

Curriculum Evening

TUESDAY 24TH NOVEMBER 2020

Overview

- Askwith Primary School and cognitive science
- Recovery of learning loss
- Blocking of science and non-core subjects
- Reading across the school
- Multiplication Tables Check Year 4
- KS1 SATs Year 2
- Phonics Screening Check Year 1
- New Early Years Framework

Askwith Primary School and cognitive science

Cognitive principle	What do we need to know about our pupils?	What does it mean for our teaching?	Examples:
People are naturally curious but they are not naturally good thinkers.	What is just beyond what they know and can do?	Think of new knowledge as answers and explain to pupils the questions	<p>English writing knowledge: Using an effective simile improves my writing.</p> <p>Questions:</p> <ul style="list-style-type: none"> • What is a simile? • What is the difference between a weak/strong simile? • When would you use a simile? <p>History knowledge: Settlements changed from the Stone Age to the Iron Age</p> <p>Questions:</p> <ul style="list-style-type: none"> • What is a settlement? • What did a Stone Age/Bronze Age/Iron Age settlement look like? • What were the similarities/differences between each type of settlement? • Why did the changes in settlements take place?
Factual knowledge precedes skill.	What do they know?	Pupils cannot think about a topic without having factual knowledge first	<p>Science: Factual knowledge about components of a circuit - use this to change variables</p> <p>Maths: Factual knowledge about the mechanics of the 4 rules - apply this knowledge to word problems</p>
Memory is the residue of thought.	<ul style="list-style-type: none"> • What will they think during the lesson? 	<ul style="list-style-type: none"> • Does planning enable pupils to think? 	<p>English writing: Similes</p> <ul style="list-style-type: none"> • Plan thinking time re: the difference between a weak/strong simile by giving lots of examples/imagery for pupils to think/make conclusions about • Give pupils opportunity to explain/discuss so that they can rationalise thoughts
We understand new things in the context of what we already know.	<ul style="list-style-type: none"> • What prior knowledge is being used to support new knowledge? 	<ul style="list-style-type: none"> • The aim is to build from shallow knowledge to deep knowledge with planning showing this 	<p>Connecting knowledge already embedded to new knowledge:</p> <p>Art: Knowledge of primary colours necessary before mixing secondary/ complementary colours</p>

Askwith Primary School and cognitive science

Cognitive principle	What do we need to know about our pupils?	What does it mean for our teaching?	Examples:
Proficiency requires practice.	<ul style="list-style-type: none"> How do we make sure that practice doesn't become boring? 	<ul style="list-style-type: none"> We need to be clear about what needs to be fluent and for that to be practised over time 	Deliberate practice of essential knowledge: History: Concept of chronology Every topic starts with a practice of chronology which builds the timeline in complexity from reception to Y6
Cognition is fundamentally different early and late in training.	Pupils' knowledge is going to be different to that of an expert	We need to make sure that we do not introduce too much new knowledge - we need to focus on deep understanding of the knowledge introduced	Essential knowledge introduced - 4 key aspects for working memory at any one time. Music: Knowledge of and generic application of stave music notation - deliberate practice of this rather than exposure to further notation
Children are more alike than different in terms of learning styles.	<ul style="list-style-type: none"> Knowledge of pupils' learning styles is not necessary 	<ul style="list-style-type: none"> Need to think very carefully about the knowledge which pupils need to acquire and whether or not differentiation is appropriate. 	Ascertain pupils' knowledge through prior knowledge assessment (PKA) and then identify starting points. Maths: All pupils may need access to concrete materials if identified in PKA

