

## Ethos and Life of the school

Register / emotional check in (English and French). Nurture groups. Cool in school. Staff/pupil interactions. SHANARRI assemblies and ethos. Restorative Practices / discussions/ problem solving. Circle of friends. Support as necessary for individuals. SHANARRI awards. Pupils Star Awards. Achievement Board. Target setting / bookmarks. Feedback. School trips. Committees. Music Assemblies. Polycrub. Buddying. Golden Time. Trips. Hi Viz vests Seatbelts on bus. Self/Peer assessment practices. Assemblies. Playtime. Fire Drill. EpiPen training. Class activities. Active Schools. After school clubs. Outdoor education. Breaktime snack. Lunchtime. Toothbrushing and washing routines.

Swimming.

Progress will be evidenced through

- Write
- Say
- Make
- Do

activities.



Learning is designed on the basis of the following principles:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Coherence
- Relevance
- Personalisation and choice

## Opportunities for personal achievement

We would like to hear about any of your child's opportunities for wider achievement out of school. Please share with your child's class teacher any personal "proud" moments they have had, we will include these on our Wider Achievement Wall and in their own profile. Opportunities in school for personal achievement include performing in assemblies and concerts. Sporting events, leading learning through committees and family events. Buddying in school and representing the school in the wider community.

## Interdisciplinary Learning

-Experience their environment in and out and be able to discuss their experiences. -Work with others cooperatively. -develop SHANNARI principles. -follow orienteering/arrow trails. -follow and give directions for tasks. -develop fine and gross motor skills and improve hand control through understanding purpose. -consider and learn vocabulary, roles and differences in groups e.g. families. -Increase knowledge of adjectives and adverbs for people, places and materials through experiencing need for detail to gain full understanding. -develop personal skills in word building and recognition. -talk to others to share and explain experiences and decisions. -write and give clues without giving the answer -record findings in different ways and experience choice. -build shelters and dens. -consider dangers in the environment e.g. fires and experience campfire practices and safety. -Use writing to label diagrams and sheets -establish links between purpose and recorded information in different forms. -experiment, try things for self, and develop independence. -make sleeping bags/tents. -arrive at reasoned conclusions. -begin to understand independent responsibility for actions and learning. -match and sort. -consider similarities and differences and use this to further learning in different situations. -consider and demonstrate what makes things fair in experiments and greater life issues. -use personal knowledge and experience to arrive at conclusions.

## Curriculum areas and subjects

Literacy: talk with increased confidence; -record more independently in different ways; -use describing words naturally; -discuss different types of accommodation considering similarity and difference; -give clear directions; -follow instructions; -write or tell a story with beginning middle and end; -check work is accurate in content; -do wrap round word and language activities; -find and give rhyming words.

Maths:-recognise and create criteria for sorting; -follow directional tasks; -use number in practical situations; consider shape in the environment; - extend number range.

PSD -Work together cooperatively; -consider what is fair and equal in different situations; -engage in role-play. Recognise how similarities, differences and circumstance are relevant to situations; -use personal experience to relate to others; -demonstrate more independence in tasks; watch and listen to information with increased focus;

Science- -do simple fair experiments; -construct structures from different materials-kits -natural;-explore properties of materials.

French-Learn some French vocabulary -objects greetings -feelings and use it together;-watch and interact with video clips.

Art- Clay bowl; abstract sea collage; wildlife drawing; Viking amulets; National Gallery competition.

PE- balance, rotation, travelling, jumping and flight in different gymnastics contexts. They will use a variety of different apparatus and floor situations to build confidence, resilience and improve their skills.