more indirectly. Break down skills into component parts and teach to those. This is classed as developing a pathway for learning. (Activities don’t look like the final task but helps to develop towards the end outcome.)’

When designing sequences of learning across the curriculum, we use a teaching backwards approach. At the heart of teaching backwards is a thinking process that enables our teachers to plan and teach from a clear and well-defined destination. We believe that teaching backwards is a journey that starts with the end very clearly in mind. With this knowledge, our staff design learning that focuses on small steps of progression. By slowing learning down, we ensure that our focus remains on depth. Our journeys are supported at all times by high expectations.

Mastery Approaches



The principle of deep learning or mastery has been applied with great success in high-performing jurisdictions around the world. All academies will adopt these approaches across the curriculum and translate this into practice 'fewer things in greater depth'. The long-term and medium-term planning for the curriculum has been organised into schemes of learning focusing on subject disciplines as well as the connects between them. Themes have been developed in 'chunks' or 'units' set over longer periods of time. Teachers will adapt their approach and style based on the progress of the group. Regular assessments, testing and quizzing is required to gauge when the group is ready to move on.

"Mastery learning breaks subject matter and learning content into units with clearly-specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps. Students must demonstrate a high level of success on tests, typically at about the 80% level, before progressing to new content. Mastery learning can be contrasted with other approaches which require pupils to move through the curriculum at a pre-determined pace. Teachers seek to avoid unnecessary repetition by regularly assessing knowledge and skills. Those who do not reach the required level are provided with additional tuition, peer support, small group discussions, or homework so that they can reach the expected level." Education Endowment Foundation, June 2015

Each academy has adopted their own approach to develop this teaching methodology. Within Mathematics some academies have adopted the 'Maths Mastery Programme' whilst other academies have adopted 'The White Rose Scheme.' Both these approaches have been developed to ensure that pupils master the learning.