Askwith Primary School and cognitive science

Cognitive principle	What do we need to know about our pupils?	What does it mean for our teaching?	Examples:
Intelligence can be changed through sustained hard work.	<ul style="list-style-type: none"> We need to continue to develop pupils' growth mindsets 	<ul style="list-style-type: none"> We need to continue to talk about successes and failures in terms of effort and not ability 	Growth mindset ethos: <ul style="list-style-type: none"> Start from misconceptions Mistakes = opportunities to learn Recalls = opportunities to plug gaps/embed knowledge Value of corrections in feedback/marking Display work showing resilience
Teaching, like any complex cognitive skill, needs to be practised to be improved.	<ul style="list-style-type: none"> How do I know which aspects of my teaching work well and which need to be improved? 	<ul style="list-style-type: none"> We need to continue: <ul style="list-style-type: none"> -lesson studies -moderation -observations -book scrutiny 	<ul style="list-style-type: none"> Collaborative practice re: progression of knowledge in books - how to make this consistent across the school/curriculum Regular 'book looks' as evidence of improvement

Recovery of learning loss

How are we mitigating learning loss?

- September - March
- March to July
- Loss recovery - addressing forgotten knowledge/gaps in knowledge

Recovery of learning loss

Knowledge check: September 2019 - March 2020

Science Knowledge Check September 2019-March 2020: Light

Connected Knowledge

1. What is darkness?

The absence of light. ✓

2. In order to see, you need ...

light. ✓

3. Which of these are sources of light? ✓

lightbulb ✓	fire ✓	sun ✓
moon	mirror	candle ✓

4. How can you protect your eyes from the dangers of the sun?

You can: not look directly at the sun, or
wear sunglasses to protect your eyes. ✓

5. How are shadows formed?

A shadow is formed when an object blocks the light from a
light source, and a patch of darkness in the shape of that object
appears. ✓

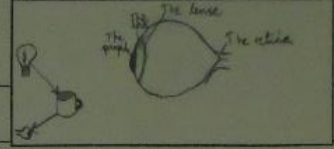
New Knowledge

1. How does light travel?

In straight lines, and in one direction. ✓

2. How do we see?

The light travels into the pupil,
the iris contracts the pupil to
the amount of light and the lens focuses it and sends a
nerve signal to the brain so that you can see what your
eye is seeing. The light reflects off the object and travels to
the eye. ☺



3. Explain what you know about shadows. *

Shadows are created when you block out light by placing
an object in front of the light source, a patch of
darkness in the shape of that object will appear
behind the object and therefore blocking the light. ✓
Shadows change to different lengths at different times
of day. A shadow will be at its longest at midday
about 12 o'clock. A shadow would be longer if the sun is
lower in the sky, but it would be shorter if the sun was high
They are not coloured and it has no features. ☺

Recovery of learning loss

Knowledge check: March 2020 - July 2020

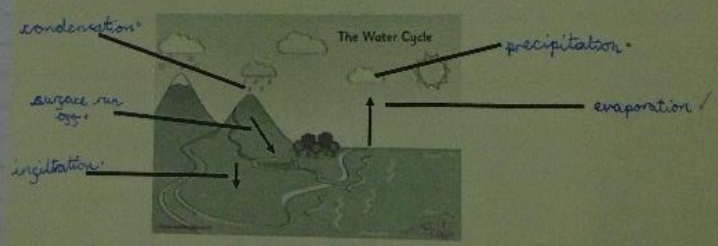
09.11.20
Geography Knowledge Check March - July 2020: Rivers

1. Major rivers in each continent

Europe	• The Ganges ✓
North America	• The Amazon ✓
South America	• The Mississippi ✓
Asia	• The River Nile ✓
Africa	• The River Severn ✓
Australasia/Oceania/Australia	• The Murray River ✓

2. The water cycle - use the vocabulary to label the diagram.

evaporation	infiltration	precipitation
condensation	surface run off	



3. Where does a river begin? At the sea.

4. What are the three stages of a river called?

- Stream
- River
- Lake

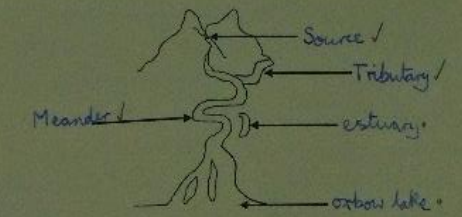
5. Use the vocabulary to complete the sentences.

tributaries	estuary	flat
meander	load	source

A river starts at its Source ✓, which is usually high up in the hills or mountains. Tributaries ✓ can join the river and make it bigger. In its middle course, the river flows faster and gets wider and deeper. It also begins to meander ✓, which means it curves. In its lower course, the river carries rocks and stones which are also known as its load ✓. The land around the river is flat ✓ and the river is fast. The river meets the sea at an estuary ✓ where the fresh river water and the salty sea water mix.

