




Aldenham Prep School

Curriculum Policy

Managed by:	Updated:	Review Date:
Mrs K Watts	September 2016	September 2017

Heads Authorisation:	Date:
	
Mrs V J Gocher	

INFORMATION

This is a copy a controlled document. If you are ensure of it being the most current version please refer to the office. If you need any changes to be made please speak to the office or the Policy Manager.

Aldenham Preparatory School Curriculum Policy

Introduction

The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the New National Curriculum, but also the range of extra-curricular activities that the school organizes to enrich the experiences of children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and are expected to behave. We aim to teach children how to grow into positive, responsible citizens, who can work and co-operate with others while 'taking care of their own learning', so that they can achieve their true potential. We believe in a broad curriculum enabling the pupils to become well rounded individuals.

Values

Our school curriculum is underpinned by our mission statement, our key aims and Golden Values; the 5 Cs (Appendix 1). The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

At Aldenham we believe very strongly in offering breadth within our curriculum, so that the all-round talents of each individual child may be developed. This involves promoting the academic, creative and sporting facets of school life, as well as fostering children's natural curiosity, in order to empower them with a life- long love of learning.

At Aldenham Prep School:

- We value the way in which are children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual, moral, social and cultural development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organize our curriculum so that we promote co-operation and understanding between all members of our community.
- We respect each other for who they are and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all.
- We value our environment, and we aim, through our curriculum, to teach respect for our world and how we should care for it for future generations as well as our own.

Aims and objectives

The aims of our school curriculum are:

- to enable all children to learn and develop to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of literacy, numeracy, computing & coding
- to teach children about their developing world, including how the environment, culture and society have changed over time;
- to enable children to be happy, responsible and co-operative members of our community;
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong.

Organisation and planning for EYFS, KS 1 & 2

We plan our curriculum in three phases:-

Long Term

Initially a curriculum map or long-term plan is drawn up. This indicates the broad learning intentions for each term and establishes which topics are to be taught to which groups of children. We review our long term plans on an annual basis. (See Appendix 2)

Medium Term

We use the national schemes of work as a basis for much of our medium-term planning. In our medium-term plans, we give clear guidance on the topics to be taught week by week. We store all of our medium-term plans stored on the intra-net, so that they can be easily updated and reviewed. (See Appendix 3)

Short Term

Our short-term plans are those that our teachers write or communicate on a weekly or daily basis. We use these to set out the learning objectives/ WALT for each session, and to identify which resources and activities we are going to use in the lesson. Prompts for differentiation and assessment are included at this stage of planning, as well as relevant cross-curricular links. (See Appendix 4)

A variety of AfL techniques are embedded in all areas of the curriculum as are steps to success (S2S). We continue to develop our evidence of assessment and progress.

Children who require Learning Support

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. We adapt the curriculum to meet the needs of individual children.

If a child has a special need, our school does all it can to meet these individual needs. If a child displays signs of having special needs, his/her teacher makes an initial assessment. In most instances the teacher is able to provide resources and educational opportunities which meet the child's requirements, within the normal class organisation. If a child's need is more severe we will involve the Head of Learning Support and then the appropriate external agencies and professional assistance, in close consultation with parents.

The school provides a Pupil Passport and/or Targets for each of the children who are on the Learning Support register. This sets out the nature of the need and outlines how the school will aim to address that need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. The SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

This is known as the Graduated Approach. The flow diagram below illustrates this process



Homework

The school expects homework to be set as appropriate. As guidance we expect pupils to spend the following times on homework:

Year Group	Homework	Holiday Homework
Reception	Individual reading materials twice a week;	Reading task
Year 1	Reading every day; Spellings every week; Times tables after Christmas; A 30 minute Literacy task and a 30 minute Maths task once a week.	Reading task
Year 2	Reading every day; Spellings every week; Times tables every week; A 30 minute Literacy task and a 30 minute Maths task once a week.	Reading task
Years 3 and 4	Reading every day; Spellings every week; Times tables every week; Year 3 a 20 minute Literacy task and a 20 minute Maths task once a week;	Reading task
	Year 4 a 30 minute Literacy task and a 30 minute Maths task once a week; An on-going 2-3 week Learning Activity.	
Year 5	Reading, spellings and times tables every day; a 40 minute Literacy task and a 40 minute Maths task once a week; an on-going 2-3 week Learning Activity.	Reading task
Year 6	Before Christmas: reading, spellings and times tables every day; two 30-40 minute Literacy tasks and two 30-40 minute Maths tasks a week. After Christmas: reading, spellings and times tables; an on-going Learning Activity.	11+ practice papers until Christmas; Reading task after Christmas.

