

Pembridge is a school where our creative **teaching and learning** is of the highest quality and where we encourage everyone to be **inspired** through faith in God and to live by Christian values so that our whole community **flourishes** and we reflect all that is 'worthy of **praise**.'

Pembridge CE Primary School firmly believes it has an enriching curriculum which offers children a wide variety of experiences from singing in a cathedral, to competing in sports with other schools, sewing rainforest animals and making mud pies in its outdoor kitchen.

Whilst we regard academic success as a significant outcome of every child's learning journey, the breadth of education must always reflect what the world and society requires – that our young people demonstrate positive well-being, find delight in wonder, are respectful to others, show an inspirational way of dealing with challenges as well as being able to read, write and solve maths problems!

Our learning is inspired through faith and values so that we continually aim for teaching and learning of the highest quality. It is underpinned by our high expectations that children demonstrate behaviours which enable them to flourish, whatever subject or task is put before them. These range from trying new things and concentrating to improving work and understanding others.

We are a school where everyone seeks all that is good and worthy of praise so that each child rejoices in the skills and eagerness to embrace the next phase of their education.

Our Learning Journeys begin with an 'Exploring...' sheet for each subject – useful for the school's website and prospectus. It's an overview of:

Intent: How does ... inspire our children?

Implementation: How is our teaching and learning in ... organised?

Impact: How does ... help our children to flourish and be worthy of praise?

Our curriculum uses published materials to help structure our learning and ensure there is progression of knowledge, skills and understanding. We use a variety of supporting published schemes such as Focus Education, White Rose, Write Stuff, Literacy Shed and the Herefordshire RE Syllabus to help provide a framework for our bespoke curriculum design. Wherever possible, we add local relevance to the children's learning so that there are connections between themselves and their learning. The school has a two-year rolling programme of subject foci to suit the two-year groups in each class. Every subject has one major question per half-term to enable a succinct focus. Topics are usually based around a half-term, though some subjects (for e.g. science) may continue across a whole term.

Subjects	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	How do forces affect me?	What happens when I switch on a light?	Why don't whales live in the rainforests?	What's more important: a worm or a whale?	Why don't we fall through the Earth?	Can materials change?
History	How did the Romans change Britain?		How were the Mayans different to us?		Did the dinosaurs live in the Stone Age?	
Geography		Why did the Romans invade Britain?		Could I live in the rainforest?		Where would be the best place to build a settlement?
RE	L2.1: What do Christians learn from the creation story? [Creation]	L2.7: What do Hindus believe God is like? [Brahman/atman]	L2.4: What kind of world did Jesus want? [Gospel]	L2.12: How and why do people try to make the world a better place? [Thematic]	L2.9: How do festivals and worship show what matters to a Muslim? [Ibadah]	L2.3: What is the Trinity and why is it important for Christians? [God/Incarnation]

PEMBRIDGE CE PRIMARY SCHOOL LEARNING JOURNALS ITINERARY

This document is a guide to the learning journey that we have planned for you. It is not a checklist of what you must do. It is a guide to what you can do. It is a guide to what you can learn. It is a guide to what you can be.

SUBJECT: R.E.

YEAR: B

TERM: SUMMER

1 YEAR GROUPS: 4/5

KEY QUESTION: For Christians, what was the impact of Pentecost? (Kingdom of God)

PREVIOUS KNOWLEDGE: are we asking what the children already know?

• What do we think, children will know about Pentecost? (What do we think, children will know about Pentecost?)

• Children believe that Jesus is still alive and that the Holy Spirit is helping them to live like Jesus would

End of Unit Objectives

Children will learn that Pentecost is a festival of the Holy Spirit

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• describe some of the miracles that First Christians must have had while they were living in the Kingdom of God (using the picture in inspiration) **K3**

• imagine how the First Christians would have reacted to the coming of the Holy Spirit (using the picture in inspiration) **K3**

• also suggest suggestions which the text does not help answer. **K3**

• pick out certain features which the Holy Spirit can make (using the picture in inspiration) **K3**

• identify symbols, beliefs, questions, uncertainties, techniques by looking at how the First Christians lived **K3**

• notice how these images link with what we may be living in today (in the Kingdom of God) **K3**

• with support, find out what Pentecost means for Christians today **K3**

• describe what living under God's rule would be like, using examples from Acts 2 and other scriptures **K3**

• make links across different sources to help them describe what Pentecost means for Christians today **K3**

• with support, describe what phrases mean in the Lord's Prayer, Acts 2 **K3**

• extract ideas from the Lord's Prayer to show how the Kingdom of God is being brought about **K3**

• use the Lord's Prayer to suggest how Pentecost might be a difference to life today **K3**

• bring a suitable birthday card with links with Pentecost **K3**

• in their own words, they might say, "Pentecost is a festival of the Holy Spirit" **K3**

• also through their drawings, how Pentecost makes a difference to people's lives today **K3**

ASSESSMENT OPPORTUNITIES –

What are children aiming for?

Children will aim to understand the meaning of Pentecost

Using appropriate language with understanding, making links in their writing to show understanding

Using appropriate language which helps to further their understanding and to show their understanding

Showing how they know the meaning of Pentecost through their writing for the Kingdom of God

ENRICHMENT OPPORTUNITIES –

What can we give children along the journey to help them remember more?

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SMIS OPPORTUNITIES –

How are we developing children personally?

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LEARNING BEHAVIOURS (what we expect)

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Each subject foci has an itinerary – the medium-term plan – which helps identify what children will know and be able to do as a result of studying the topic. It includes the objectives we expect most children to achieve, and those which show that some children are 'emerging' or 'exceeding' from what is 'expected.' There is also information regarding how we might assess that children have remembered more, enrichment opportunities, what possible SMSC questions might be included and any cross-curriculum links. Our school's learning behaviours are also included with identify specific relationships with the subject focus.

The KQ – Key Question – relates to five other questions which helps the children journey through each topic each week (see left). This Key also includes vocabulary and other information to

help children remember more. The 'Can I...?' section adds some skills which are taught alongside the knowledge and understanding. Even though half-terms are often longer than five sessions, staff have the flexibility to follow children's enthusiasm in learning and these also compensate for other enrichment opportunities within the time.

PEMBRIDGE CE PRIMARY SCHOOL LEARNING JOURNEY KEY				
Pembridge is a school where we encourage every one to be the strongest through faith, to not seek to use his Christian values or our God teaching and learning as the highest quality, nor while competing. Excellence and we reflect all that is worthy of praise.				
SUBJECT: History	YEAR: A	TERM: Autumn 1	Christian Groups: 3/4	
KEY QUESTION: How did the Romans change Britain?				
Question		Information which will help me		Can I ... ?
What inventions did the Romans introduce to Britain? How have Roman inventions had an impact on our lives today? Did all Romans in Britain have the same lifestyle? What resistance did the Romans face? Why is Boudicca a key historical figure?	Can you name these Roman inventions? 	Why would a Roman soldier feel homesick?  Boudicca's statue at Westminster Bridge. 	- research events in History; - identify that recruits may be different depending on the source; - re-tell the events of Boudicca's rebellion; - identify how different Romans lived; - place events on a timeline.	
		emperor, empress, soldier, slave, tradesman, mother 		
Timeline of the Roman invasion to Boudicca's rebellion				
Iron Age	55BC	43AD	60AD	61AD
Many different tribes live and rule across Britain.	Julius Caesar, the Emperor of Rome, visits Britain.	Emperor Claudius sends an army to invade Britain.	Roman law, life is now such as Colchester (Borough St Alwans and London).	Boudicca leads the Iceni tribe in a rebellion against the Romans.
				Boudicca is defeated by the Romans

PEMBRIDGE CE PRIMARY SCHOOL LEARNING JOURNEY KEY			
Pembridge is a school where we encourage everyone to be inspired through faith in God and to live by Christian values so that our teaching and learning is of the highest quality, our children enjoy themselves and we reflect all that in every 4 pages.			
SUBJECT: Art	YEAR: B	TERM: Autumn 1	YEAR GROUPS: 3/4
KEY QUESTION: Drawing/3D: How can Medieval architecture inspire designs for clay tiles?			
Information which will help me		Can I...?	
Medieval tiles symmetry symmetrical reflect rotate rotation enlarge shield natural form pattern mould clay roll baton texture trace sketch		- use my sketches to produce a final piece of work - use my sketch books to adapt and improve my original ideas - keep notes about the purpose of their work in my sketch books - begin to sculpt clay and other mouldable materials - add texture to a piece of work - explain art from other periods of history - explore work from other periods of time	
			
			
I wondered whether...		I discovered that I could...	
If I did this again, I would...		I was challenged by...	

The five sessions allow time for children to present their knowledge in creative ways – through a verbal presentation or writing perhaps. Both the Itinerary and Key are stuck in children's books. The objectives on the itinerary are highlighted once children are shown to have achieved them. Additional assessment may be shown through the child's Seesaw account. This is particularly useful for skills-based subjects such as PE and music where performances can be shared with parents very easily. Children (and families) can comment online through Seesaw.

For some subjects which are more skills based such as art, music, and design and technology, we use similar learning journey keys with an emphasis on the skills and knowledge they will learn.

Because the content of individual lessons is more fluid across the half-termly topics, questions for each session are not as useful. These keys may also include reference to the children's own evaluation of their learning.

During the weekly teaching sessions, children will be encouraged to use the Keys as a way of helping them to remember more. Teachers will expect children to refer to learning that has gone on before, make connections with it, so that the journey of learning in a particular topic is made clear. New knowledge, understanding and skills are grounded with what has gone before and prepares the way for what lies ahead.

In relevant subjects, the use of pale yellow Learning Targets are included at the start of daily or weekly sessions – appropriate to how the learning is being organised. These show a graded structure so not all children are expected to achieve everything. The purpose of these not only highlights for adults (and older children) what is expected, but also identifies aspects of what is going on in lessons which may not always be reflected in the outcome.

My LEARNING TARGETS today are:		
Entering	With adult support/pictorial representations, I know how to subtract fractions from a whole number.	LEARNING BEHAVIOURS
Working within	I can subtract fractions (including improper fractions) from a whole number using bars, part-whole models and number lines.	Tries new things
Secure	I can also find different ways of making a statement true and find missing numbers in subtractions (knowing inverse).	Works hard
Greater depth	I can confidently answer a range of questions which include more than one step.	Concentrates
		Self-motivates
		Imagines
		Improves
		Understands others
		Doesn't give up

Assessment starts with gathering on-going information through in-class discussion and observations highlighting what children can do. Their outcomes are highlighted on the Learning Targets sheets at the end of lessons. These relate to the itineraries (in all subjects except maths, writing and reading). The itineraries are then highlighted with the majority of children doing what is expected – some may be emerging and other exceeding. This information is collated at the end of the year for reports to parents. A transition meeting between staff passes this information on so that what children can do is shared and staff fully-prepared.

Other tests are used in reading and maths (such as from NFER and White Rose) to identify what children can do after specific units or at the end of each term. Monster Phonics assessments, Single Word Spelling Tests and YARC (York Assessment of Reading for Comprehension) are additional ways to find out what children can do and show their progression.



Moderation between staff in school across different age groups ensures a similar approach to identifying what children are capable of. This occurs termly for writing and maths, with regular opportunities for staff discussion throughout the year in other subjects. External opportunities are sought with other schools across the county to encourage excellent professional dialogue and a consistent approach to moderation.

The school continually refines and adapts how we develop the curriculum to suit our children and their context. This flexibility ensures a certain freshness to the topics taught, that staff remain passionate about teaching different topics and that resources are up-to-date.