



# Days Lane's Curriculum





# Days Lane Curriculum

## 1. What is the purpose of our curriculum?

- a. What are we trying to achieve? (intent)
- b. The importance of 'core skills' – reading, writing & maths
- c. Education the 'whole child'



## 2. How is our curriculum implemented?

- a. How is it sequenced and why?
- b. What approaches do we use to deliver the curriculum?
- c. How does our curriculum meet the needs of all children? (access)



## 3. How is children's learning assessed?

- a. Formative assessment
- b. Show me what you know

Hot and cold tasks

- c. Summative assessment





# Days Lane Curriculum



## 1. What is the purpose of our curriculum?

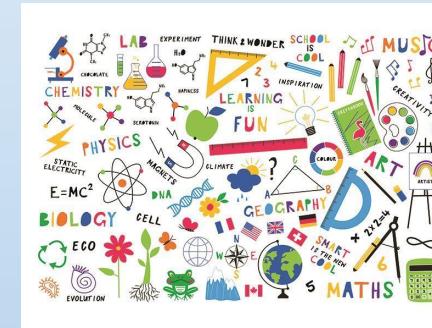
- a. What are we trying to achieve? (intent)
- b. The importance of 'core skills' – reading, writing & maths
- c. Education the 'whole child'



# What is a Curriculum?

## Curriculum:

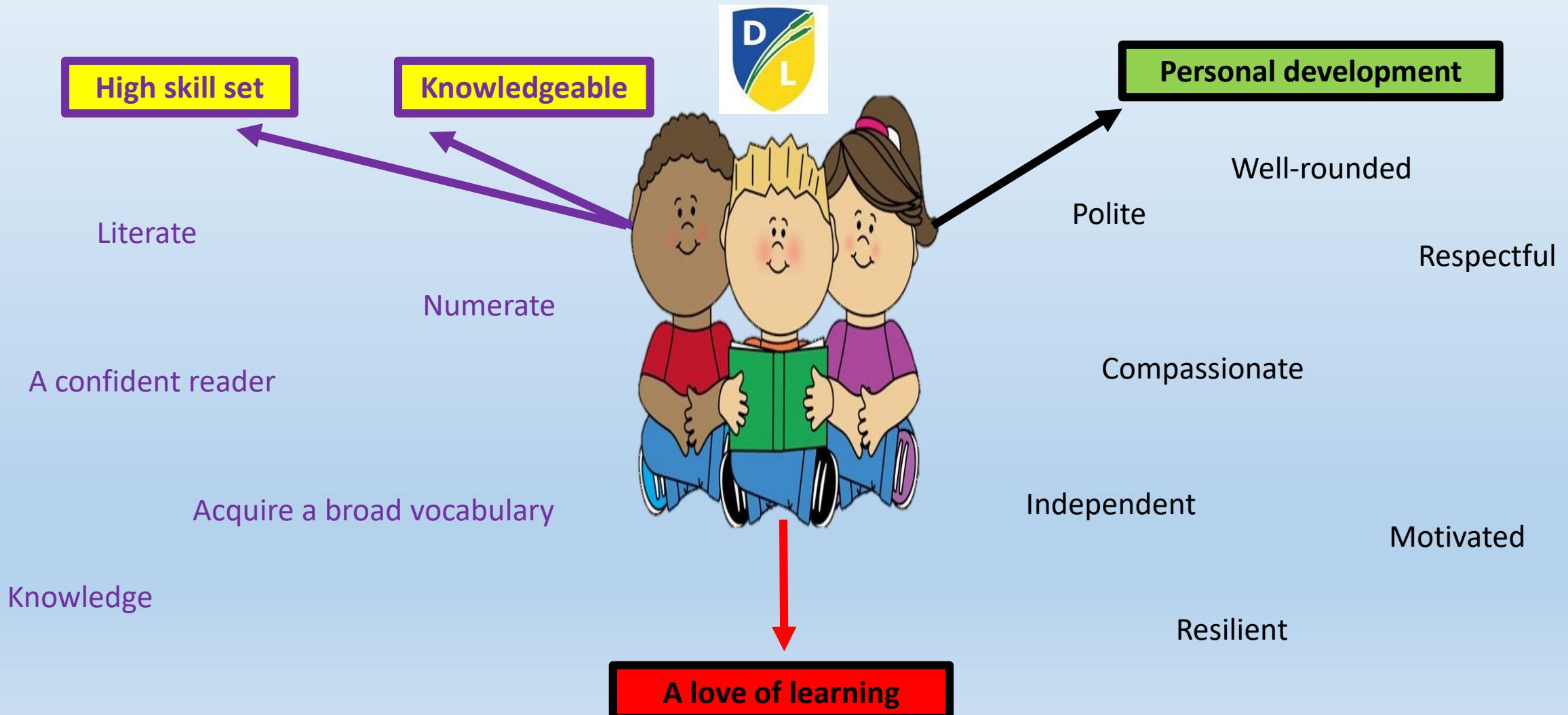
- A sequence of lessons and assessments that will be taught at Days Lane.
- 
- The 'totality of experiences' a student will have when taught at Days Lane.



## Curriculum Intent:

- How our curriculum sets out the knowledge and skills that pupils will gain.
- The content we expect children to learn.
- What we expect pupils to know by certain points in their school life.

# What do we want our children to develop by the time they leave Days Lane?



# Our Curriculum Intent Statement

At Days Lane, we have designed a curriculum that supports every child to develop a passion for learning and strive for excellence through fulfilling their potential. Developing the 'whole child' is at the heart of everything we do. We set high standards for all children and aspire for them to become confident, well-rounded individuals that are questioning and curious in their approach to their learning.

We offer a broad and balanced curriculum for all learners. Children in the EYFS Foundation Stage are taught using the EYFS Framework, with an emphasis on using key skills, knowledge and understanding through direct teaching and structured continuous provision.

The statutory National Curriculum is taught across KS1 and KS2. Our curriculum is designed with knowledge at its heart to ensure that children develop a strong vocabulary base and understanding of the world. The curriculum promotes long term learning and we believe that progress means knowing more and remembering more. We have developed a curriculum built on current research on how memory works, to ensure that children are taught in a way that they can remember the curriculum content in future years. We use knowledge maps to ensure children know exactly what information is expected to be learned over the course of their learning journey in a particular subject. We understand that knowledge provides the foundation from which further knowledge and understanding can be built.

There is an emphasis on the acquisition of basic skills including phonics, grammar, spelling, arithmetic and times tables, which enable children to access the broad curriculum and ensure that they have increased their confidence to learn and succeed.

**Personalised approach**

**Academic and personal development**

**Statutory frameworks**

- EYFS
- National Curriculum

- Knowledge
- Skills
- Vocabulary

**Knowledge retention strategies**

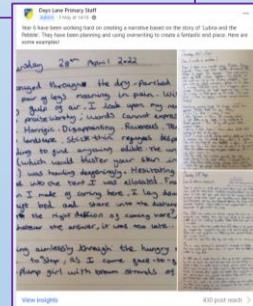
**Underpinned by fundamental 'core skills'**

# Our Curriculum Intent Statement

Topics are driven by foundation subjects and supported by quality texts.



- Class assemblies
- Facebook
- School newsletter
- Writing for different audiences



- Excellent behaviour for learning
- Secure understanding of our core values

Children learn through lines of enquiry around a central theme, taking them on an exciting learning journey. As the children progress along this learning journey, they develop key knowledge, understanding and skills, working both collaboratively and independently. Throughout each Learning Journey children are encouraged to ask questions and find new ways of discovering answers.

As well as deepening knowledge and skills throughout each Learning Journey, children are encouraged to be innovative, developing their own ideas and creativity. Each Learning Journey includes key points of innovation where children use the knowledge and skills that they have developed and apply this to produce creative outcomes.

Towards the end of each learning journey, children celebrate the knowledge, understanding, skills and creativity that they have developed. There are opportunities for children to share their outcomes from their learning journeys with different audiences, including members of the school and wider community, so that every child's learning is valued across a wealth of subject areas.

At Days Lane we 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 provide enriching opportunities including trips, visitors, workshops and themed weeks/days, which are integrated into our curriculum to bring learning to life and create memorable learning experiences.

Children leave Days Lane with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

Progression maps, assessment frameworks identify this.



- Trips
- Visitors/ Dressing up
- Fabulous finishes





# Underpinned By Basic Skills

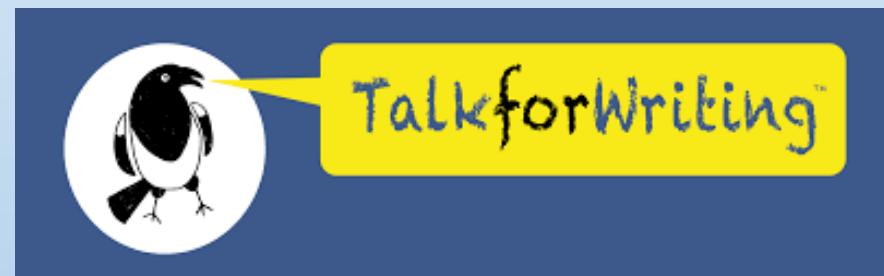
## Reading

- Reading is a high priority
- Opportunities to read and apply reading skills across the curriculum



## Writing

- Experience of writing in different styles for different purposes
- Development of grammar & spelling



## Maths

- Four rules of number
- Arithmetic
- Application/ reasoning
- Application across the curriculum

	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec
Temp in °C	27	27	27	27	27	27	28	28	28	27	27	27
Rainfall												
In mm	240	220	242	215	170	100	70	40	50	100	150	215

Weather data for Tenby S. Wales

Temp in °C	8	7	9.5	14	17	21	23	21	21	15	5.5	4.5
Rainfall in mm	36	59	121	35	135	47	65	58	43	120	128	136