MAG&T

Class work is differentiated for the pupils and there is a register of children who have been identified as MAG&T. Master classes are held 4 times a year.

Aldenham Prep School. Elstree, Hertfordshire.

The role of the Subject Co-ordinators

We aim for the subject coordinators to:

- Contribute to the whole School Development Plan
- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor assessment and pupil progress in that subject area;
- provide efficient resource management for the subject.

It is the role of each subject coordinator to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school SDP objectives. Each

subject leader reviews the curriculum plans for their subject and ensures that progression is planned into Schemes of Work. Subject leaders are also working towards keeping a portfolio of children's work, which will be used to show the achievements of children within each Year Group and to give examples of expectations of attainment.

Subject coordinators are:-

- Give a termly/annual budget for the subject
- Given staff meeting time
- Given coordinator time to update their file
- Given time to observe their subject being taught
- Meet with HoD of senior school annually

Concerns and Complaints

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupil's Class Teacher or Deputy Head. If the issue is not resolved parents should make an official complaint in writing to the Head of Prep. The school has a Complaints Procedure in place, which can be obtained from the Head of Prep

Monitoring and review

All teaching staff are responsible for monitoring the way the school curriculum is implemented. As part of the subject leadership programme each subject area is monitored in a cycle of review and development. The curriculum policy is reviewed annually.

V.J. Gocher/C.J.Watts

January 2012
November 2015
January 2016

Appendix 1 Mission Statement

Mission Statement and Aims

The Prep School is a co-educational Independent IAPS School encompassing the Foundation Stage which is our Nursery and Reception classes (3-5 years), the Pre-Prep Department (5-7 years) and the Prep Department (7-11 years).

Our Mission Statement states that:

'At Aldenham Prep School, we provide a happy, nurturing and warm environment where quality learning takes place and the needs of each individual child are fulfilled.'

Our Key aims are:

- To ensure that each individual pupil is nurtured and encouraged to make the most of their own special talents
- To encourage a love of learning in order to aspire to academic excellence and a broad education for all pupils
- To emphasis the importance of the social, moral and spiritual dimensions of community life in a multi-cultural society
- To provide a well-planned, well organized environment giving children rich and stimulating experiences
- To foster good relationships and partnerships between pupils, parents, staff and the wider community

Appendix 2 Golden Values



Aldenham
Prep School

Our Golden Values

The 5 C's

Care

We are gentle, kind, caring and respectful to people and property.

Courtesy

We are polite, thoughtful and have good manners.

Co-operation

We are friendly and helpful.

Consideration

We listen to each other and are honest.

Commitment to Learning

We work hard to be the best we can.