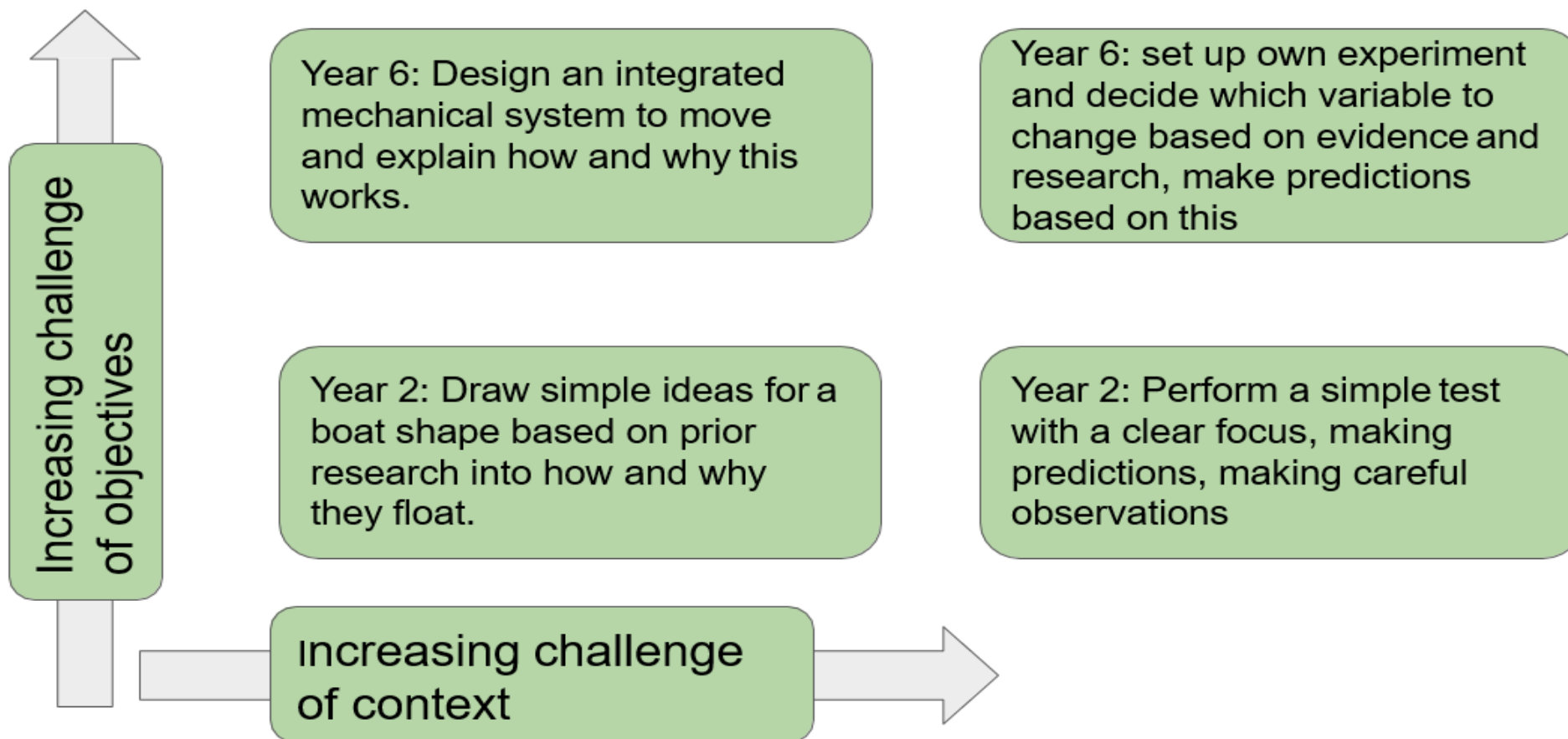
Assessment Framework

Exceed Learning Partnership has developed an assessment framework in order to ensure that we have personalised knowledge of all our pupils including their strengths and gaps.

In Reading, Writing and Mathematics: Key Performance Indicators (KPIs) have been written based on the subject domains that pupils are required to master. These are progressive objectives so that pupils build each year on their prior attainment. Teachers use the KPIs in their planning and as part of the success criteria for each lesson. Teachers use on-going assessment to evaluate the learning of all pupils and ensure that next steps are specifically planned for. Within pupils' books, assessment is on-going and builds an evidence-base to support summative assessment judgements.

In Science and the Foundation Subjects, progressive assessment has been implemented in order to develop the key subject domains. Teachers integrate this in the planning processes to ensure that learning is pitched at the appropriate level and meets the personalised needs of all pupils. These are planned in the schemes of learning and evaluated through the term. The schemes of learning will evolve to meet the needs of the pupils and to allow pupils to take control of the learning journey, implementing areas of learning that the pupils want to explore.

Cumulative: How do we ensure that learning (knowledge and skills) are productive?



Curriculum Impact



- Across our trust we use regular and robust triangulated monitoring to evaluate the impact of our curriculum design. Leaders at all levels review learning, talk with our children and provide feedback to move practice forward.
- We ensure that our children's attainment and progress are in line or exceeding their potential. We measure this using national data (where appropriate), our curriculum schemes of learning, KPI documents and monitoring evidence.
- Our curriculum ensures that we develop well-rounded citizens with a clear understanding of values such as love, responsibility and friendship. Our new curriculum addresses negative stereotyping through investigating similarities and differences, and promoting acceptance, diversity, citizenship and human rights.
- Learning dispositions are developed, leading to success both now and in the future. Children demonstrate greater levels of resilience and motivation, and a growth mind set when faced with different types of challenge. They develop attitudes and dispositions to make a positive contribution to the world. Our daily interactions provide a regular check on this and success across the wider areas of the curriculum reflect this.

Any questions?

Model the Scheme of Learning template

[..\ELP Schemes of Learning\ELP Scheme of Learning template 2019-2020.docx](#)

In the scheme of learning – vocabulary has been sectioned all together rather than in subject areas. This is to encourage teachers to apply the vocabulary across the curriculum in context.

ELP vocabulary file has vocabulary for each subject area to use within this section

Vocabulary only referred to in 1 lesson will not be retained.

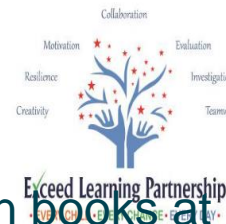
Vocabulary mats can then be created and sent home to practise using and apply these.