# Questions

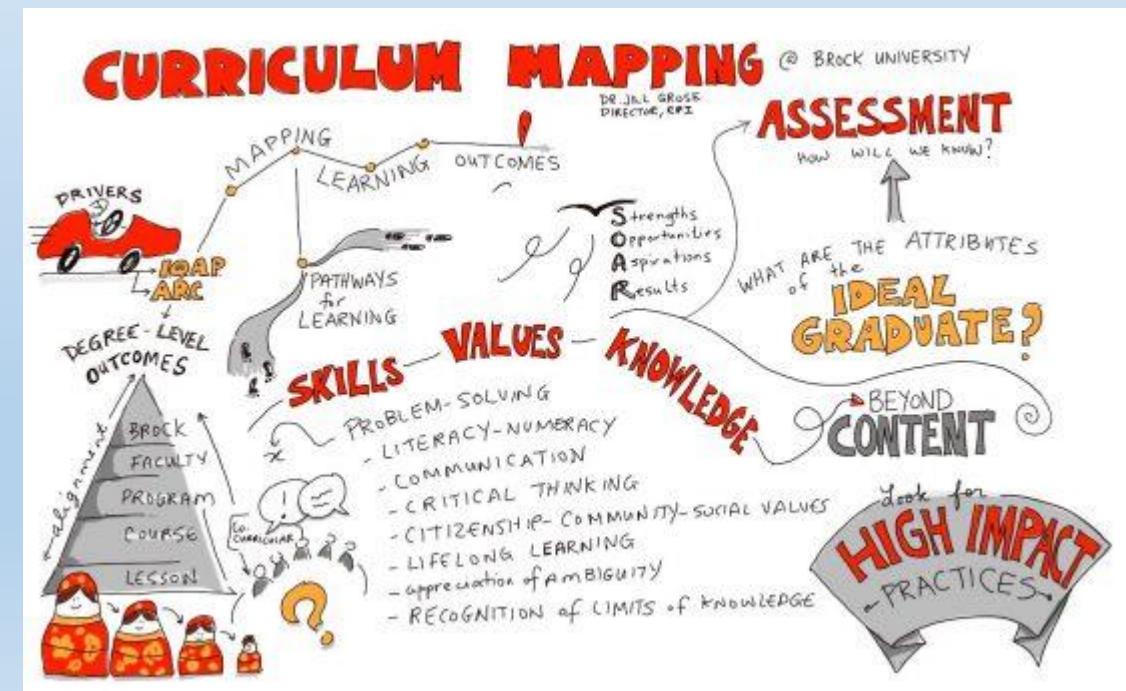




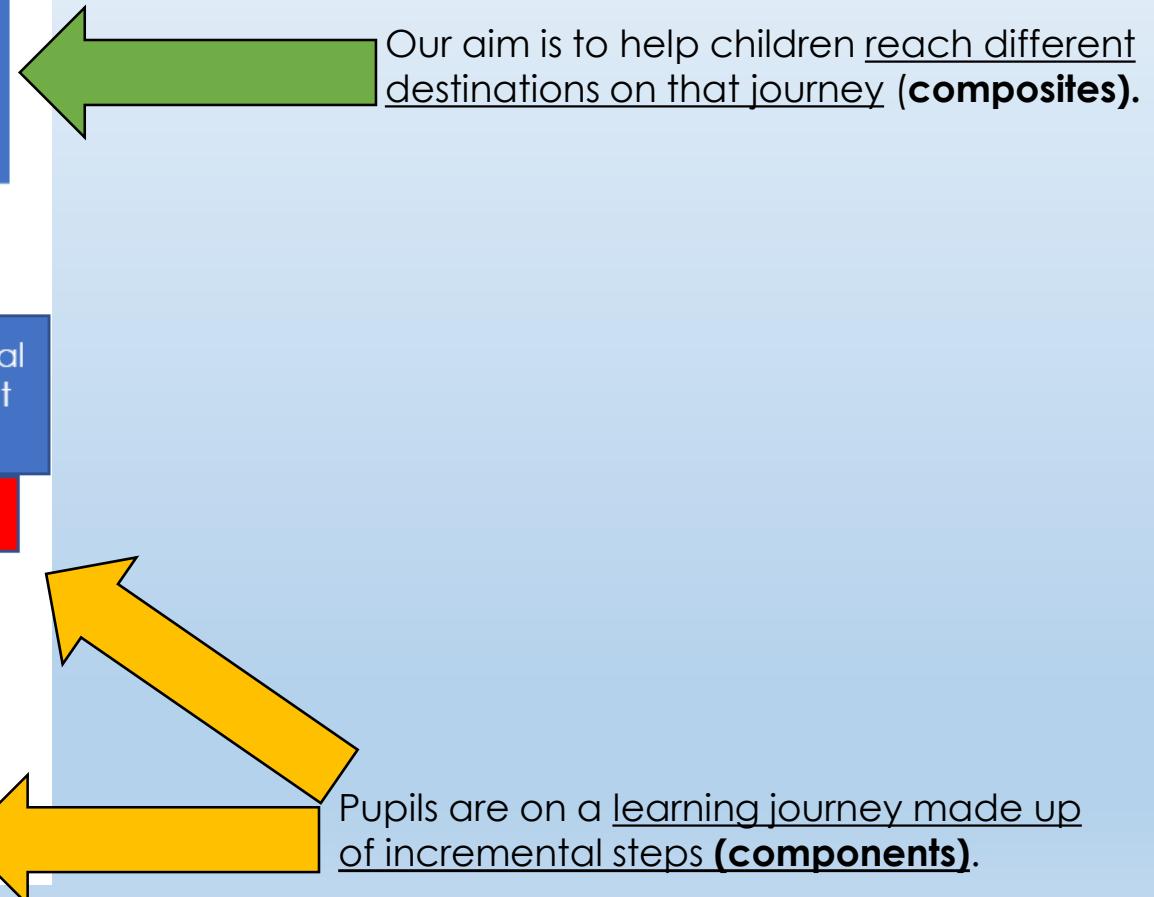
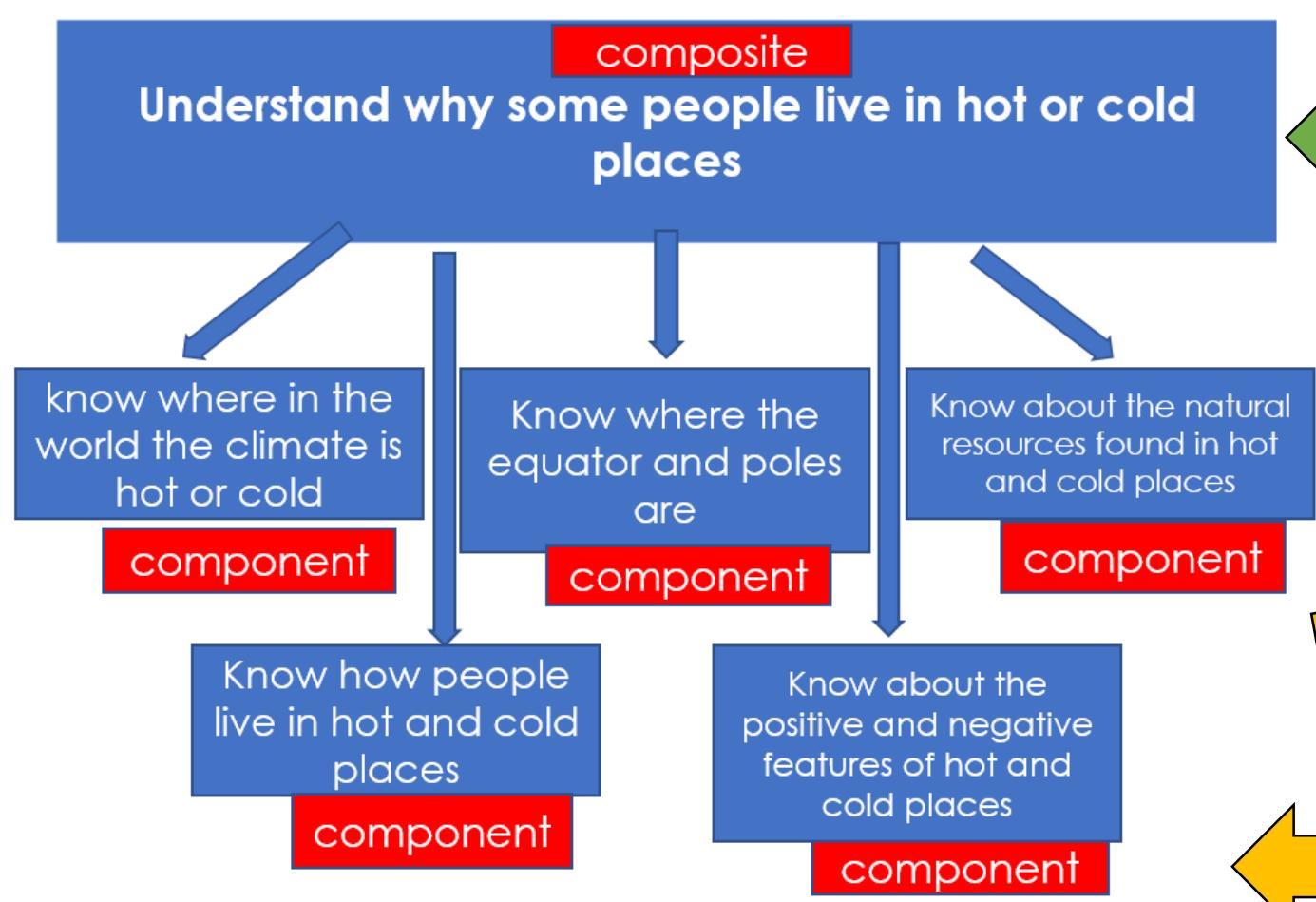
# Days Lane Curriculum

## 2. How is our curriculum implemented?

- How is it sequenced and why?
- What approaches are adopted to deliver the curriculum successfully?  
Retention
- How does it meet the needs of all children? (access)



# Planning Learning Journeys



Evidence evaluator

Chronological thinker

Artefact analyser

Timeline reader



Year 3

The Ancient Egyptians  
(3100BC – 332BC)



Artefact analyser

Timeline reader

Days Lane **historian** – What does your learning journey look like?