Appendix 3

Long Term Plan

Year 6 Curriculum Map 2016-17

Year 6 Curriculum Map 2016-17

YEAR 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Continuous
Literacy English	Biography and Autobiography Different genre Science fiction Mystery Rational Stories Fantasy Power of Imagery - Poetry Common Entrance Practice	Historical Fiction Journalistic Writing Time Travelling Descriptions Common Entrance Practice	Common Entrance Focus - descriptions and story practice Balanced arguments War-Horse review Poetry - Spring Balloon debates	Play scripts Persuasive writing Adverts Letters Balloon debates	Recounts Diary writing Explanations	Character descriptions Advertising performance Revisions of the different text types	Speaking & Listening. The 'tools of the trade' - reading, handwriting, spelling, grammar & punctuation. Guided reading Comprehensions
Numeracy Mathematics	Place value and rounding Negative numbers Multiplying dividing by decimals including 10, 100, 1000 BODMAS Squares Square roots Powers of numbers Problem solving Multiples, factors and prime numbers Quadrilaterals Classifying shapes according to their properties Circumference and area of circle Measure and calculate unknown angles Averages	Simplifying fractions Ordering fractions Adding, subtracting, multiplying, dividing fractions Multi step problems Perimeter and area of triangles and rectilinear shapes Ordering fractions Adding, subtracting, multiplying and dividing fractions Finding fractions of amounts Finding percentages of amounts Problems involving decimals, fractions and percentages Pie charts and line graphs	Number and place value Measurement and statistics Multiplication and division Position and direction Fractions decimals and percentages	Algebra Addition and subtraction Time calculators	Fractions, decimals and percentages Counting, partitioning and calculating Securing number facts Understanding shape including circle circumference and area	Measures and capacity Handling data	Using & manipulating numbers to help solve problems. Exploring & developing mental strategies.

Science	Circulatory System	Healthy Lifestyles	Light	Electricity	Evolution and Inheritance	Classifying Animals	Using and applying science: investigation & experiments.
Art	Landscapes		Propaganda Posters		Sculptures		Sketching
D&T	None this term due to exams		Make Do and Mend - sewing and cooking		Controllable vehicles		Planning, Making, Evaluating and Improving.
French	Introducing reading and writing along with role-plays. Topics include: Myself, Face & Body, Transport, People, House, Animals, Food, Drink, Shops, At the Table, Clothes & Directions						
Geography	Rivers		The Seasons and local weather	Pollution/Africa and Kenya	South America/the rainforest and The Amazon	South America/the rainforest/ Chile	Learning geographical skills
History	Aztecs Summary of World War One		Britain Since 1930s World War 11 The Holocaust				Interpreting historical evidence. Appreciating chronology & history.
Computing	Espresso Coding	Espresso Coding	Espresso Coding		Internet research linked with history topic. Excel, Coding, PowerPoint		Typing Skills
Music	Keyboard and notations	Carol Service	Exploring sound sources.	Lyrics & melody.	Performing together.	Music processes.	Singing and performing.
PE & Games	Football / Netball Badminton	Football /Netball Gymnastics	Rugby / Hockey Basketball	Rugby / Hockey Dance	Cricket, softball, rounders & athletics.	Cricket, softball, rounders & tennis.	It's cool to exercise. It's great to be part of a team.
RE	Worship and Community	Buddhism	Expression and visual arts	Life of Jesus	Christians belief about God	Responsibility for the environment Suffering	Faith
PSHE	Choices Disability Local Democracy Bullying		Children's Rights Rules and Laws Drugs Awareness/First Aid		Moving On Looking After Money Sex Education/Internet Awareness		What's in the news?