ELP Key Assessment Indicators by Year Group and Subject

[..\ELP Assessment\ELP Assessment Key Performance Indicators\Year 3\ELP Assessment KPIs 2019-2020 - Year 3.pdf](#)

[..\ELP Assessment\ELP Assessment Key Performance Indicators\Whole school Year 1-Year 6\ELP Assessment KPIs 2019-2020.pdf](#)

Using Otrack and Classtrack



- Assessment will be planned in the schemes of learning. These assessment outcomes can be used in books at the start of the unit to review learning against in books.

Success criteria can be created from the KPIS

- Class track still has KPIs in Reading, Writing and Maths but not the new criteria for Science and Foundation subjects.

Each academy can decide if they still want to use class track or just review the evidence in books.

EP: Recommends not using class track

- Each term on Otrack – reading, writing and Maths assessed

Baseline WT

End of Autumn WT2

End of Spring WT3

End of Summer N

GD for greater depth

SEND – same coding as last year

Science and Foundation Subjects

- 3 assessment points in the year – Autumn / Spring / Summer
- Recording after each term on otrack –

WT – working towards

WT2 – (not recorded)

WT3 – (not recorded)

- National – working on age-related KPIs independently in this unit of learning
- GD – Greater Depth – applying the concepts and skills independently to application
- Summer term an overall judgement is put on otrack, this is reported to parents

Knowledge Organisers

- Academy can still use knowledge organisers to support the learning
- Curriculum and subject leaders should create whole academy curriculum maps in order to ensure that the knowledge and skills are tracked throughout the academy.
- ARK example of subject progression supports this process

Examples of using key performance indicators as evidence in books

Pictures of key performance indicators

Monday 1st April		
LO: To read as a writer	WT	(S)
I can identify expanded noun phrases	WT	(S)
I can identify conjunctions	WT	(S)
I can identify exclamation sentences	WT	(S)
I can identify question sentences	WT	(S)

One cold, damp Tuesday evening, in the middle of a dark, gloomy swamp, sat three large frogs. They could feel the gentle breeze and the stillness of the pond which made it seem like any normal night. But as the moon rose to the sky and the clock struck eight, something strange happened. How surprised they all were! All of a sudden, the green lily pads they were sat on began to rise and float higher and higher into the sky, they began to fly.

The excited, green frogs zoomed across over fields of tall grass towards the

Thursday 2nd May		
LO: To edit writing	WT	S
I can identify spelling errors	WT	S
I can identify incorrect past tense	WT	S
I can add expanded noun phrases	WT	S
I can check sentences make sense	WT	S

One Tuesday evening, in the middle of a ~~dark~~ ^{damp} swamp, sat three large frogs. They ~~could~~ ^{could} feel the breeze and the stillness of the pond which made it seem like any normal night. But as the moon rose to the sky and the clock struck eight, something strange happened. How surprised they all ~~was~~ ^{were}! All of a sudden, the ~~green~~ ^{green} lily pads they ~~was~~ ^{were} sat on began to rise and float. Higher and higher into the sky, they began to fly.