Year 2  
The history of flight  
(from AD1783)



Year 4  
WWII  
(AD1939 – AD1945)



Year 4

The Ancient Greeks  
(1200BC – 146BC)



Year 6

The Ancient Mayan  
(1800BC – AD1500)



Year 3  
The Stone Age  
(3500BC – 2500BC)



Year 4

The Romans  
(753BC – AD476)



Year 3

The Iron Age  
(800BC – AD43)



Year 5  
The Vikings  
(AD793 – AD1066)



Year 2  
The Great Fire of London  
(AD1666)



Year 1  
Guy Fawkes  
(AD1605)



Year 6  
The Victorians  
(AD1837 – AD1901)



Year 1  
Toys and education in the 1950s



3500BC

1800BC

1200BC

800BC

753BC

AD1

AD450

AD793

AD1666

AD1783

AD1837

AD1950

AD 2023

# History Progression Map

Knowledge					
<p><b>Reception:</b> <b>What do I know about me?</b></p> <ul style="list-style-type: none"> <li>• Compare pictures of their own houses with those from the past</li> <li>• Talks about past and present events in their own lives and in the lives of family members</li> </ul> <p><b>What can I find in Space?</b></p> <ul style="list-style-type: none"> <li>• Learn that men have landed on the moon in the past – identifying that this was before they were born</li> </ul> <p><b>Journeys</b></p> <ul style="list-style-type: none"> <li>• Visits Transport Museum to compare vehicles from the past</li> <li>• Learning about different vehicles from the past and comparing to those that the children are familiar with.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>	<p><b>Year 1: Changes within living memory</b></p> <p>Explore the development of toys over the past 100 years and how periods of life affect the technology and materials that were available at the time. Explore how the lives of their great grandparents might have changed over time.</p> <p><b>Significant Individuals &amp; significant events beyond living memory</b></p> <p>Lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Events beyond living memory that are significant nationally or globally e.g.</p> <ul style="list-style-type: none"> <li>- Guy Fawkes</li> </ul> <p><b>Significant Individuals</b></p> <p>Lives of significant historical figures, including comparison of those from different periods e.g.</p>	<p><b>Year 2: Changes within living memory</b></p> <p><b>Significant events beyond living memory</b> e.g.</p> <p>Great Fire of London</p> <p><b>Significant events beyond living memory</b> e.g.</p> <ul style="list-style-type: none"> <li>- The first aeroplane flight</li> </ul> <p><b>Significant Individuals</b></p> <p>Lives of significant historical figures, including comparison of those from different periods e.g.</p> <ul style="list-style-type: none"> <li>- Christopher Columbus and Neil Armstrong</li> <li>- Ethnic diversity – Mae Jemison</li> </ul> <p><b>Local Study</b></p> <p>How has Queen Mary's Hospital changed over time?</p> <ul style="list-style-type: none"> <li>- Why was it built in 1917?</li> <li>- Who was Sir Harold Gillies?</li> <li>- Why was Sidcup a good location?</li> </ul>	<p><b>Year 3: British History (taught chronologically)</b></p> <p>Stone Age to Iron Age Britain, including:</p> <ul style="list-style-type: none"> <li>- Hunter-gatherers and early farmers</li> <li>- Stone age tools</li> <li>- Cave paintings</li> <li>- religion,</li> <li>- Iron age/ hill forts</li> </ul> <p><b>Broader History Study</b></p> <p>Achievements of the earliest civilizations- an overview of where and when the first civilizations appeared e.g.</p> <ul style="list-style-type: none"> <li>- The Ancient Egyptians</li> </ul>	<p><b>Year 4: British History (taught chronologically)</b></p> <p>Roman Empire and impact on Britain, including:</p> <ul style="list-style-type: none"> <li>- Julius Caesar's attempted invasion</li> <li>- Roman Empire and successful invasion</li> <li>- British resistance</li> <li>- Boudicca</li> <li>- Romanisation of Britain i.e. roads</li> <li>- Hadrian's wall</li> </ul> <p><b>A Local Study</b></p> <ul style="list-style-type: none"> <li>• a depth study linked to one of the British areas of study e.g. WWII</li> </ul> <p><b>How did WWII change our local area? The Blitz/ Battle of Britain.</b></p> <p><b>Broader History Study</b></p> <p>Ancient Greece - A study of Greek life and achievements and their influences on the western world:</p>	<p><b>Year 5: British History (taught chronologically)</b></p> <p>Anglo-Saxons and Vikings, including:</p> <ul style="list-style-type: none"> <li>- Roman withdrawal from Britain; Scots invasion</li> <li>- Invasions, settlements and kingdoms of Anglo Saxons</li> <li>- Alfred the Great</li> <li>- Conversion to Christianity</li> <li>- Viking invasions</li> </ul> <p><b>A Local Study</b></p> <ul style="list-style-type: none"> <li>• a study of an aspect of history or a site locally dating from a period beyond 1066 that is significant in the locality e.g. Shooters Hill</li> </ul>

# History Progression Map

Skills					
<p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>Shows interest in the lives of people who are familiar to them</li> <li>Talks about significant events in their own experience</li> <li>Recognises and describes special times or events for family or friends</li> </ul> <p><b>Knowledge and interpretation</b></p> <ul style="list-style-type: none"> <li>appreciate that some famous people have helped our lives be better today (<i>monarchy</i>)</li> <li>recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago (<i>Guy Fawkes</i>)</li> </ul>	<p><b>Year 1: Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>put up to three objects in chronological order (recent history)</li> <li>use words and phrases like: old, new and a long time ago</li> <li>talk about things that happened when they were little (<i>toys they played with</i>)</li> <li>recognise that a story that is read to them may have happened a long time ago</li> <li>know that some objects belonged to the past</li> <li>retell a familiar story set in the past</li> <li>explain how they have changed since they were born</li> </ul> <p><b>Knowledge and interpretation</b></p> <ul style="list-style-type: none"> <li>appreciate that some famous people have helped our lives be better today (<i>monarchy</i>)</li> <li>recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago (<i>Guy Fawkes</i>)</li> </ul>	<p><b>Year 2: Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning</li> <li>use the words 'past' and 'present' accurately</li> <li>use a range of appropriate words and phrases to describe the past</li> <li>sequence a set of events in chronological order and give reasons for their order</li> </ul> <p><b>Knowledge and interpretation</b></p> <ul style="list-style-type: none"> <li>recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later (<i>Samuel Pepys Great Fire/Local Study</i>)</li> <li>explain how their local area was different in the past (<i>Local Study</i>)</li> <li>recount some interesting facts from a historical event, such as where the 'Fire of London' started</li> <li>give examples of things that are different</li> </ul>	<p><b>Year 3: Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>to describe events and periods using the words: BC, AD and decade</li> <li>to describe events from the past using dates when things happened</li> <li>to describe events and periods using the words: ancient and century</li> <li>to use a timeline within a specific time in history to set out the order things may have happened</li> </ul> <p><b>Knowledge and interpretation</b></p> <ul style="list-style-type: none"> <li>explain how events from the past have helped shape our lives (<i>Romans</i>)</li> <li>use their mathematical knowledge to work out how long ago events would have happened</li> </ul> <p><b>Knowledge and interpretation</b></p> <ul style="list-style-type: none"> <li>appreciate that the early Brits would not have communicated as we do or have eaten as we do (<i>Stone Age</i>)</li> <li>begin to picture what life would have been like for the early settlers (<i>Stone Age/Iron Age</i>)</li> <li>recognise that Britain has been</li> </ul>	<p><b>Year 4</b></p> <p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>plot recent history on a timeline using centuries</li> <li>place periods of history on a timeline showing periods of time</li> <li>use their mathematical skills to round up time differences into centuries and decades</li> </ul> <p><b>Knowledge and interpretation</b></p> <ul style="list-style-type: none"> <li>explain how events from the past have helped shape our lives (<i>Romans</i>)</li> <li>appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences (<i>Romans/WWII</i>)</li> <li>know that people who lived in the past cooked and travelled differently and used different weapons from ours (<i>Romans</i>)</li> <li>recognise that the lives of wealthy people were very different from those of poor people (<i>Romans</i>)</li> </ul>	<p><b>Year 5:</b></p> <p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>use dates and historical language in their work</li> <li>draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</li> <li>use their mathematical skills to work out exact time scales and differences as need be</li> </ul> <p><b>Knowledge and interpretation</b></p> <ul style="list-style-type: none"> <li>describe historical events from the different period/s they are studying/have studied</li> <li>make comparisons between historical periods; explaining things that have changed and things which have stayed the same (<i>Anglo-Saxon/Vikings</i>)</li> <li>begin to appreciate that how we make decisions has been through a Parliament for some time</li> </ul>