Appendix 4 Medium Term Plan

Medium Term Summer Term Year 6 2016

MTP Summer Term 2016	INSET - Appraisal	Whole School Photograph			PGL		Assessments	Half Term	Science Week Summer Fair 11 th June	1 st South Day 12 th Visit the new teacher 15 th Prep Multi Evening 17 th Prep Multi Evening 19 th Tech rehearsal Open morning 19 th June	YEAR 5/6 Dress rehearsal / Production 24 th June Vis Day	Tues 26 th St Hilda's Show Weds 29 th Tea 1-5 Trip to Legoland
Topic	1	2	3	4	5	6	7		8	9	10	11
Year 2016	12 th April	18 th April	25 th April	3rd May	9 th May	16 th May	23 rd May		6th June	13th June	20 th June	27 th June
Maths Number, investigations, data handling, measures, fractions, decimals, percentages	Fractions, decimals and percentages	Fractions, decimals and percentages	Counting, partitioning and calculating	Securing number facts and understanding shape	PGL	Long division and problem solving	Circles – area and circumference and 3D shapes		Measures – capacity	Handling data – database statistics, conversion graphs, pie charts	Revision of previous areas / catch up sessions	Last week of term
English Formal Impersonal writing Adverts Leaflets Recounts Reviews Comprehension Spellings Balloon Debates	Adverts Writing: A New Toy – writing an advert Skills imperative verbs, commands statements and questions	Recounts and Diary Comprehension on Anne Frank Story of Anne Frank – recount Diary extract Connectives Balloon Debate Final	Formal impersonal writing – Eco Leaflet Comprehension: Visiting Pompeii SATS paper Writing: Save It!	Explanations Comprehension: Global Warming Writing: Save It!	PGL	Recount, description, adverts Writing: recount / advert / leaflet of trip and activities undertaken – whole week Revision of grammar skills	Character Descriptions Theatre rehearsals Writing: description of characters in play. Analysing own character Skills: descriptive language		Pirates of the Curry Bean – persuasive posters, advert for the play. Rehearsals Revision of grammar skills – SPAC test	All the different hat types Transition from Year 5-7 Rehearsals Revision of grammar skills – SPAC test	Pirates of the Curry Bean Production – two performances and final rehearsal	Final Week
Science Evolution and Classifying Organisms	Inheritance and variation	Adaptation - how animals and plants are suited to their habitat	That adaptation of plants and animals to suit their environment may lead to evolution	How the work of scientists has helped develop our understanding of the process of evolution	PGL	How living things have changed over time and that a number of factors can affect a species' evolution.	How humans have evolved over time and how human behaviour can affect change in species over time		Recap ways of grouping organisms according to their characteristics distinguishing between organisms that have similar characteristics.	Classify plants according to their characteristics find out about Carl Linnaeus and his classification system. Isics.	Explore what micro-organisms are and how they can be grouped, be able to identify and classify organisms in	

Medium Term Summer Term Year 6 2016

History Britain Since the 1930s	INSET DAY	Sequence a number of key historic events in World War II.	Write a diary extract as Anne Frank	Identify some of the main changes in Britain since 1945 and to identify key characteristics of different decades	PGL	Identify similarities and differences between types of sources of information available in different periods in the past.	Find out some of the main events of the 1950s and to investigate what life was like during this period.		Find out about some of the main events of the 1960s and to investigate what life was like in Britain during this period.	Find out about some of the main events of the 1970s and to investigate what life was like in Britain during this period.	Find out about some of the main events of the 1980s and to investigate what life was like in Britain during this period.	Contents pages, glossary
Geography	What is the Amazon like?	What is it like to live in the rainforest?	Why is the rainforest so important?	Seeing the Amazon	PGL	Introduce South America longitude/latitude What is South America like?	What is Chile like?	Andes/Equator/map work/weather	Rainforest farming	Galapagos Islands	Galapagos Islands	
Computing Coding PowerPoints, Research	Coding Create a gof game moving objects around the screen	Coding Program your own zoo, choosing your own objects and events	Scratch	Scratch	PGL	Writing linked to PGL	Power Points of the decades	Power Points of the decades	Power Points of the decades	Power Points of the decades	Rehearsals / Shows	
French	A shoe, sock, shirt, dress. Express an opinion Count 1-50	Understand and use: Do you like...? Who is wearing...? Adjectives of sizes and colour	The hands, arms, back, neck, stomach, legs, feet. Use: Who is wearing...?	The bakery, chemist, butcher's, sweet shop, florist, grocer's. Count to 50 in 5s	PGL	Swimming, horse riding, tennis, ski, basketball, football, dance. Understand and use: What is your favourite sport?	Trousers, an umbrella, sunglasses, a handbag. Find the gender of noun. Use: What colour is...?	Understand and use: adjectives of colour with clothing. Adjectival agreement	Numbers 0-50 backwards Describe what they are wearing and what others are wearing. Use of the third person.	Clothes related to different seasons, weather and sport.		
Music	Instruments of the orchestra / Pirates of the Curry Bean	Instruments of the orchestra / Production Prep	Instruments of the orchestra / Production Prep	Instruments of the orchestra / Production Prep	PGL	Instruments of the orchestra / Production Prep	Production Prep	Production Prep	Production Prep	Production Prep	Production Prep	Vis Day prep
PE	600 metre trials. Over head javelin/tennis ball throw.	50 metres sprint. Over head javelin/tennis ball throw.	No lesson	300 metres lined. Long jump and practice.	PGL	400 metres. Cricket ball/overhead throw. Sports Day choice.	Replays on track, long jump and throws. Practice. Establish standards for long jump. Introduction of "shot".	Practice stations for Run/throw/jump. Pupils to rotate in groups.	Sports Day Run through for pupils and staff.	Revised sports day. Athletic challenges on button field. Run/jump/throw choice.		
Games	Boys A group Hand Ball Square practice. B group Pair's soft ball.	Relay Day. Reduced group bowling & batting practice.	Fixture A & B Home v QHS.	Fixture A & B Home v BCPS.	PGL	A group Fixture v Alpha. B group batting/fielding game.	Soft ball pair's practice for BCPS tournament.	House Matches.	Year 5 & 6 in Theatre all day.	Vis Day	End of term	