6. Label the different features of a river on the diagram below.

tributary
meander
estuary
oxbow lake
source



7. Name some of our local rivers:

- The River Wharfe ✓

8. Where do these river flow to?

-
-
-

9. What are the different uses of a river?

- To transport goods, like food or clothes ✓
- To drink from ✓
- To wash with ✓

Recovery of learning loss

Addressing gaps in knowledge/forgotten knowledge

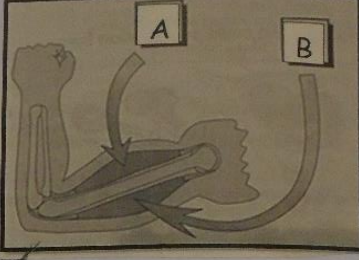
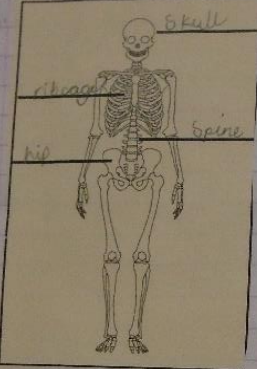
Addressing my gaps in my knowledge about skeletons and muscles

Sense	Body part	Sense	Body part
touch	tongue	touch / feel	eyelids
sight	eyes	hearing	ear
smell	nose		

What is the other reason?

1. It wouldn't have bones we could lean on in a floppy heap.
2. So that we can protect what's inside your body.
3. The skull protects your brain, the ribcage protects your heart and lungs.

3.



4. An internal skeleton is where your bones are on the inside.
An external skeleton is on the outside.
Some animals have no skeleton.

Internal skeleton	External skeleton	No skeleton
<ul style="list-style-type: none">• Lion• tiger• bear ✓	<ul style="list-style-type: none">• scorpion• lobster• ladybird ✓	<ul style="list-style-type: none">• jellyfish• slug• squid ✓

07.11.20
1st 11.20
7. Muscles are attached to bones and come in pairs.
7. Muscles contract, this means that the muscle gets smaller.
(I had to stick number seven up there because I didn't have room for it)

Blocking of science and non-core subjects

Blocking system continues

- Review
- Essential knowledge

Sequence of Learning

- PKA (including connected knowledge and new knowledge)
- address gaps in knowledge/forgotten knowledge
- work on new essential knowledge (including low-stakes quizzes)
- series of recalls: 2,6,12 weeks alteration in LTM

Blocking of science and non-core subjects

Year 5 and 6: example of coverage throughout a year

Subject	Autumn	Spring	Summer	Total Weeks
Science	3 weeks	4 weeks	2 weeks	9
Art	2 weeks	2 weeks	1 week	5
History	2 weeks	1 week	2 weeks	5
Geography	2 weeks	2 weeks	1 week	5
RE	2 weeks	1 week	2 week	5 (Plus: Christmas and Easter)
D&T	2 weeks	2 week	1 week	5 (Plus: Spring Challenge)
Music	2 week	1 week	1 week	4 (Plus: Harvest Assembly, Wider Opportunities - 1 term)
Computing	2 weeks	1 week	2 week	5 (Plus: Photography, Microsoft Office within lessons, internet searches)

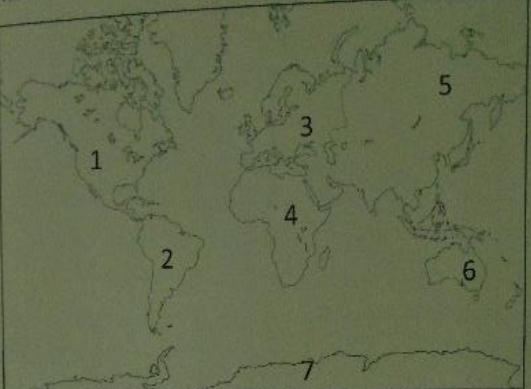
Blocking of science and non-core subjects