# History Progression Map

Topic Vocabulary					
Reception:	Year 1:	Year 2:	Year 3:	Year 4:	Year 5:
<ul style="list-style-type: none"><li>• Lives</li><li>• special</li><li>• People</li><li>• Relative</li><li>• Family</li><li>• Same</li><li>• different</li></ul>	<ul style="list-style-type: none"><li>• old</li><li>• new</li><li>• A long time ago</li><li>• difference</li><li>• compare</li><li>• gunpowder</li><li>• Bonfire Night</li><li>• treason</li><li>• Parliament</li><li>• Monarch</li><li>• coronation</li><li>• castle</li></ul>	<ul style="list-style-type: none"><li>• Fire of London</li><li>• Samuel Pepys</li><li>• evidence</li><li>• diary</li><li>• fireman</li><li>• baker</li><li>• air craft</li><li>• flight</li><li>• Wright Brothers</li><li>• invention</li><li>• explorer</li><li>• expedition</li><li>• voyage</li><li>• astronaut</li></ul>	<ul style="list-style-type: none"><li>• Stone age tools</li><li>• Cave paintings</li><li>• settlement</li><li>• Neolithic</li><li>• Hunter-gathers</li><li>• weapons</li><li>• Iron age</li><li>• Hill forts</li><li>• Tribe</li><li>• shelter</li><li>• ancient</li><li>• civilisation</li><li>• river</li><li>• excavate</li><li>• tomb</li><li>• mummies</li><li>• embalmed</li><li>• valley</li><li>• pyramid</li><li>• Pharaoh</li><li>• sarcophagus</li></ul>	<ul style="list-style-type: none"><li>• Roman Britain</li><li>• empire</li><li>• invasion</li><li>• Hadrian's Wall</li><li>• Boudica</li><li>• Romanisation of Britain</li><li>• Christianity</li><li>• invade</li><li>• forces</li><li>• bomb</li><li>• rations</li><li>• air raid shelter</li><li>• evacuate</li><li>• propaganda</li><li>• Trojan horse</li><li>• warriors</li><li>• Athens</li><li>• Sparta</li><li>• siege</li><li>• state</li><li>• surrender</li><li>• myth</li><li>• Olympics</li></ul>	<ul style="list-style-type: none"><li>• Anglo Saxons</li><li>• Alfred the Great</li><li>• Scandinavia</li><li>• invasion</li><li>• Conversion to Christianity</li><li>• law and order</li><li>• <u>Dane</u>geld</li><li>• Sutton <u>Hoo</u></li><li>• Viking raids</li><li>• helmet</li><li>• Long boats</li><li>• Norsemen</li><li>• weapons</li><li>• plundered</li><li>• Danelaw</li><li>• berserkers</li><li>• Highwayman</li><li>• crime</li><li>• law</li><li>• travellers</li><li>• Dick Turpin</li><li>• gibbets</li><li>• robbery</li><li>• Shooters Hill</li></ul>

## Year 1 Subject Vocabulary

Before, after, old, modern, decade, century, past, present, future, artefact, timeline

## Year 2 Subject Vocabulary

Chronology, artefact, timeline, eyewitness, key figure, key event

## Year 3 & 4 Subject Vocabulary

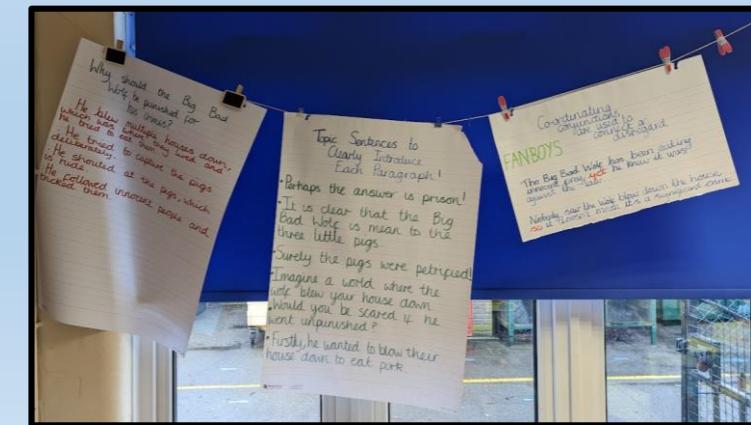
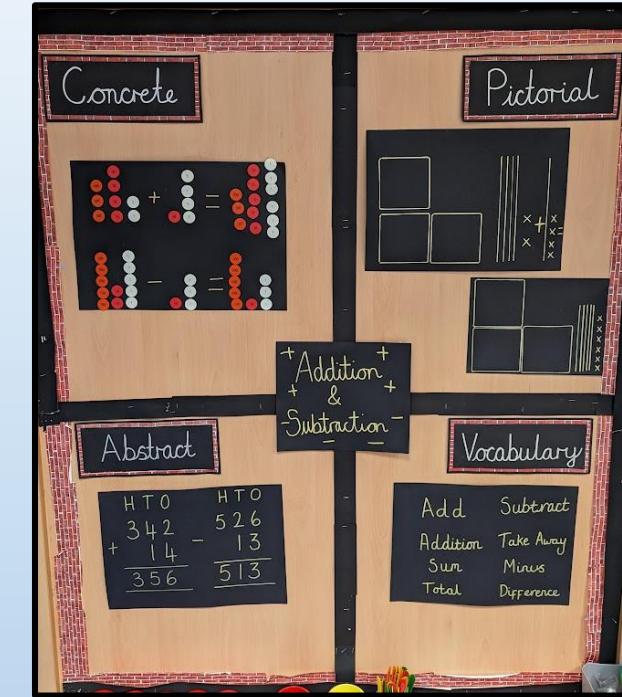
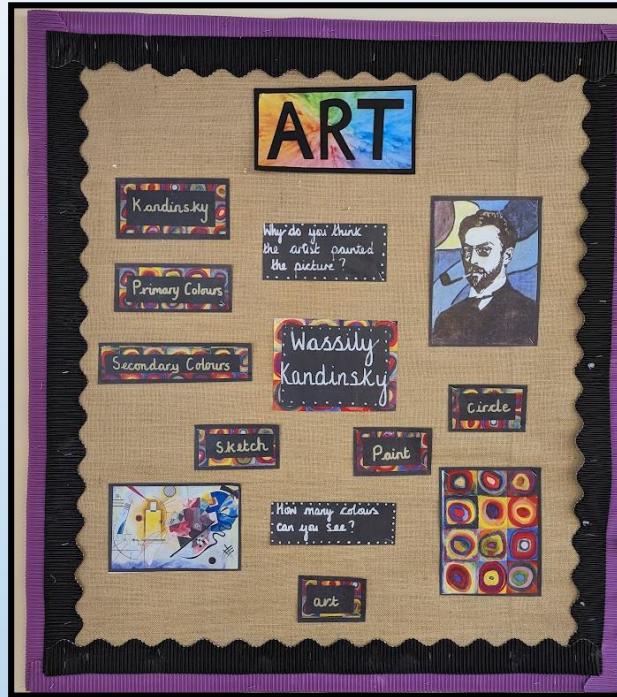
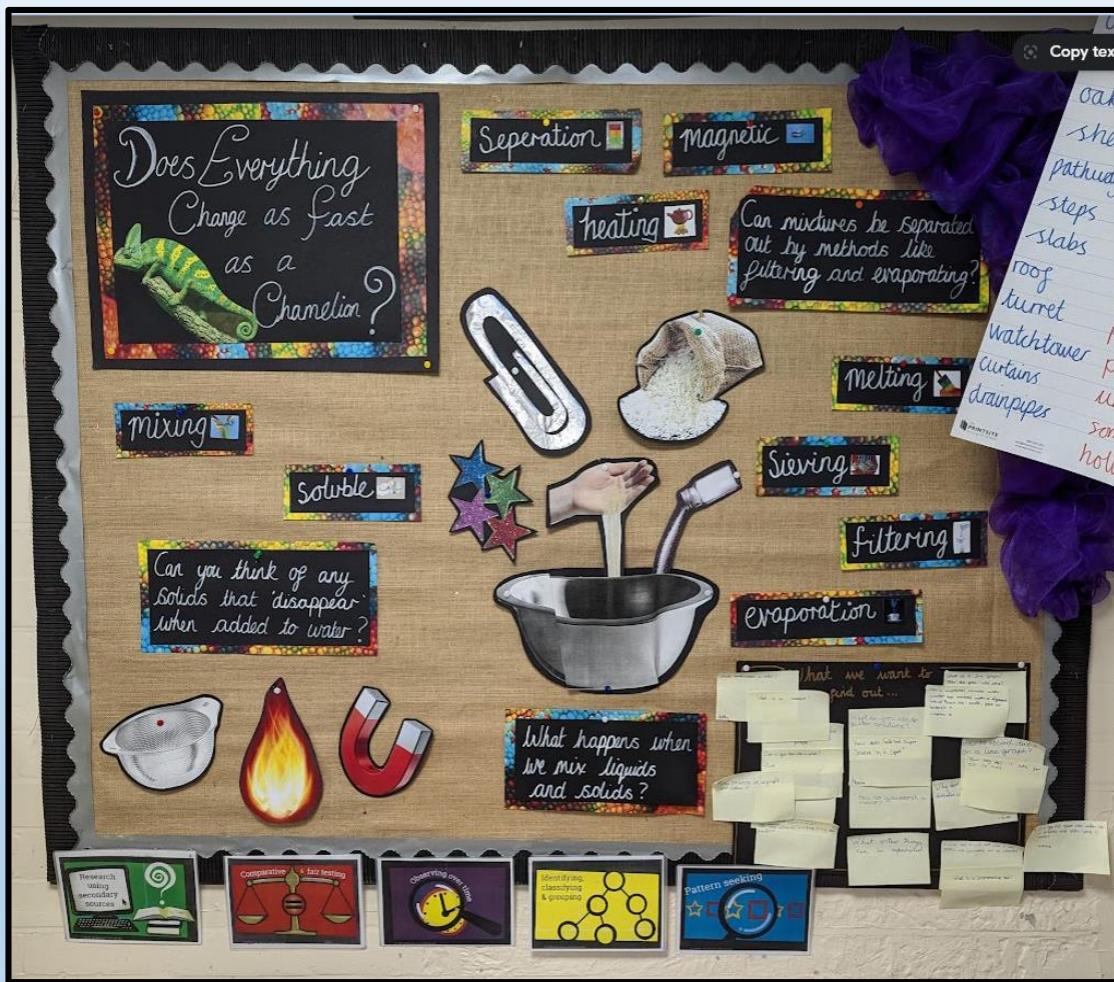
Chronology, significance, empathy, period, connections, impact, evidence, artefact, timeline

## Year 5 & 6 Subject Vocabulary

Chronology, significance, empathy, period, connections, impact, evidence, change & continuity, cause & consequence, artefact, timeline



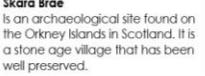
# Vocabulary, Vocabulary, Vocabulary!