Pre Teach - Time



2.2.19 Know the number of minutes in an hour and the number of hours in a day.

How many seconds are there in a minute? 60 ✓

How many minutes are there in an hour? 60 ✓

How many minutes are there in half an hour? 30 ✓

How many hours are there in a day? 24 ✓

How many days are there in a week? 7 ✓

How many months are there in a year? 12 ✓

Independent

Friday 15th March

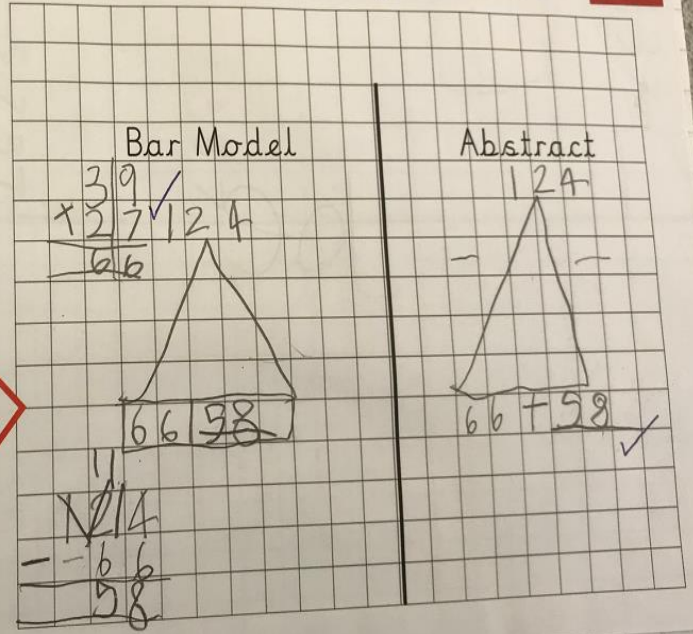
Teacher Guided.



LO: To problem solve, finding missing numbers.

There are 39 children in Year 2 and 27 children in Year 4 who ran the daily mile for comic relief. All together there are 124 children in the school.

How many did not run the daily mile?



Year 2 Addition - Varied Fluency		Teacher	Me
2.1.5 Use place value and number facts to solve problems			
2.1.8 To add 2, 2-digit numbers within 100, demonstrating their method using concrete apparatus or pictorial representations			
2.1.11 2-digit numbers & ones E.G $45+7=$			
2.1.12 2-digit numbers & tens E.G $78+30=$			
2.1.13 two 2-digit numbers E.G $45+67=$			
2.1.14 adding three 1-digit numbers E.G $6+9+4=$			
2.1.15 Show that addition of two numbers can be done in any order (commutative) and subtraction of one number by another cannot.			

Correct?

2. $22-4=19$

Correct?

NO ✓

YES ✓

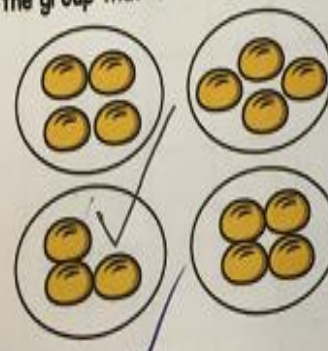
Pre-Assessment - Multiplication Revisit

KPI's

- 2.1.19 Recall and use multiplication and division facts for the 2, 5 and 10 tables, including recognising odd and even numbers
- 2.1.20 Calculate the mathematical statements for multiplication and division within the multiplication tables and write them using the \times and \div signs
- 2.1.21 Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in context

I can identify equal groups

Tick the group that is not equal to the others.



Because it has three and the others have four.

	Key Assessment Criteria
Chronological understanding	<ul style="list-style-type: none"> I can use words and phrases like: before I was born, when I was younger. I can use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning. I can use the words 'past' and 'present' accurately. I can use a range of appropriate words and phrases to describe the past. I can sequence a set of events in chronological order and give reasons for their order. <p>Beyond</p> <ul style="list-style-type: none"> I can sequence events about their own life.
Knowledge and interpretation	<ul style="list-style-type: none"> I can give examples of things that are different in their life from that of their grandparents when they were young. I can explain why Britain has a special history by naming some famous events and some famous people. I can explain what is meant by a parliament. I can explain why Britain has a special history by naming some famous events and some famous people. <p>Beyond</p> <ul style="list-style-type: none"> I can explain what is meant by a democracy and why it is a good thing.
Historical enquiry	<ul style="list-style-type: none"> I can answer questions by using a specific source, such as an information book. I can research the life of a famous explorer from the past using different resources to help them. <p>Beyond</p> <ul style="list-style-type: none"> I can say at least two ways to find out about the past, for example using books and the internet. I can explain why eye-witness accounts may vary. I can research about a famous event that happens somewhere else in the world and why it has been happening for some time.

ELP Curriculum Passport for Learning

This is a collection of additional experiences that you will provide for the pupils within your academy to enrich their lives.

Links directly to **Cultural Capital**.

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We are gaining the costs of how much to produce these documents

56p stables passport

68p glue bound

£400 per academy

‘The job of a good curriculum is to inspire teachers, not instruct them.’ Russell Hobby

‘A good plan is like a road map: it shows the final destination and usually the best way to get there.’

H. Stanley Judd