Prior Knowledge Assessment

13.02.20 Prior Knowledge Assessment: Geography - Peru ~~xxx~~ ~~MMK~~

Connected Knowledge

1. Label the continents:



1 North America	2 South America
3 Europe	4 Africa
5 Asia	6 Oceania / Australasia
7 Antarctica	

2. In geography, what is a human feature?
Something that is made by a human and stays in one place.

3. Give an example of a human feature: A statue.


4. In geography, what is a physical feature?
Something that is not made by a human and stays in one place.

5. Give an example of a physical feature: A forest.

New Knowledge

1. Which continent is Peru in? South America

2. Shade in Peru on this map.



3. Name 3 physical features in Peru:
• Rainforests
• Bamboo
•

4. Name 3 human features in Peru:
• Buildings
•
•

5. How has Peru changed over time?
The trees and Rainforests have been cut down.

6. What else do you know about Peru?
Peru is in Brazil, South America and is home to pandas.

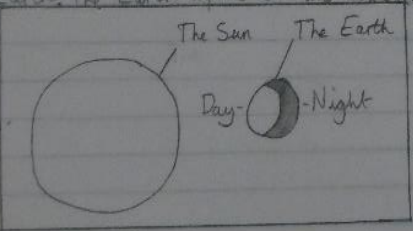
Blocking of science and non-core subjects

Low-stakes quizzes and recalls

Science Quiz: Earth and Space

1. What is at the centre of the Solar System?
2. What is the Earth's path called?
3. How long does it take for the Earth to orbit the Sun?
4. What is an axis?
5. Draw a labelled diagram to demonstrate how we get night and day.

1. The Sun. ✓
2. Its orbit ✓
3. $365\frac{1}{4}$ days ✓
4. An axis is an imaginary pole running through the middle of the Earth. The Earth spins on its axis while it orbits the Sun. ✓*

5. 

The Earth orbits the Sun, and at the side of the Earth that is facing the Sun, it is day, while on the side not facing the Sun, it is night. ✓

*It tilts at 23.5° . ©

R.E. Recall (1): Can we live by the values of Jesus?

Connected Knowledge

Who was Jesus? He was the son of God. ✓ The god who died.

When do some Christians believe he was born? The year 9 on 25 December ✓

What is the story associated with his birth? The Nativity. ✓

How do some Christians believe he died? They believe he was crucified by being nailed on to a wooden cross and left to die. ✓ Next to two criminals while he wore a crown of thorns.

New Knowledge

Why is Jesus important to Christians? Some Christians believe that Jesus was the son of God and that he worked miracles. ✓ He was spreading God's message. He made sacrifices for the good of people.

What are parables? Parables are stories that have a moral told by Jesus during his lifetime.

What are gospels? Gospels are stories about Jesus' life told by his 12 Apostles. ✓

How do the parables link to the twenty-first century? Jesus always believed that we could forgive people. There are some modern examples of when people face challenges as whether to forgive or not. Many of the examples where when people's forgiving numbers are hurt or killed. Most of the people who were good with this challenge forgive, but some or have didn't.

Reading across the school

	EYFS	Year 1	Year 2	Year 3/4	Year 5/6
Phonics	Daily phonics lessons Phase 1-4	Daily phonics lessons Phase 4-5	Daily phonics lessons Phase 5/6 Children expected to be fluent readers		
Home reading books	Pearson bug club books directly aligned to phonics	Pearson bug club books directly aligned to phonics	Pearson bug club books directly aligned to phonics Free reader books when appropriate	Pearson bug club books directly aligned to phonics Free reader books or junior library when appropriate and monitored by Reading Cloud	Free reader books or junior library when appropriate and monitored by Reading Cloud
Individual reading (of home reading book)	AU: 1:1 with adult daily SP: 1:1 with adult 3 x week SU: 1:1 with adult 3 x week	1:1 with adult weekly	1:1 with adult weekly	1:1 with adult weekly (banded books) Children are heard read by an adult during group reading comprehension	Children are heard read by an adult during group reading comprehension