# Differentiated Knowledge Mats



## Stone Age: Year 3 Knowledge Mat

Subject Specific Vocabulary				Exciting Books
archaeologists	People who work out our history by looking at artefacts that have been found.			
artefact	An object made by human beings, usually with historical or cultural interest.			
tribal	Groups of people who live together.		<b>Sticky Knowledge about the Stone-age period</b>	
hunter-gatherers	People who mainly live by hunting, fishing and gathering wild fruit.		<input type="checkbox"/> The stone-age period is said to have started around 3 million year ago when humans started to live in Europe.	Important
shelter	A house where stone age people would have lived.		<input type="checkbox"/> The stone-age was followed by the bronze-age period. This is when humans started to use metal.	

## Stone Age: Year 3 Knowledge Mat

Subject Specific Vocabulary				Exciting Books
archaeologists	People who work out our history by looking at artefacts that have been found.			
artefact	An object made by human beings, usually with historical or cultural interest.			
Neolithic	Is the later part of the stone age and follows the Palaeolithic and Mesolithic age.		<b>Sticky Knowledge about the Stone-age period</b>	
chronology	The ordering of events, for example the stone, bronze and iron age.		<input type="checkbox"/> The stone-age period is said to have started around 3 million year ago when humans started to live in Europe.	
tribal	Groups of people who live together.		<input type="checkbox"/> The stone-age was followed by the bronze-age period. This is when humans started to use metal.	
hunter-gatherers	People who mainly live by hunting, fishing and gathering wild fruit.		<input type="checkbox"/> The bronze-age was followed by the iron-age when tools and weapons became more advanced and were used for farming.	
shelter	A house where stone age people would have lived.			
civilization	A group that lived during a period of time long ago.			
Prey	An animal that is hunted for its food.		<input type="checkbox"/> During the Neolithic Age (towards end of the stone-age), the humans formed settled communities, and domesticated plants and animals for the first time in history.	

## The Local Area KS1 Knowledge Mat

Subject Specific Vocabulary				Exciting Books
North	Direction pointing towards the North Pole.			
South	Direction pointing below the equator.			
East	Direction of sunrise.			
West	Direction of sunset.		<input type="checkbox"/> Every street in our country has a name and a post code.	
near	A short distance away.		<input type="checkbox"/> There are many signs on the roads.	
far	A long distance away.			
address	Locates exactly where someone lives by having street and town names.		<input type="checkbox"/> London is our capital city.	
post code	This locates exactly where a street or a place is by using letters and numbers.		<input type="checkbox"/> Address - name of street - house number - town or city - post code	
Human Features	Made or built by humans.			
Physical Features	Characteristics of the natural environment.			

## The Local Area KS1 Knowledge Mat

Subject Specific Vocabulary				Exciting Books
United Kingdom	Made up of England, Scotland, Wales and Northern Ireland, and is an island nation in north-western Europe.			
Compass	A tool for finding direction.			
North	Direction pointing towards the North Pole.			
South	Direction pointing below the equator.		<b>Sticky Knowledge about British villages, towns and cities</b>	
East	Direction of sunrise.		<input type="checkbox"/> A village is usually associated with the countryside and is smaller than a town.	
West	Direction of sunset.		<input type="checkbox"/> Every street in our country has a name and a post code.	
near	A short distance away.		<input type="checkbox"/> There are many signs on the roads to help drivers use the highway code properly.	
far	A long distance away.			
address	Locates exactly where someone lives by having street and town names.		<input type="checkbox"/> London is our capital city and has a population of more than 8 million.	
post code	This locates exactly where a street or a place is by using letters and numbers.		<input type="checkbox"/> Your address has the name of the street you live in, the number or name of your house: the village, town or city you live in and a post code.	
Human Features	Made or built by humans.		<input type="checkbox"/> London is the capital of England; Cardiff the capital of Wales; Edinburgh the capital of Scotland and Belfast the capital of Northern Ireland.	
Physical Features	Characteristics of the natural environment.		<input type="checkbox"/> One of the oldest parliaments in the world is situated in London and is called the Houses of Parliament.	



# Assessment Frameworks

Year 3 – Our Early Ancestors: How did they change over time?		Days Lane Primary School
Meeting	Higher Achiever	
<p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>• To know that the Stone Age is split into three periods: Palaeolithic, Mesolithic and Neolithic</li><li>• To know that the Stone Age began when the first humans arrived in Britain (4500 BC)</li><li>• To know that Stone Age tools were largely made of stones, bones or antlers</li><li>• To know that a 'hunter-gatherers' had to catch or find everything they ate</li><li>• To know that early Stone Age people often moved from place to place to find food in different seasons</li><li>• To know that Stone Age people didn't live in caves but used them for the following reasons: temporary shelter from bad weather, cooking and skinning and butchering animals.</li><li>• To know that most Neolithic people built houses from wood, but stone could be used</li><li>• To know that in the Neolithic period Stone Age people began to farm</li><li>• To know that Stonehenge began being built in the Stone Age</li></ul> <p><b>Skills</b></p> <ul style="list-style-type: none"><li>• To describe events and periods using words: BC, AD and decade (Chronological Understanding)</li><li>• To describe events from the past using dates when things happened (Chronological Understanding)</li><li>• To appreciate that the early Brits would not have communicated as we do or have eaten as we do (Knowledge and Interpretation)</li><li>• To begin to picture what life would have been like for the early settlers (Knowledge and Interpretation)</li><li>• To research a specific event from the past (Historical Enquiry)</li></ul> <p><b>Vocabulary</b></p> <p>Know, understand and accurately use the following words/phrases:</p> <ul style="list-style-type: none"><li>• <b>BC:</b> stands for 'Before Christ'. It indicates the number of years before the birth of Jesus</li><li>• <b>AD:</b> stands for 'Anno Domini'. Latin for 'in the year of the Lord'</li><li>• <b>decade:</b> a period of 10 years</li><li>• <b>Stone Age tools:</b> People during the Stone Age used tools such as stone axes, rocks and wooden spears with tips hardened with fire to kill their food.</li><li>• <b>Cave paintings:</b> Paintings on cave walls and ceilings. Usually these paintings were made in prehistoric times.</li><li>• <b>settlement:</b> places where people live</li><li>• <b>Neolithic:</b> the youngest part of the Stone Age</li><li>• <b>Hunter-gathers:</b> a person who lives from edible plants and animals from the wild, by foraging and hunting.</li><li>• <b>weapons:</b> an object or device used to attack or defend</li></ul>	<ul style="list-style-type: none"><li>• Begin to appreciate why Britain would have been an important country to have invaded and conquered?</li></ul>	



# DT Learning Journey



## Product purpose and brief/ specification

- What are we making?
- What is it's purpose?
- What does it need to be able to do? (success criteria)
- What skills are we going to develop to make the product



## Develop knowledge of the skills/ mechanisms

Joins/ structures/ pneumatics/cams  
Professional study - engineer/ chef etc  
Focused research

The learning must be brought back to the purpose of the product  
Seasonality

## Design

What will my product look like?  
What materials will I use to make it? Why?  
What processes/skills will I implement?  
Why have I chosen these?



## Evaluation

To what extent does the product meet the product brief?  
What went well?  
What skills were used in the design and making process?  
Even better if...?



## Make

Provide resources – wood, saws, glue, nets etc  
Children implement skills





# An Engaging Curriculum

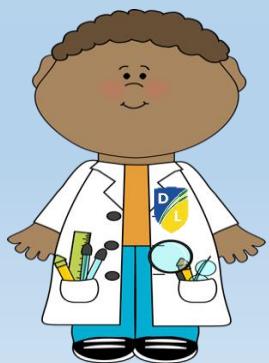
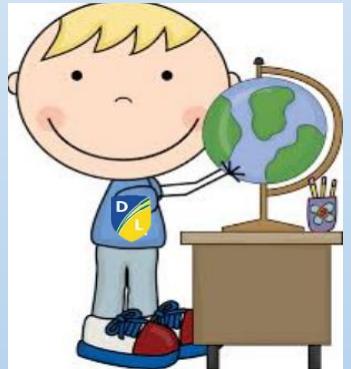
Evidence evaluator



Chronological thinker

Artefact analyser

Timeline reader



**We want children to see  
themselves as developing ...**



# An Engaging Curriculum

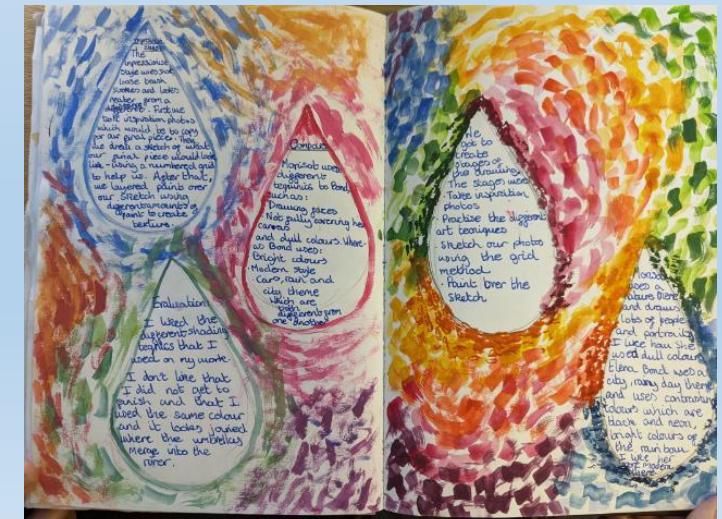


## The Days Lane Artist

Experience using a range of mediums and creating different art outcomes.



Compare and contrast artists work.