Medium Term Summer Term Year 6 2016

RE Ideas about God Human Responsibility for the Environment Suffering and Happiness	Consider what God might be like	Discuss the question 'does God exist'?	A trinity mobile	The story of Pentecost: views of God	PGL	'Wall of Wisdom'. Examples of things people do because of a belief they hold	Desire and suffering	The Creation Story – Discuss what responsibility God meant humans to have over the natural world in the story. What does this mean in today's world?	Suffering and causes	Ask questions about matters of right or wrong	Reflect on our hopes for the future	
PHSE					PGL							
Drama	Blocking P of the CB		Rehearsing	Rehearsing	PGL	Rehearsing	Rehearsal with Year Five	Rehearsal with year Five	Rehearsal with year Five	Rehearsal with year Five		
Art	SIRE for girls, boys finish silhouettes	To investigate how art can be used to improve a place.	To collect visual information and to explore ideas For a site-specific sculpture.	To be able to design a site-specific sculpture.	PGL	To use 'found' materials to create a sculpture.	To be able to use finishing techniques to complete a sculpture.					
DT Controllable Vehicles								Creating circuits; looking at vehicles; start of chassis	Finish making chassis and cutting out the body of the car	Finishing car and focusing on finishing techniques		

Appendix 5 Short Term Plan

Year: 5 Term: Autumn A Scheme of Work – Science 2015/2016 Unit / Topic: Humans including Animals

Begin reading **Anne Fine – Flour Babies** outside of science sessions. Children will need to have read it by Week 4.

Lesson Objective	Main Teaching	Pupil Activities / Independent Work	Resources	Plenary	Cross-Curric. HWK Links
Week 1 (45mins) Human Growth. WALT: Compare different stages of a human life.	Intro: Ordering Key Words (embryo, foetus, infant, child, adolescent, adult). Children to discuss the following points on tables: <ul style="list-style-type: none"> how a baby is different to them how they are different to a teenager how a teenager is different to an adult how a younger adult is different to an elderly adult Each table to discuss their ideas as a group and record findings on sugar paper. <ul style="list-style-type: none"> compare a baby to an elderly person. Main: Groups to take it in turns to share their ideas with the rest of the class.	100 Science lessons – Photocopy page 37, growth. Starter: Working with LB to support. Main: Children working independently. Dessert: LP to Challenge children to calculate average growth rate and heights.	<ul style="list-style-type: none"> Table discussion points Graph paper Keywords to order. 	Use paper with key words to order collectively. (embryo, foetus, infant, child, adolescent, adult)	Link to promoting teamwork - induction
Week 2 Lesson 4 (1hr20mins)	NO LESSON DUE TO BUSHCRAFT TRIP				Week 2 Lesson 4 (1hr20mins)