Reading across the school

	EYFS	Year 1	Year 2	Year 3/4	Year 5/6
Guided/group reading	<p>Guided reading</p> <p>Oxford Reading Tree books directly aligned to phonics</p>	<p>Guided reading</p> <p>Oxford Reading Tree books directly aligned to phonics</p>	<p>Guided reading/group reading when appropriate</p> <p>Oxford Reading Tree books directly aligned to phonics</p>	<p>Group reading comprehension</p>	<p>Group reading comprehension</p>
Reading for pleasure (15 mins every day)	<p>AU: Whole class rhymes and stories led by an adult</p> <p>When appropriate, different reading provision will be available for children to choose:</p> <ul style="list-style-type: none"> - independent reading - listening to a story - engaging in story-telling/listening activities 	<p>Children can choose to read independently:</p> <ul style="list-style-type: none"> - home reading book - recommended reading book - decodable non-fiction book from reading area - decodable fiction book from reading area <p>Adults read their own book AND support children to read</p>	<p>Children can choose to read independently:</p> <ul style="list-style-type: none"> - home reading book - recommended reading book - decodable non-fiction book from reading area - decodable fiction book from reading area <p>Adults read their own book AND support children to read</p>	<p>Children can choose to read independently:</p> <ul style="list-style-type: none"> - home reading book - recommended reading book - non-fiction book from reading area - First News (newspaper) - The Week (topical magazine) <p>Adults read their own book AND support children to read</p>	<p>Children can choose to read independently:</p> <ul style="list-style-type: none"> - home reading book - recommended reading book - non-fiction book from reading area - First News (newspaper) - The Week (topical magazine) <p>Adults read their own book AND support children to read</p>

Reading across the school

	EYFS	Year 1	Year 2	Year 3/4	Year 5/6
Reading provision/ reading areas	Live display (including questions and strategies) Decodable non-fiction books Non-fiction books created by children Recommended reading books Decodable fiction books Books for adults to read with children - clearly labelled	Live display (including questions and strategies) Decodable non-fiction recommended books Non-fiction books created by children Recommended reading books Decodable fiction books Books for adults to read with children - clearly labelled	Live display (including questions and strategies) Decodable non-fiction recommended books Non-fiction books created by children Recommended reading books Decodable fiction books Books for adults to read with children - clearly labelled	Live display (including questions and strategies) Non-fiction recommended reading books Recommended reading book box	Live display (including questions and strategies) Non-fiction recommended reading books Recommended reading book box
Additional reading opportunities	Class story read by teacher daily Reading club	Class story read by teacher daily Reading club Book club - to access infant library	Class story read by teacher daily Reading club Book club - to access infant library	Class story read by teacher daily Reading club Access to junior library Year 4 access Reading Plus to develop fluency and comprehension	Class story read by teacher daily Reading club Access to junior library Year 5/6 continue Reading Plus where appropriate

Multiplication Table Check Year 4

- Year 4 children will be completing the statutory Multiplication Tables Check in June 2021
- The purpose of the check is to determine whether pupils can fluently recall their times tables up to 12, which is essential for future success in mathematics
- The MTC is an on-screen check consisting of 25 times tables questions. Your child will answer 3 practice questions before moving on to the official check, and will then have 6 seconds to answer each question. On average, the check should take no longer than 5 minutes to complete
- www.timestables.co.uk/speed-test

KS1 SATs Year 2

When?

- May 2021

Who?

- A teacher who is familiar to the children
- In small groups or as a whole class

Where?

- Either in the classroom or in Cedar Hall

What?

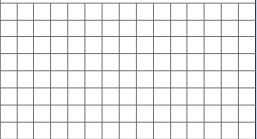
- Maths: Arithmetic
- Maths: Reasoning
- Spelling
- Grammar and Punctuation
- Reading Paper 1
- Reading Paper 2

KS1 SATs Year 2

Maths

Arithmetic (25)

9 $22 + 22 =$



10 $+ 8 = 12$

23 $\frac{2}{4}$ of 36 =

24 $62 - 54 =$

19 $= 19 - 5$


20 $\frac{1}{4}$ of 8 =

29 There are **100g** of chocolate chips in the bag.

Sita uses **25g**.

Ben uses **35g**.


How many grams of chocolate chips are **left** in the bag?



Show your working

g

18 Tick the shape that has a line of symmetry.



19 Write the next number sentence in the pattern.

$1 + 2 + 3 = 6$

$2 + 3 + 4 = 9$

$3 + 4 + 5 = 12$

$4 + 5 + 6 = 15$

$+ \text{ } + \text{ } = \text{ }$

Reasoning (35)

7 Here are two cards.

$+$ $-$

Choose a card to make each calculation correct.

One is done for you.

$4 \text{ } + \text{ } 1 = 5$

$23 \text{ } \text{ } 1 = 22$

$40 \text{ } \text{ } 1 = 39$

$19 \text{ } \text{ } 1 = 20$

Spelling, Grammar and Punctuation

Spelling (20)

Spelling

Spelling 1: The word is **wall**.
The display is on the **wall**.
The word is **wall**.

Spelling 2: The word is **gave**.
Amar **gave** his teddy a hug.
The word is **gave**.

Spelling 3: The word is **bread**.
Matt ate a slice of **bread**.
The word is **bread**.

Spelling 4: The word is **boxes**.
Amy moved the **boxes**.
The word is **boxes**.

Spelling 5: The word is **brother**.
My little **brother** is four years old.
The word is **brother**.

Spelling 6: The word is **hair**.
My friend has very long **hair**.
The word is **hair**.

Spelling 7: The word is **fuss**.
What is all the **fuss** about?
The word is **fuss**.

Spelling 8: The word is **buy**.
My cousin is saving up to **buy** a scooter.
The word is **buy**.

Spelling 9: The word is **again**.
Please read that story **again**.
The word is **again**.

Spelling 10: The word is **mice**.
The **mice** came out at night.
The word is **mice**.

Grammar and punctuation (20)

9 Tick the sentence with the correct punctuation.

Tick **one**.

We saw sheep cows, and birds on our walk. ☐

We saw sheep, cows and birds on our walk. ☐

We saw sheep cows and birds, on our walk. ☐

We saw, sheep cows and birds on our walk. ☐

10 Circle the **two** adjectives in the sentence below.

The new supermarket is the biggest in town.

13 What type of word is **flew** in the sentence below?

The green parrot **flew** to the top of the tree.

Tick **one**.

an adjective ☐

a noun ☐

an adverb ☐

a verb ☐

14 Add one **question mark** and one **full stop** in the correct places below.

Can you swim yet Tom can swim without a float

KS1 SATs Year 2

Reading


Paper 1 (20)

Red, white, green and yellow droplets flicked all over the sky at the top of our lovely painting! Great splashes of paint landed on my clothes.

"Mum will be furious!" I wailed.

We rubbed and scrubbed as much as we could. We did not hear Mum come home.

Then we saw her. I wanted to hide from her really cross face.



7 What happened when Jasmine dropped the brushes?

8 Find and copy two words that tell you how JJ and Jasmine tried to clean off the paint.


1. _____

2. _____

Cowboys in films

Cowboys came in many different shapes and sizes, but all cowboys had to be able to ride horses. Cowboy films often show cowboys who are handsome, clean and young, having lots of adventures.

In real life, cowboys were often quite old. They were covered in dust and had little time to wash or shave. Usually their horses were more handsome than they were!



19 What skill did all cowboys need?

20 Real cowboys are different from cowboys in films.

Put three more ticks in the table to show what cowboys are like.

One has been done for you.

	real cowboys	cowboys in films
have adventures		✓
are clean		
are dirty		
are old		

There are many films about cowboys.


Paper 2 (20)

Dora rushed around the house gathering up things she did not want. "I must be generous," she said. "I must take everything. It is for a very good cause."

Dora pushed her pram to and from the jumble sale hall. But as time went on, it got harder and harder to part with her precious finds. She could not help sniffing when she said goodbye to the bicycles and she cried as she wheeled away the lampshade.

Dora was exhausted when she got home. But when she looked around her house, she was pleased to see that there was so much space. There was also a lovely carpet on the floor that she hadn't seen for years.

But all that night, Dora couldn't get to sleep. She lay in the empty darkness thinking of all her precious things. She was sure they must be feeling unloved and unwanted. She could almost hear them calling to her, "Come back and save us!"



15 During the night, Dora decided to...

Tick **one**.

bring back everything she had taken to the jumble sale. ☐

go to the jumble sale to buy new things. ☐

make sure her things were sold at the jumble sale. ☐

take even more things to the jumble sale. ☐

16 Circle **two** words that show Dora was in a rush to get back to the hall the next morning.

When the sun came up, Dora dressed quickly and raced up to the hall. She could see her things through the window, waiting to be sold.

"I'll get them back," said Dora, "if I have to buy them all. At least I'm the first in the line."

Phonics Screening Check Year 1

- Year 1 children will be completing the statutory Phonics Screening Check in June 2021
- Current Year 2 children will complete the Phonics Screening Check in December 2020 due to school closures in June 2020
- The check is very similar to tasks the children complete during daily phonics lessons
- The focus of the check is to provide evidence of children's decoding and blending skills

Phonics Screening Check Year 1

- PSC is administrated by a teacher who is familiar to the children
- The children will be asked to 'sound out' a word and blend the sounds together
- The check will consist of 40 words and non-words comprising of sounds up to the end of phase 5
- Children will be told if the word is a real or 'alien' word
- Children who do not pass the test will complete it again the following year

Phonics Screening Check Year 1

in

ot



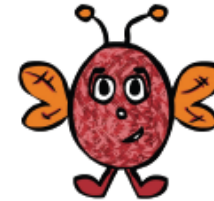
at

vap



beg

osk



sum

ect



New Early Years Framework

- The Early Learning Goals (ELGs) are the levels of development which children are expected to have attained by the end of EYFS
- These are not used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development
- The ELGs are to support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year 1
- As of 2020, the DfE reformed the Early Years Foundation Stage Statutory framework by:
 - Making the ELGs clearer and easier to make judgements about
 - Improving literacy and numeracy outcomes in preparation for children starting year 1
 - Improving language and vocabulary

Seven Areas of Learning (remain the same)	
Prime areas* <ul style="list-style-type: none"> - communication and language - physical development - personal, social and emotional development Specific areas* <ul style="list-style-type: none"> - literacy - mathematics - understanding the world - expressive arts and design 	
Old ELG5	New ELG5
Communication and language ELG: Speaking ELG: Listening, Attention ELG: Understanding	Communication and language ELG: Speaking ELG: Listening, Attention and Understanding
Physical development ELG: Moving and handling ELG: Health and self-care	Physical development ELG: Gross motor skills ELG: Fine motor skills
Personal, social and emotional development ELG: Self-confidence and self-awareness ELG: Managing feelings and behaviour ELG: Making relationships	Personal, social and emotional development ELG: Self-regulation ELG: Managing self ELG: Building relationships
Literacy ELG: Reading ELG: Writing	Literacy ELG: Comprehension ELG: Word reading ELG: Writing
Mathematics ELG: Number ELG: Shape, space and measure	Mathematics ELG: Number ELG: Numerical patterns
Understanding the world ELG: People and communities ELG: The world ELG: Technology	Understanding the world ELG: Past and present ELG: People, culture and communities ELG: The natural world
Expressive arts and design ELG: Exploring and using media and materials ELG: Being imaginative	Expressive arts and design ELG: Creating with materials ELG: Being imaginative and expressive