Evaluate their own work

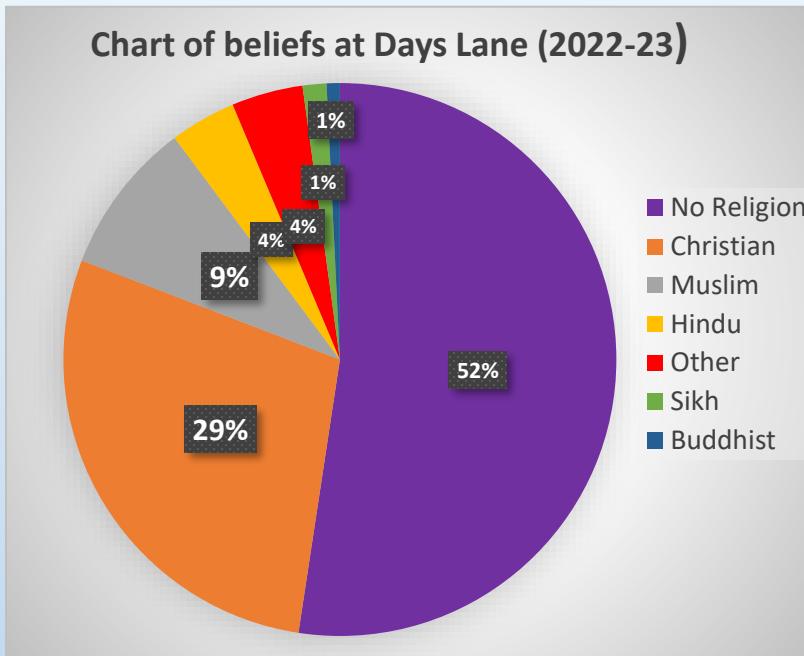


# Personalising our Curriculum



## History Progression Map

Knowledge					
Reception: What do I know about me? • Compare pictures of their own houses with those from the past. • Talk about past and present events in their own lives and in the lives of family members	Year 1: Changes within living memory Explore the development of toys over the past 100 years and how this might affect the technology and materials that were available at the time. Explore how the lives of their great grandparents might have changed over time.	Year 2: Changes within living memory Significant events beyond living memory e.g. - The first aeroplane flight	Year 3: British History (taught chronologically) Stone Age to Iron Age e.g. - Great Fire of London Significant events beyond living memory e.g. - Lives of significant historical figures, including comparison of those from different periods e.g. - Christopher Columbus and Neil Armstrong - Ellis Diveristy - Mae Jemison	Year 4: British History (taught chronologically) Roman Empire and impact on Britain, including: - Hunter-gatherers and early farmers - Stone age tools - Cave paintings - religion - Iron age/ hill forts	Year 5: British History (taught chronologically) Roman Empire and impact on Britain, including: - Julius Caesar's attempted invasion - Roman Empire and successful invasions - British resistance Boudicca - Romanisation of Britain - Roman roads - Hadrian's wall
What can I find in Space? • Learn that men have landed on the moon in the past - identifying that this was before they were born					
Journeys • Visits Transport Museum to compare vehicles from the past • Learning about different vehicles from the past and comparing to those that the children are familiar with.					
• Comment on images of familiar situations in the past.					
• Compare and contrast characters from stories, including figures from the past.					



30% (27/90) of the year group had never visited a theatre.



# Long term memory

Knowledge



Vocabulary



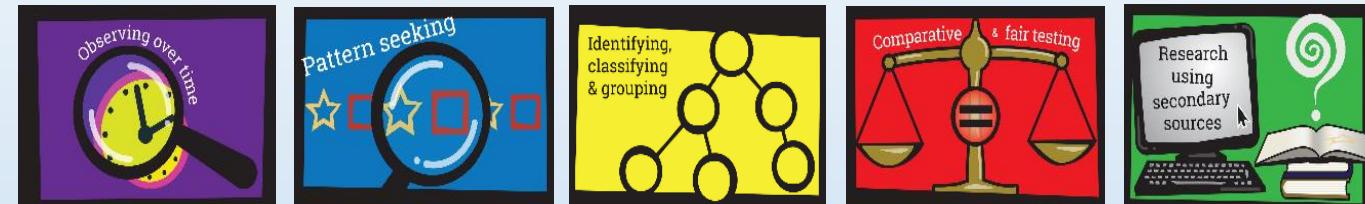
Skills





# Long term memory

Remembering through actions – 5 Scientific Enquiry Skills



[https://drive.google.com/file/d/1ofn4aMnIOB0cyHltJv5aqTuP71OjkeFm/view?usp=share\\_link](https://drive.google.com/file/d/1ofn4aMnIOB0cyHltJv5aqTuP71OjkeFm/view?usp=share_link)

[https://drive.google.com/file/d/1UH7bMcxNZT\\_cHUcoJ\\_kuxYTNFhmcWSEd/view?usp=share\\_link](https://drive.google.com/file/d/1UH7bMcxNZT_cHUcoJ_kuxYTNFhmcWSEd/view?usp=share_link)



Remembering through actions – Core Value Characters

[https://drive.google.com/file/d/1an1oYP6Fz98beTUixB7LG\\_1tFArM0No6/view?usp=sharing](https://drive.google.com/file/d/1an1oYP6Fz98beTUixB7LG_1tFArM0No6/view?usp=sharing)





# Opportunities to Review and Recall



## What did I learn in the past?

### Health and Growth



- What **food group** do these foods belong to?
- What benefits do they provide the human body?

## PRIOR KNOWLEDGE



Use what I already know to understand something new

## What did I learn this year?

### States of Matter

What is **condensation**?



## What did I learn last lesson?

How do you create a louder **sound**?



## What did I learn in the past?

### Year 2 - Spring 1 - The History of Flight

Who were the **Wright Brothers**? What did they do?



## What did I learn this year?

### Year 3 - Autumn 1 - Stone Age

When the first humans arrived in Britain, the Stone Age began. When was this?

- 45AD
- 4500BC
- 500BC

## What did I learn last week?

### The Iron Age

- What is the name of the time period between the Stone Age and the Iron Age?
- Complete the sentence.

Iron Age hill forts were built...

- a) in ditches
- b) in rivers
- c) on top of hills



## What did I learn in the past - Yr 2?

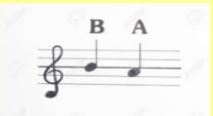
- How do we play a melody on this instrument?
- How can we use that knowledge to play melodies on the recorder?



## What did I learn this year?

### How to sing and play simple recorder songs

- Which three notes have we learnt to play?
- Which note is missing from the picture below?



## What did I learn last week?

### How to play the note G.



How to play pieces that use all three notes.

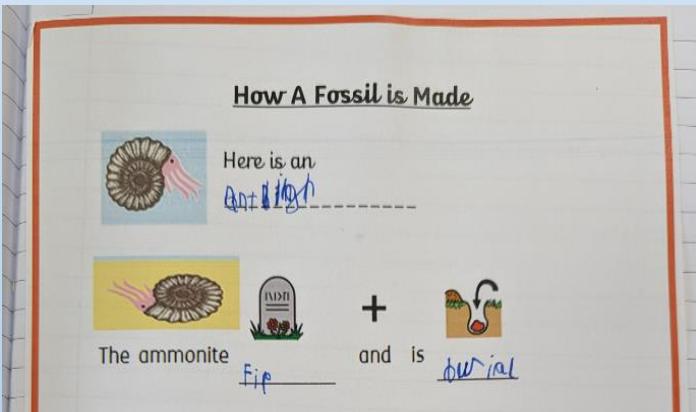




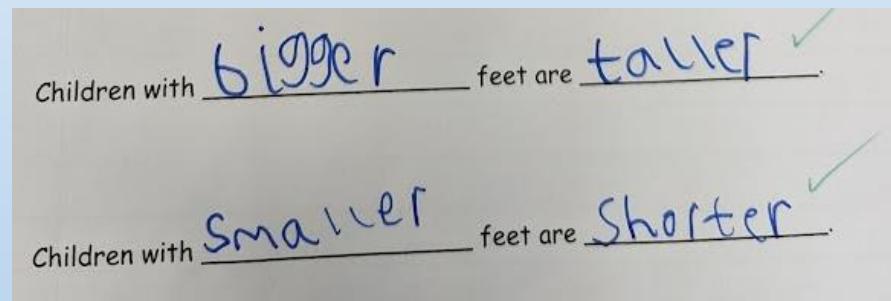
# Supporting SEND

Teachers differentiate learning activities to help remove children's barriers so they can access the curriculum.

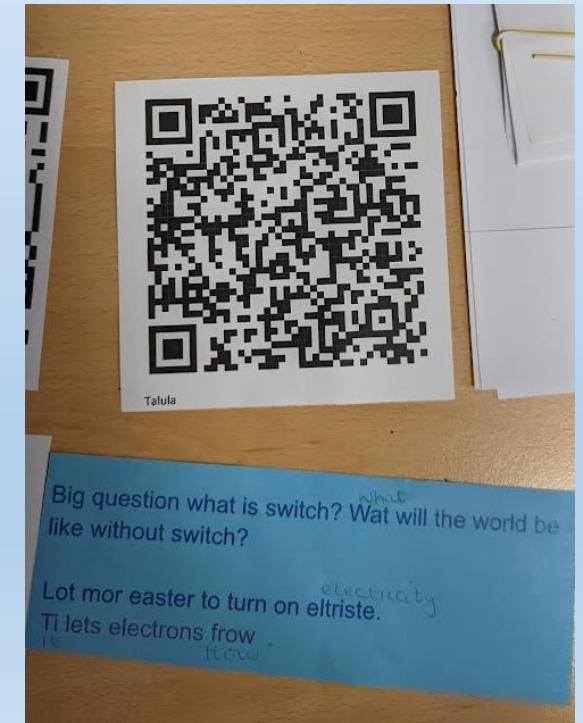
## Widgits



## Scaffolding

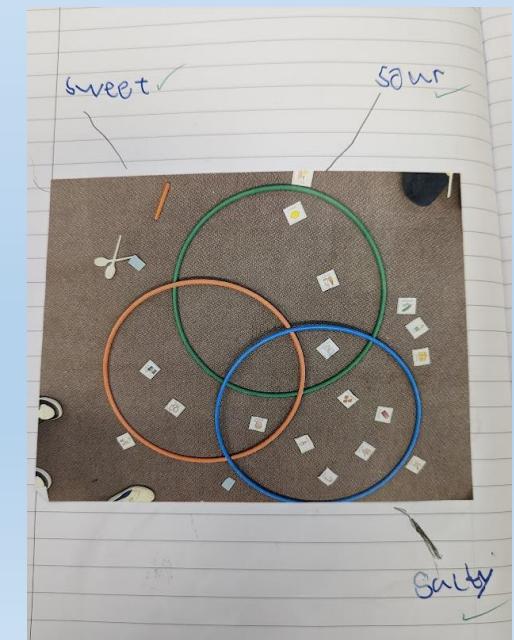
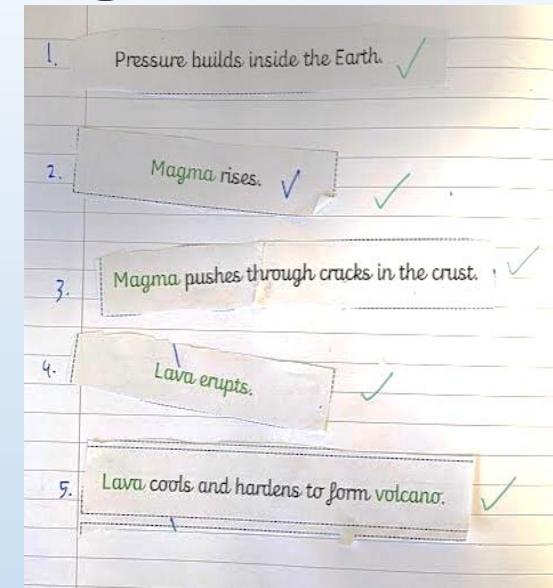
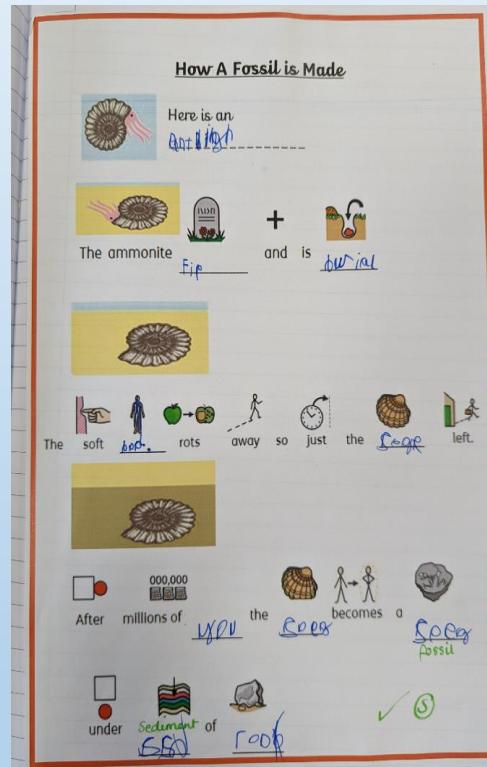
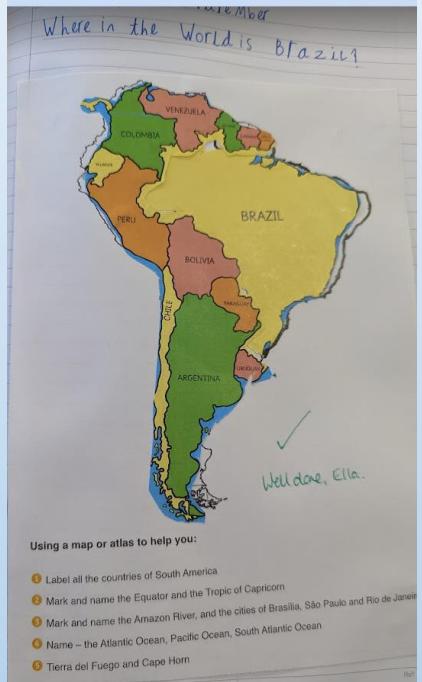


## QR codes





# Personalising Learning





# Questions





# Days Lane Curriculum

## 3. How is children's learning assessed?

- a. Formative assessment
- b. Show me what you know
  - Hot and cold tasks
- c. Summative assessment





# Attainment & Progress



## Assessment Strands

End of Reception Assessment	Year 1 Target	Expected Progress
1 (Emerging)	Depends on Reception Assessment	Personalised target
2 (Meeting)	1W+ (Meeting)	3 points
	1S (Securely Meeting)	4 points
	1S+ (Greater Depth)	5 points

B	B+	W	W+	S	S+
Working Below	Working Towards	Emerging	Meeting	Meeting Securely	Greater Depth
<i>You have begun</i>	<i>You have started learning</i>	<i>You are getting the hang of it</i>	<i>You understand it</i>	<i>You are confident with it</i>	<i>You have mastered it</i>



# Core Assessment Frameworks



Y3 National Curriculum MATHS Assessment Grid	
Y3 expected standard	Evidence – 6 pieces
<b>NUMBER</b>	<b>Dates:</b>
Count from 0 in multiples of 4, 8, 50 and 100	
Use multiples of 2, 3, 4, 5, 8, 10, 50 and 100	
Find 10 or 100 more or less than a given number	
Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)	
Compare and order numbers up to 1,000	
Identify, represent and estimate numbers using different representations	
Use larger numbers to at least 1,000, applying partitioning related to place value using varied and increasingly complex problems, building on work in year 2 (for example, $146 = 100 + 40 + 6$ , $146 = 130 + 16$ ).	
Read and write numbers up to 1,000 in numerals and in words	
Solve number problems and practical problems involving these ideas	
<b>Addition &amp; Subtraction</b>	
Add and subtract numbers mentally, including:	
▪ a three-digit number and 1s	
▪ a three-digit number and 10s	
▪ a three-digit number and 100s	
For mental calculations with two-digit numbers, the answers could exceed 100.	
Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction	
Estimate the answer to a calculation and use inverse operations to check answers	
Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	
<b>Multiplication &amp; Division</b>	
Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	
Through doubling, connect the 2, 4 and 8 multiplication tables.	
Write and calculate $\times$ and $\div$ mathematical statements using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods for $\times$ and $\div$	
Develop efficient mental methods, for example, using commutativity and associativity (for example, $4 \times (2 \times 5) = 4 \times 5 \times 2 = 20 \times 2 = 240$ )	
Develop efficient mental methods, using $\times$ and $\div$ facts (for example, using $3 \times 2 = 6$ , $6 \div 3 = 2$ and $2 \div 3 = 1$ ) to derive related facts ( $30 \times 2 = 60$ , $60 \div 3 = 20$ and $20 \div 3 = 6 \div 3$ ).	
Solve $\times$ and $\div$ problems, including missing number problems	
Solve simple problems in contexts, deciding which of the 4 operations to use and why. These include measuring and scaling contexts, (for example 4 times as high, 8 times as long etc.)	

National Curriculum Writing Assessment Grids			
Working at the Y1 expected standard... (w/w+/-s)		Evidence over 6 pieces of writing.	
	<b>Evidence:</b>	<b>Dates:</b>	
		<b>Text types</b>	
<b>Spelling</b>			
	Spell some common exception words		
	Spell the days of the week		
	Spell words containing each of the 40+ phonemes already taught.		
	Use letter names to distinguish between alternative spellings of the same sound*		
	Apply the spelling rules from the Year 1 Spelling curriculum		
	Write from memory simple sentences dictated by the teacher that include GPCs and CVCs taught so far *		
<b>H/W</b>			
	Understand which letters belong to which handwriting families.		
	Start using some diagonal and horizontal strokes to join letters.		
	Form lower case letters in the correct direction, starting and finishing letters in the right place		
<b>Punctuation</b>			
	Names of people		
	Places		
	Days of the week		
	Personal pronoun I		
	Beginning to punctuate with: (with increasing accuracy)		
	Full stops		
	Question marks		
<b>Composition and Grammar</b>			
	Write sentences that are:	Composed orally before writing *	
		Sequenced to form short narratives	
	Join words and clauses using "and".		
		Singular verbs –s or –es (jumps/reaches)	
		Plural noun suffixes –s or –es	
	Prefixes and suffixes	Suffix – ing, ed	
		Suffix – er, est	
		Prefix – un	
<b>Edit</b>			
	Re-read what they have written to check it makes sense *		
	Discuss what they have written with teachers and other pupils *		
	Read aloud their writing clearly enough to be heard by their peers and the teacher *		
	Make simple additions, revisions and corrections		

Working at the Y5 expected standard... (w/w+/-s)		Evidence x 3	
		Autumn	Spring
<b>Predicting</b>	predict what might happen from details stated and implied		
	draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence		
<b>Inferring</b>	use generally relevant textual reference or quotation, even when points made are not always accurate		
	identify relevant points		
	draw inferences although comments may not be rooted securely in the text or may repeat narrative or content		
	make comments that are supported by textual reference or quotation		
	provide reasoned justifications for their views		
<b>Asking Questions</b>	ask questions to improve their understanding		
	identify how language, structure and presentation contribute to meaning		
	continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks		
<b>Evaluating</b>	read books that are structured in different ways and reading for a range of purposes		
	increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally		
	recommend books that they have read to their peers, giving reasons for their choices		
	discuss and evaluate how authors use language, including figurative language, considering the impact on the reader		
	participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously		
<b>Clarifying</b>	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in year 5 Spelling NC, both to read aloud and to understand the meaning of new words that they meet		
	check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context		
	explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary		
<b>Making Connections</b>	identify and discuss themes and conventions in and across a wide range of writing		
	make comparisons within and across books		
<b>Summarising</b>	Summarise the main idea drawn from more than one paragraph, identifying key details that support the main ideas		
	retrieve, record and present information from non-fiction using a range of techniques e.g.:		
	- scanning for key words		
	- text marking to research information quickly		
<b>Other</b>	learn a wider range of poetry by heart		
	prepare poems and plays to read aloud and to perform		

**Formative Assessment – Ongoing teacher assessment/ marking/ dialogue**

**Summative Assessment – Tests/ Hot and Cold tasks/ Screenings**

# Hot and Cold Tasks

Year 1 Cold Task Assessment - at the beginning of the learning journey

LO - Can I describe a setting?



A little boy is kicking a ball and with football a hand in the park. and There is ten children playing in the park.

Year 1 Hot Task Assessment - at the end of the learning journey

Once upon a time there was a little girl called mis D'Sweeney. Who lived in a x'ingual. With max k'p. Early one morning they set off a Ch'st Lunden to see the AB'san' State. first they walked past a farm it was s'm Shiny and big. Next they walked past a noisy zoo there was monkeys & Whighin on the bananas tree. Next they walked past the milky river. It smelt like strawberries. Loli'pops.

Finally they arrived at the animal's land. lucky it was

time for a snack so she got up a buttercup.



Year 2 Cold Task Assessment - at the beginning of the learning journey

Monday 7th November 2022  
LO: Can I write a setting description?



Before you can see shiny stars.  
Before you can see big buildings.  
Before you can smell flowers.



Year 2 Hot Task Assessment - at the end of the learning journey

LO: Can I write a setting story?

CL	1	1	1
----	---	---	---

For our display on a Fairy land there was a friend called Rose who lived on Fairy land. Every night she goes to sleep on a rock at the moon. She's started like robes she wears go on a vacation. One night robes went to a village and green plants. She has never seen a dragon. I missed and in very dangerous for Rose on night time day until Sunday she landed with a base. She's very good at being a good and working. Even she went to a shop swimming pool but every dragon hear and work hard. Instead she went to a bus stop because she's been and when when work away. Rose is best sold out. Only she's got to go for work work. Every day she's got to go for work. She's got to go for work and when she's got to go for work every dragon will change her from new stages.

Year 5 Cold Task Assessment - at the beginning of the learning journey

Cold task

I'm a grossome, gross swamp with loads of leaves and bushes around it. It's a nasty colour. It has smushed windows, mould all around it and moss growing on it. I've been there for over 6 years. I've had got in that terrible state because one day someone and it in the swamp and had ran off and never come back. It's now so bad with all of the mould and moss on it and the fact its a dirty swamp water it's even worse. The first thing that sets your eyes when you first look at it is how it is so dirty and all you think about is how did they there?

seether

On the inside is all old nests from left to right until you get to the back and there is all spiders and rats on it. The floor is covered in mud and become poop pants as over. The smell is even worse than the outside because of all the rats and spiders. Because of the spiders there are not webs everywhere and as soon as you come in if you are taller, the cobwebs will go right in your face. On the ceiling there is all stains and dots of something that must smell! It is also very dark on the inside that it is hor



Year 5 Hot Task Assessment - at the end of the learning journey  
Autumn 2 Writing assessment: Setting - warning story  
Date: Tuesday 13th December

"Now girls, don't go and play by the lake, in the hut." Dad warned us. "Do you understand me, no, you could get yourself into some serious trouble." Dad continued, jumping in an evil stare. Simultaneously we nodded and waved goodbyes as he left for work. Did we listen to his preposterous warning? No! The hut beside Luton's Lake, (also known as Liver Lake) was a place of intrigue and mystery, but it was most interesting.

After Dad had left for work, Lillie and I grabbed a boat from our friends' shop and took the day off school to row down a tiny lake for hours on end. The lightness of fresh grass and sunbathing in the breeze whilst the dead tree was just standing on all still as a statue. The weather forecast was right; we never should have come today. The atmospheric lake was too gloomy, guarding our repeated attempts to get back to shore. The dark, dull clouds were scudding along the gloomy sky. Inside the wooden structure we were galling down. Outside, the wind was singing ominously like a lullaby about to occur without warning.

Lillie tried to stop her tears from falling back home. I noted off letting her do that, I gave her a comforting speech about how it will all be ok and then gave her a little nudge towards the deep gloomy doorway. We walked through the crimson grass and finally into the broken, dilapidated hut. We gasped at the sight that beheld in decoration. A once-admiring little hut, now ruined and destroyed. The pillars of wood fell down slowly like silent tears. Cobwebs held up in the corner, fell down to the floor and built back up again.



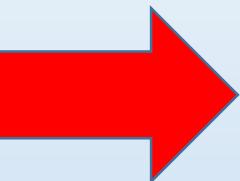
# Foundation Assessment Frameworks

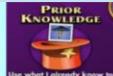
Year 1 – Autumn 1- Animals including Humans (Our Senses)		
KPIs	Meeting	Greater depth
<b>Knowledge</b>		
<ul style="list-style-type: none"> <li>To identify and name the basic parts of the human body (for example, head, neck, arms, elbows, hands, legs, knees, feet, face, ears, eyes, nose, hair, mouth, teeth).</li> <li>To be able to describe how their bodies are similar and different to their peers.</li> <li>To recall the 5 senses (sight, smell, taste, touch and hearing).</li> <li>To know which part of the body is associated with each sense (eyes and sight, nose and smell, tongue and taste, skin and touch, ears and hearing).</li> <li>To understand that our senses send messages to our brains.</li> <li>To know that our senses help us to explore and understand the world around us.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate a wider understanding of the parts of the human body and their functions, including the major organs</li> <li>Begin to suggest why patterns they have noticed may occur e.g. children that are bigger have taller parents</li> </ul>	
<b>Skills</b>		
<ul style="list-style-type: none"> <li>To ask simple questions</li> <li>To observe closely, using simple equipment</li> <li>To carry out simple tests</li> <li>To identify and classify</li> <li>To gather and recording data to help in answering questions – for example diagrams with labels and recording observations</li> </ul>		
<b>Vocabulary</b>		
Know, understand and accurately use the following words/phrases:		
<ul style="list-style-type: none"> <li>body parts e.g. head, head, neck, arms, elbows, hands, legs</li> <li>senses</li> <li>sight</li> <li>smell</li> <li>taste</li> <li>hearing</li> <li>touch</li> <li>taste buds</li> <li>nostrils</li> <li>sweet</li> <li>sour</li> <li>salty</li> <li>fragrance</li> </ul>		

Year 5 – Properties and Changes to Materials: Does everything change as quickly as a chameleon?		
KPIs	Meeting	Greater depth
<b>Knowledge</b>		
<ul style="list-style-type: none"> <li>To know that everyday materials can be grouped to compare them on the basis of their properties - hardness, solubility, transparency, conductivity, and response to magnets</li> <li>To know that evaporation is the process of liquid heating and changing into a gas</li> <li>To define and classify the states of matter (solid, liquid, gas)</li> <li>To know that the processes that create the changes in states of matter are melting, evaporation and condensation</li> <li>To know that a thermal insulator retains heat</li> <li>To know that a thermal conductor conducts heat</li> <li>To know the term viscosity (the higher the viscosity of a liquid, the thicker it is and the greater the resistance to flow)</li> </ul>	<p>Explain the different states of matter using particle theory.</p> <p>Link their learning to real life examples.</p> <p>To be able to plan a comparative test independently.</p>	
<b>Skills</b>		
<ul style="list-style-type: none"> <li>To plan different types of scientific enquiries to answer questions</li> <li>To take measurements, using a range of scientific equipment</li> <li>To record data and results of increasing complexity using scientific diagrams and labels, tables and line graphs</li> <li>To use test results to make predictions</li> <li>To report and present findings from enquiries, including conclusions, explanations in oral and written presentations</li> </ul>		
<b>Vocabulary</b>		
Know, understand and accurately use the following words/phrases:		
<ul style="list-style-type: none"> <li>Hardness</li> <li>Solubility</li> <li>Transparency</li> <li>Conductivity</li> <li>Magnetic</li> <li>Filter</li> <li>Evaporation</li> <li>Changes of state</li> <li>Viscosity</li> </ul>		

# Effective Use of Assessment

<p><b>Animals, including Humans – Our Senses</b></p> <p><b>End of Topic Quiz</b></p> <p>1. Label the parts of the face.</p> <p>hair    ears    mouth    eyes    nose    chin</p>  <p>2. Which picture shows someone using their feet, ankles and legs? Tick <b>one</b>.</p> <div style="display: flex; justify-content: space-around;">    </div> <p>3. Humans have _____ <b>senses</b>. They help us to explore the world.</p>	<p>4. Draw lines to match the <b>senses</b> with the correct body part.</p> <table border="0"> <tr> <td style="text-align: center;"><b>touch</b></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>hearing</b></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>sight</b></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>taste</b></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>smell</b></td> <td></td> </tr> </table> <p>5. Which of these foods would taste <b>sour</b>? Tick <b>one</b>.</p> <div style="display: flex; justify-content: space-around;">    </div> <p>6. Which <b>sense</b> tells us if something has a smelly or a nice <b>odour</b>?</p> <hr/> <p>7. Which <b>sense</b> tells us if something is colourful?</p> <hr/>	<b>touch</b>		<b>hearing</b>		<b>sight</b>		<b>taste</b>		<b>smell</b>	
<b>touch</b>											
<b>hearing</b>											
<b>sight</b>											
<b>taste</b>											
<b>smell</b>											



	
<p>What did I learn in the past?</p>  <p>What are the 4 <b>seasons</b>?</p>	<p>What did I learn this year?</p>  <p>What words can we use to describe <b>smell</b>?</p>
<p>What did I learn last week?</p>  <p>What clothes do we wear in <b>autumn</b>? Why?</p>	



# Questions