Twinkl resource – Digestive system – labelling parts. Espresso – Video clip on human body					
Week 2 (1hr20mins) Changes in the Body. WALT: Discuss same of the key physical changes to the human body during puberty.	Intro: Talk about the meaning of the word 'Puberty' explain to the children that we are going to talk about puberty, which is the time when children begin to change both physically and emotionally as their bodies prepare to be able to reproduce and have babies. Explain that this is when children move from the childhood stage in their life cycle to adolescence. Main: Discussion using: http://www.bbc.co.uk/science/ahumanbody/body_interactives/life_cycle_of_humans/	All: Children to complete 'changes in the human body' – photocopy sheet from 100 Science lessons, Page 38 Dessert: Adding as much detail as possible. Including information about emotional changes.	<ul style="list-style-type: none"> Changes in the human body – photocopy sheet from 100 Science lessons, Page 38 	Ask/KB Basket. Throughout the lesson children to write down any questions they may have about changes to the human body. Teacher to discuss at the end of the lesson.	
Week 3 (45mins) Human timeline. WALT: Describe the changes as humans develop to old age.	Intro: Remind children of previous learning. Use paper with key words to order collectively. (embryo, foetus, infant, child, adolescent, adult) This time can you add an age to each keyword? Main: Discuss differences in ages in the class and decide on a final timeline. LP to display on flipchart.	Children to read the explanation text. Human life cycles Starter: LB to support reading in group reading style. Use the images and/or the template to support life cycle. Main: LP to support reading. Children to create their own human life cycle using the information in the text as a guide. Dessert: Reading independently	<ul style="list-style-type: none"> Explanation text – human life cycles LA – images and template. 		

		Children to create their own human life cycle using the information in the text as a guide. Add as much information as possible.			
Week 4 (45mins) The Reproductive system. WALT: know the structure and formation of the male and female reproductive systems.	Intro: Reproduction – why is it necessary? Children to Main: Interactive activity: 'The Reproductive system' CD Rom Go through the names and functions of the key systems using interactive resource. Ensure that children are able to ask questions throughout.	Use the photocopy sheets pgs 39/40 female & male reproductive systems. Starter: Children to complete with LP to support. Main: Children to work independently. Dessert: LB to support children in writing their own explanations for the key words.	<ul style="list-style-type: none"> Definition BINGO using the keywords. 	Children to bring in a baby photograph for the next lesson.	
Week 5 Lesson 6 (1hr20mins) Babies. WALT: describe the changes as humans develop to old age.	Intro: Look at baby photos – can you work out who is who? What information do you use when you are working this out? Ask children to discuss in their talk partners: what can you do now that you couldn't do when you were a baby? Share ideas. Is there anything that you used to be able to do that you cannot do now? (Chew toes)	Starter: Working independently Focus on the stages of development of a human. Use child's own life as a guide to create a timeline. Main: Working with LP to support. Choose one animal to compare a human's	<ul style="list-style-type: none"> IWB – images and videos. Baby photos – collected from home. 	Are you able to look after yourself completely now? What things do you still rely upon your parents/family for?	Flour babies – (Anne Fine Book) Children to make their own flour baby at home – based on

		development to. Dessert: Working with LB to support. Compare the milestones of humans to animals in a timeline format.			the class reader.
Week 6 (45mins) Life Cycles. WALT: Record data using scatter graphs, bar and line graphs.	Intro: Discuss the plot of - Anne Fine's Flour babies. Children to share their flour babies made at home. Class project – children must look after these all week – and must carry them with them at all times. Discuss rules and what makes a good 'parent' Main: Read extract from Shakespeare's 'As you like it'. This describes the life cycle of a human in seven stages. Talk about the stages in the growth and development of humans and discuss the relative lengths of each stage.	Look at Animal Life Cycles – Life span and gestation periods. Starter: Working independently. Children to create a bar chart using the information on life spans. Main: LB to support. Children to write the definition of gestation compare the data – which are longest/shorter periods of time that a human. What do you	<ul style="list-style-type: none"> Use the text resources from HT. IWB for activity. 	Children to compare their findings – write some sentences using scientific vocabulary.	Link to Henry – Shakespeare.
		notice? Play: http://www.nimbleresources.co.uk/learn-to-read/point-to-the-circles-WWHamlet.pdf on IWB Dessert: LP to support. Children to create a scatter diagram using the information from the gestation periods.			

Curriculum Policy

Document History

Date:	Pages:	Amendments:	Reason:	Name: