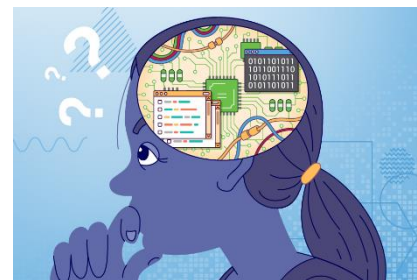




Developing pedagogical knowledge at Whittington Primary

A simple definition of pedagogy is *'The method and practice of teaching: how skills and knowledge are imparted in an educational context'*. Within the current Ofsted framework, school leaders have a responsibility to develop subject and pedagogical knowledge in staff so that they can maximise the effectiveness of their teaching. Over the last few years, training in subject knowledge and pedagogy, Cognitive Science in particular, has been a key feature of our INSET training and has greatly influenced the design and implementation of the curriculum at Whittington Primary School.



Cognitive Science

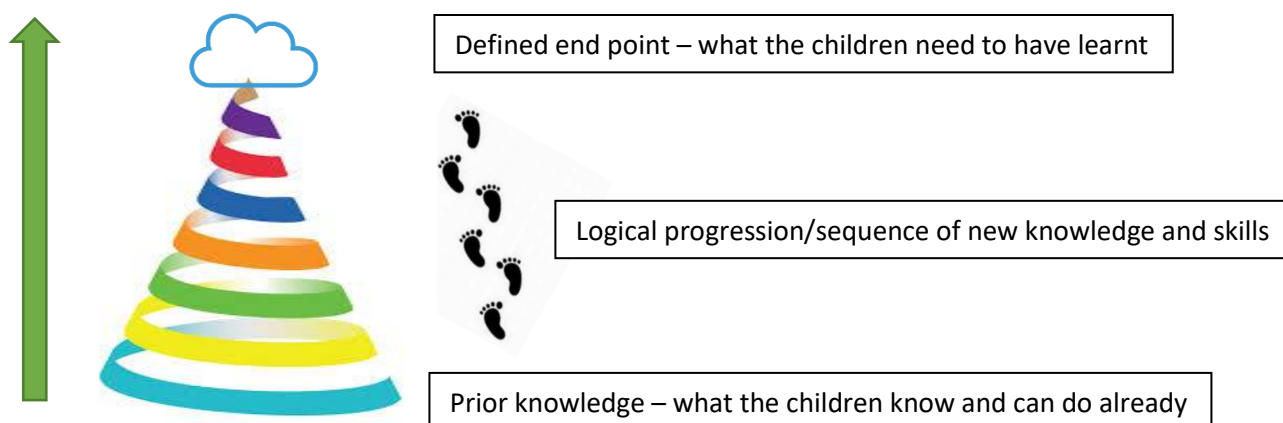
Cognitive Science is becoming the cornerstone for understanding how children learn. Underpinning teaching and learning at our school, are the Cognitive Science elements of:

- Learning models
- Building long-term memory
- Making explicit connections between different strands of learning
- Retrieval practice

Learning models:

'Learning can be defined as an alteration in long-term memory...developing understanding, not memorizing disconnected facts' (Ofsted, Section 5 SIH, September 2021).

Influenced by Barack Rosenshine's *Ten Golden Instruction Principles*, our lessons start with a short review of previous learning. New learning is presented in small steps to support the working memory. The children are given time to practice new skills; to process and review what they have learnt. The teacher will provide modelled examples and scaffolds for learning. Throughout this process, the teacher will ask lots of questions to help the children make connections between the new materials and prior learning to check for understanding and to review learning.

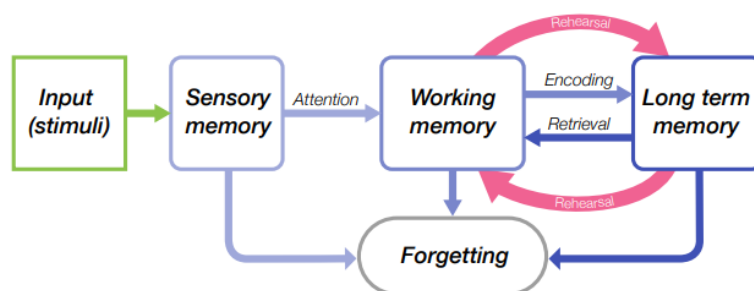


As a school, this model of teaching and learning has supported the design of our curriculum, ensuring that whole school progression maps, in each subject, build on prior learning and give a defined end point.

Building long-term memory:

Learning is an alteration of long-term memory and as such, we as teachers, need to understand how we can bridge the gap between what the children already know and can do and what is about to be learned.

Through Cognitive Science, we know that the working memory (or short-term memory) is finite. Children are only able to hold a few chunks of new information for a limited time in their working memory. Learning, therefore, needs to be broken down into small chunks, then practised and rehearsed so that it can be committed to long-term memory. Hermann Ebbinghaus suggested that it can take more than 5 reviews of new information for it to be retained. Hence why we start each lesson with a review of prior learning and why we use enhanced questioning techniques and retrieval practice throughout lessons.



Making explicit connections between different strands of learning:

Learning is all about making connections. Neurons are the building blocks within the brain upon which all thinking is based. Learning takes place when these neurons connect – when new information is connected to something they already know. For example, knowing that $8+2=10$ and making the connection to $2+8=10$ and $10-8=2$ and $10-2=8$.

Our curriculum is organised into topics, and then into weekly questions which allow children to make connections within a lesson, within a topic and across different topics.

Retrieval practice:

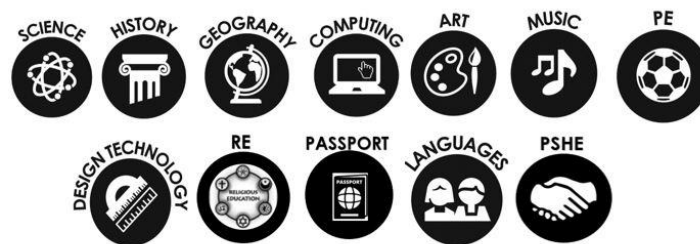
Retrieval practice describes the process of recalling information from memory with little or minimal prompting. Our curriculum is designed with built-in reflection weeks to give the children the opportunity to link up their new learning and apply it across the whole topic. We also use 'supersix' quizzes to support the movement of previous learning into the long-term memory.

Our pedagogical training on Cognitive Science has, over the last few years, underpinned the design and implementation of the curriculum we teach at Whittington. Take a look at the process that we have been through to create and embed a new Curriculum at Whittington Primary School.



CURRICULUM

Designing and Implementing a New Curriculum at Whittington Primary School



Art
History
Geography
Physical Education
Languages
Science
Music
Design and Technology
Whittington Passport
Computing
Religious Education
Personal, Social and Emotional

We have been working to design and implement a new curriculum at Whittington Primary School which is both right for us as a school and our children but also meets the new Ofsted requirements for a well-planned, sequenced, knowledge-based curriculum.

Here, we want to set out how we have worked to achieve this at Whittington provide a short explanation of each step in the process.

Our Curriculum at Whittington Primary School

At Whittington Primary School our curriculum, as approved by the Governing Body, is broad, balanced and inclusive to meet the needs of all our pupils within the requirements of the National Curriculum.

Our curriculum recognises the progression in knowledge and skills so that all pupils can recall and embed new learning and promotes the school values throughout all areas.

We believe that it is important that our pupils have an enriched learning experience. Therefore, we place great emphasis on providing opportunities for our pupils that they might not otherwise have, taking into account the local context.

We also understand the need to include constant review, reflection and renewal to ensure that we can achieve an ambitious and unique curriculum for our pupils.

Through this provision of rich and varied activities, we aim to:

- Have high expectations for the progress and attainment of all pupils.
- High standards of engagement alongside a focus on curriculum content.
- Promote spiritual, moral, cultural, mental and physical developments of pupils
- Make provision for personal, social, health and economic education
- Promote fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.



Shared Curriculum Vision

To begin, we needed a clear curriculum vision which was created by and shared with all staff. We planned and held a number of staff meetings with all members of the school community to think about what we wanted for our children, what experiences, knowledge and skills we thought were important and why we did things the way we did. This was an incredibly valuable time and this allowed us to use everybody's input to create a shared curriculum vision which is now published on the school's website and forms the basis of our curriculum.




Research and Theory

Before designing the new curriculum, it was important to look at research and theory about children's learning and development. For example, Barak Rosenshine's Principles of Instruction and Dan Willingham. This helped us to know the direction the curriculum design needed to take and the best methods needed to plan for and teach our children. Examples included how to plan using small steps, checking for understanding and the retrieval of knowledge.

Matching National Curriculum to Focus

After research, it was decided that we did not want to simply use the National Curriculum. It was too vague and offered little substance or detail to what needed to be taught. It also offered no progression or sequencing for example the art objectives remain the same from Year 3 to Year 6. It was vital that the curriculum was sequenced and progressive so it was decided that school would use Focus's 'Learning Challenge Curriculum' as a basis for the knowledge and skills. Here, we held meetings where staff matched National Curriculum requirements to the Focus statements for each year group to ensure we had the correct coverage.

National Curriculum Requirements Matched With Focus Learning Challenge Year 3 and 4			
Subject	National Curriculum	Focus	
History	H2/1.1 Pre-Roman Britain Pupils should be taught about changes in Britain from the Stone Age to the Iron Age. This could include: a. late Neolithic hunter-gatherers and early farmers, for example, <i>Skara Brae</i> b. Bronze Age religion, technology and travel, for example, <i>Stonehenge</i> c. Iron Age hill forts: tribal kingdoms, farming, art and culture	Year 3: Chronological understanding • Can they describe events and periods using the words: BC, AD and decade? • Can they describe events from the past using dates when things happened? • Can they describe events and periods using the words: ancient and century? • Can they use a timeline within a specific time in history to set out the order things may have happened? • Can they use their mathematical knowledge to work out how long ago events would have happened? Challenge: • Can they set out on a timeline, within a given period, what special events took place? • Can they begin to recognise and quantify the different time periods that exist between different groups that invaded Britain?	Year 4: Chronological understanding • Can they plot recent history on a timeline using centuries? • Can they place periods of history on a timeline showing periods of time? • Can they use their mathematical skills to round up time differences into centuries and decades? Challenge: • Can they use their mathematical skills to help them work out the time differences between certain major events in history? • Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries?
	H2/1.2 Roman Britain Pupils should be taught about the Roman empire and its impact on Britain. This could include: a. Julius Caesar's attempted invasion in 55-54 BC b. the Roman Empire by AD 42 and the power of its army c. successful invasion by Claudius and conquest, including Hadrian's Wall d. British resistance, for example, <i>Boudicca</i> e. 'Romanisation' of Britain: sites such as <i>Caesarmagus</i> and the impact of technology, culture and beliefs, including early Christianity	Knowledge and interpretation • Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do? • Can they begin to picture what life would have been like for the early settlers? • Can they recognise that Britain has been invaded by several different groups over time? • Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? • Can they suggest why certain events happened as they did in history? Challenge: • Can they begin to appreciate why Britain would have been an important country to have invaded and conquered?	Knowledge and interpretation • Can they explain how events from the past have helped shape our lives? • Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? • Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? • Do they recognise that the lives of wealthy people were very different from those of poor people? • Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? Challenge: • Can they recognise that people's way of life in the past was dictated by the work they did?
	H2/1.3 Anglo-Saxons & Scots Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots. This could include:		

Design Technology		Whittington Primary School Curriculum: Progression Map							
		Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing, planning and Communicating Ideas:	<ul style="list-style-type: none"> • Can they think of ideas for making objects from their experiences? • Can they explain what they want to do, have made and what they could change? 	<ul style="list-style-type: none"> • Can they think of some ideas of their own? • Can they explain what they want to do? • Can they use pictures and words to plan? 	<ul style="list-style-type: none"> • Can they think of ideas and plan what to do next? • Can they choose the best tools and materials? • Can they give a reason why these are best? • Can they describe their design by using pictures, diagrams, models and words? 	<ul style="list-style-type: none"> • Can they show that their design meets a range of requirements? • Can they put together a step-by-step plan which shows the order and also what equipment and tools they need? • Can they describe their design using an accurately labelled sketch and words? • How realistic is their plan? 	<ul style="list-style-type: none"> • Can they come up with at least one idea about how to create their product? • Do they take account of the ideas of others when designing? • Can they produce a plan and explain it to others? • Can they suggest some improvements and say what was good and not so good about their original design? 	<ul style="list-style-type: none"> • Can they come up with a range of ideas after they have collected information? • Do they take a user's view into account when designing? • Can they produce a detailed step-by-step plan? • Can they suggest some alternative plans and say what the good points and drawbacks are about each? 	<ul style="list-style-type: none"> • Can they use a range of information to inform their design? • Can they use market research to inform plans? • Can they work within constraints? • Can they follow and refine their plan if necessary? • Do they justify their plan to someone else? • Do they consider culture and society in their designs? 		
Working with tools, equipment, materials and components to make quality products	Working with tools, equipment, materials and components to make quality products	Working with tools, equipment, materials and components to make quality products	Working with tools, equipment, materials and components to make quality products	Working with tools, equipment, materials and components to make quality products	Working with tools, equipment, materials and components to make quality products	Working with tools, equipment, materials and components to make quality products	Working with tools, equipment, materials and components to make quality products	Working with tools, equipment, materials and components to make quality products	

Creating Progression Maps




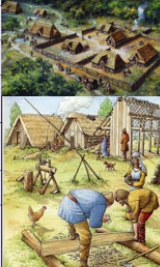
The new Ofsted curriculum requirements state the curriculum should be 'coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning'. We created curriculum progression maps for each subject so that staff can clearly see the knowledge and skills that has previously been taught and what is to be taught in the future.

Year 3 and 4 Whittington Primary School Year Group Overview			
Subject	Term	Cycle A	Cycle B
History	Autumn 1	Area: Romans Year 3: Chronological understanding <ul style="list-style-type: none"> Can they describe events and periods using the words: BC, AD and decade? Can they describe events from the past using dates when things happened? Can they describe events and periods using the words: ancient and century? Can they use a timeline within a specific time in history to set out the order things may have happened? Can they use their mathematical knowledge to work out how long ago events would have happened? Challenge: <ul style="list-style-type: none"> Can they set out on a timeline, within a given period, what special events took place? Can they begin to recognise and quantify the different time periods that exist between different groups that invaded Britain? Chronological understanding Year 4 <ul style="list-style-type: none"> Can they plot recent history on a timeline using centuries? Can they place periods of history on a timeline showing periods of time? Challenges: <ul style="list-style-type: none"> Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries? 	Area: Stone Age Year 3: Chronological understanding <ul style="list-style-type: none"> Can they describe events and periods using the words: BC, AD and decade? Can they describe events from the past using dates when things happened? Can they describe events and periods using the words: ancient and century? Can they use a timeline within a specific time in history to set out the order things may have happened? Can they use their mathematical knowledge to work out how long ago events would have happened? Year 4: Chronological understanding <ul style="list-style-type: none"> Can they plot recent history on a timeline using centuries? Can they place periods of history on a timeline showing periods of time? Can they use their mathematical skills to round up time differences into centuries and decades? Challenges: <ul style="list-style-type: none"> Can they use their mathematical skills to help them work out the time differences between certain major events in history? Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries?

Long Term Plans: Creating Two Year Cycles

As we are one and a half form entry, we needed a two-year rolling programme so pupils did not repeat the same knowledge. We held staff meetings where teachers began to place the knowledge objectives into terms to create a long-term two-year planning overview. This very clearly shows what knowledge is to be taught and when. This document does not say how it should be taught as we believe it is essential that teachers have the ability to choose how best to teach the curriculum content.



Anglo-Saxon: KS2 Knowledge Mat

Subject Specific Vocabulary		Exciting Books	
archaeologist	People who work out our history by looking at artefacts that have been found.		
Anglo-Saxon kingdoms	During their time in Britain the Anglo-Saxons formed many kingdoms.		
shires	Saxon lands were divided into shires, which helped to make up the counties we have today	Sticky Knowledge about the Anglo-Saxons <ul style="list-style-type: none">❑ The Anglo-Saxons were made up of three tribes: the Angles, Saxons, and Jutes.❑ They name 'Angles' eventually became 'English' and their land became 'England'.❑ They came to Britain from across the North Sea in the middle of the 5th century.❑ For a long time, England was not one country. Anglo-Saxon kings ruled lots of small kingdoms across the land.❑ The Anglo-Saxons were fierce people who fought many battles, including fighting each other.❑ The Anglo-Saxon period ended when the Normans conquered Britain in 1066.❑ The Anglo-Saxons were made up of three tribes: the Angles, Saxons, and Jutes.	Anglo-Saxon Settlements 
Shire reeve	The peace officer of a shire, later known as 'sheriff'.		
thane	An important Anglo-Saxon person.		
legacy	Anglo-Saxons left a legacy which included the language we speak, culture and politics. Many of the shires are our boundaries for counties today.		
Wessex	Known today as Dorset, Hampshire, Somerset and Wiltshire.		
Witan or witenagemot	A council that helped the Saxon king rule.		
wergild	A fine imposed for stealing or killing.		
churl	A lower-class Anglo-Saxon but better than a slave.		
Mercia	Known today as East Anglia, Essex, Kent and Sussex.		

Introducing Knowledge Mats

We introduced knowledge mats to place a clear focus on the knowledge that children need to learn in each topic block. It is vital that our planning teaches this knowledge and that children are asked to recall and apply this knowledge. The knowledge mats allowed planning to become much more focused on what children needed to learn and are used by children when completing their 'Super Six' knowledge quizzes in class. These have helped children to retain and recall an increased amount of knowledge.

Where in the world?

Year 1 and Ye Spring 2 2022	
 	Week 1 Who is part of the United Kingdom? In Maths this week Year 1 Hedgehogs will be looking at comparing numbers of objects within 50 and ordering them. Year 1 Squirrels are looking at Numbers to 50 and will be looking at <u>recognising</u> numbers to 50, counting objects to 50, and counting forwards and backwards to 50. Year 2 Shrews will start their new unit about fractions. They will recognise a half and quarter then find a half. Year 2 Hedgehogs will be using our times table knowledge of our x2, x5 and x10 tables to help us solve problems. In English this week we will look at our new book, 'The Queen's Hat'. Y1 Squirrels and Hedgehogs will be mapping the story, and looking at powerful verbs featured in the text. Y2 Shrews will learn how to use apostrophes to mark where letters are missing in spelling. Year 2 Hedgehogs will be reading our new story 'The Queen's Hat' and looking at all of the exciting vocabulary in the book. They will also generate powerful verbs. Both classes will also be celebrating World Book Day! In Creative Learning the children will move around the classrooms to learn about each country which is part of the UK. They will colour in a map of the UK and label the main cities. Challenge - Can they point out the North, South, East and West associated with maps and compass? In PE this half term we are focusing on Yoga. This week our focus is Balance, looking to develop our balance and coordination by stretching up and forward bending. In PSHE this week we are learning how we can keep body healthy. In RE we will focus on worship and ceremonies. This week we will look at and talk about pictures of people involved in different aspects of religious worship e.g. singing, praying, playing musical instruments, dancing. Draw out some of the similarities and differences in the way they worship. In Music this week we will listen to and appraise our song for the unit 'Footprints'. We will then complete a variety of warm-up games, learn to sing the song. Year 2/2 ICT is an animated story book. We will be drawing and creating our pictures for our book and start to add text to a page. Children will also know the difference between a traditional book and an e-book. Week 2 Where do I live? In Maths this week Year 1 Hedgehogs will be focusing on counting in 2s and 5s as well as solving addition and subtraction word problems. Y1 Squirrels will be looking at different ways to represent numbers to 50 this week. We'll compare different numbers of objects using the < and > signs, and order numbers to 50. Year 2 Shrews will continue their unit on fractions. This week they will find a quarter and three quarters. They will all also find other fractions such as one third. Year 2 Hedgehogs will be looking at division structures and explain how some objects can be grouped and how to calculate them.

Changing the Planning Format

After research, it was decided that we would introduce a question/enquiry based approach to planning and teaching. Research says learning should be in small steps and so weekly questions or lines of enquiry were introduced. We also introduced 'wow starters' to hook children at the beginning of a topic and reflection weeks at the end, where children present their learning back. We developed this planning format to plan blocks of learning for each topic which clearly show the question for the week. These are shared with parents on a half-termly basis.

ART

Art at Whittington Primary School

"Every child is an artist." Pablo Picasso

At Whittington Primary School, we know that the arts play a fundamental role in developing the child. We want children to love art and enjoy being creative. We believe that all children should have access to the arts. Children should have high quality art lessons that inspire them to think creatively, learn new artistic knowledge and skills and nurture a lifelong love of art. Our art curriculum has been carefully planned to ensure that children have access to a wide range of artists, art movements and art skills. Throughout school, children will be given exciting opportunities to develop their skills and knowledge in drawing, painting, printing, collage, textiles, 3D work and digital art. At Whittington, we have linked carefully chosen artists and art movements with cross curricula links to ensure that children have opportunities to explore topics in greater depth through art. For example, while learning about the Stone Age, children explored the links between cave art and street art looking at the works of Banksy before creating their own Banksy inspired cave art. Through the use of sketchbooks, all children are given the opportunity to explore ideas, reflect, develop and evaluate. In the words of Henri Matisse 'An artist is an explorer'.

For more information on the progression in art throughout school please see our art progression map

Creating Subject Visions

We worked as a staff to create subject visions for each curriculum subject. These set out our beliefs and aims for each subject. These were shared with all staff and they are available for parents on the school website, alongside the progression map for each subject. These help to raise the profile of each subject as well as set out a clear shared vision for all staff.

Whittington Primary Curriculum							
	EYFS	Year 1/2A	Year 1/2B	Year 3/4A	Year 3/4B	Year 5/6A	Year 5/6B
History	Summer 1	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
	Summer 2	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
	Spring 1	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
Geography	Summer 1	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
	Summer 2	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
	Spring 1	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
Science	Summer 1	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
	Summer 2	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
	Spring 1	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval

History	Summer 1	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
	Summer 2	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
	Spring 1	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
Geography	Summer 1	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
	Summer 2	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
	Spring 1	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
Science	Summer 1	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
	Summer 2	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
	Spring 1	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval

History	Summer 1	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
	Summer 2	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
	Spring 1	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
Geography	Summer 1	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
	Summer 2	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
	Spring 1	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
Science	Summer 1	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
	Summer 2	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
	Spring 1	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval

History	Summer 1	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
	Summer 2	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
	Spring 1	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
Geography	Summer 1	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
	Summer 2	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
	Spring 1	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
Science	Summer 1	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
	Summer 2	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
	Spring 1	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval

History	Summer 1	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
	Summer 2	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
	Spring 1	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
Geography	Summer 1	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
	Summer 2	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
	Spring 1	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
Science	Summer 1	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
	Summer 2	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
	Spring 1	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval

History	Summer 1	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
	Summer 2	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
	Spring 1	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
Geography	Summer 1	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
	Summer 2	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
	Spring 1	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
Science	Summer 1	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
	Summer 2	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval
	Spring 1	Medieval	Medieval	Medieval	Medieval	Medieval	Medieval

Creating Whole School Overview

We planned and held staff meetings where we created a whole school overview. This document clearly shows exactly what each year group is teaching and learning at each point in the year this allows staff to monitor implementation of the curriculum and gives teachers confidence to know what should be being taught at each point.

The Learning Challenge™
CURRICULUM

WHITTINGTON
CYP
SCHOOL

The Big Question is:

This week's Small Question is:

PSHE SCIENCE HISTORY GEOGRAPHY COMPUTING ART DESIGN TECHNOLOGY MUSIC PE LANGUAGES RE

Introducing and Reinforcing the Big Question and Weekly Question

To help reinforce the question based approach to planning, teaching and learning we created and implemented the question poster for each classroom. These are updated in class each week and used at the start of a lesson to show what line of enquiry children are following that week. These help children to be more confident in talking about their learning and what question they have been working to answer.

The Learning Challenge™
CURRICULUM

WHITTINGTON
CYP
SCHOOL

Prime Learning Challenge

Big Question

Small Questions

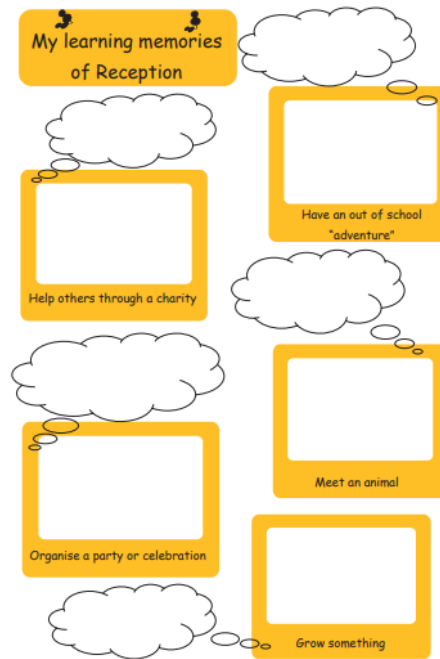
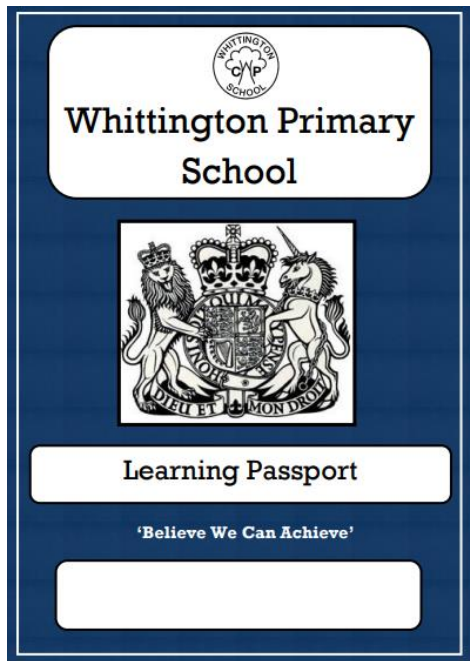
Literacy Link Text

Year Group: 3 and 4
Cycle: A
Big Question: Who took control when the Romans left Britain?

WOW	The teacher goes 'OUT OF ORDER'. What would happen if nobody was in charge in school?
Week 1	What happened when nobody was in charge?
Week 2	What did Britain look like during the Anglo-Saxon period?
Week 3	Would you have liked to have been a child in 600AD?
Week 4	What have we found that helps us to learn about the Anglo-Saxons?
Week 5	What did they make with their metal work skills?
Week 6	What were the laws like in Anglo-Saxons times and how would you be punished?
Week 7	What did the Anglo-Saxons believe?
Reflection Week	Independently create a classroom museum with Anglo-Saxon exhibition. The museum is to be opened for parents to visit after school.

Question Based Topic Overviews

Again, to reinforce the question based approach and to focus learning we introduced Topic overviews. These show the sequence of questions for the topic. These help teachers to think carefully about and have discussions about the order of learning. Which order should the questions be taught in? Does a certain question need to be taught before another? These are then made available to parents via the school website so they can follow children's learning.



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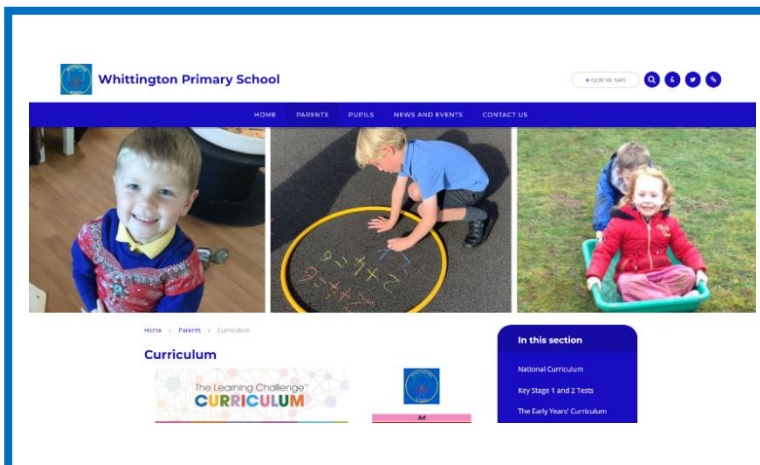
Whittington School Passport

We wanted pupils to have a range of activities woven into the curriculum that offer opportunities to build cultural capital. We held meetings with staff to create a passport of activities and experiences that we wanted children at our school to have access to during their time with us. This include visiting another country, raising money for charity and meeting an animal. Each child has their own passport booklet where they can record their experiences and this forms a keepsake of their time at school.



Updating the School Website

We have ensured that the curriculum section of the school website is up to date and provides parents with useful information. Parents have access to the question overviews, end of topic sheets which detail what children have done that term (newsletter), subject visions, policies and progression maps.



INSIGHT Call us on 020 3393 4005 [Facebook](#) [Twitter](#) [LinkedIn](#) [Instagram](#) [YouTube](#) [School log in >](#)

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Are you struggling with assessment tracking spreadsheets?

If you're like most **primary school teachers**, spreadsheet assessment tracking takes precious time away from more important tasks. The Insight pupil tracking system lets you **finish sooner** and get back to running your primary school. You can be confident that when Ofsted call, Insight is ready to prove that your school is **effectively tracking pupils**.

"It's amazing! Started our trial last week, literally took me minutes to pull down reports that would usually take forever. Teachers really approve too, and as for the progress matrices they are simply brilliant for planning intervention groups 🙌 Thank you!"
- Zoey Lower, Head of Goldsmith Primary Academy

All members of staff will benefit from Insight's simple approach to pupil tracking. The **secure, web-based** interface lets you access Insight from any computer.



Teacher	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Mr. Smith	85%	80%	75%	70%	65%	60%
Ms. Jones	82%	78%	73%	68%	63%	58%
Mr. Brown	88%	83%	78%	73%	68%	63%
Ms. White	80%	75%	70%	65%	60%	55%
Mr. Green	85%	80%	75%	70%	65%	60%
Ms. Black	82%	77%	72%	67%	62%	57%
Mr. Grey	87%	82%	77%	72%	67%	62%
Ms. Pink	84%	79%	74%	69%	64%	59%
Mr. Blue	81%	76%	71%	66%	61%	56%
Ms. Yellow	86%	81%	76%	71%	66%	61%
Mr. Purple	83%	78%	73%	68%	63%	58%
Ms. Brown	80%	75%	70%	65%	60%	55%
Mr. Green	85%	80%	75%	70%	65%	60%
Ms. White	82%	77%	72%	67%	62%	57%
Mr. Grey	87%	82%	77%	72%	67%	62%
Ms. Pink	84%	79%	74%	69%	64%	59%
Mr. Blue	81%	76%	71%	66%	61%	56%
Ms. Yellow	86%	81%	76%	71%	66%	61%
Mr. Purple	83%	78%	73%	68%	63%	58%

Teachers

- Record formative and summative assessments from Nursery to Year 6.
- See everything you need to know about your individual pupils on a simple report.
- Instantly see how your class or year group is performing against your school's curriculum targets and spot issues.
- Set targets, record interventions, groups and comments.
- Quickly prepare for parents' evening.
- Import pupil information and statutory assessment data directly.

Clear, simple and easy to use

Impact: Introducing a New Data Tracking System

In order to record the impact of the new curriculum we introduced a new whole school data tracking system. Insight Assessment Tracking is now used to record children's attainment in all subjects using a very simple, efficient system which provides useful assessment data to teachers and leaders which can impact positively on teaching and learning.

The Learning Challenge CURRICULUM

In Autumn 1 our learning curriculum in Year 3 and 4 has focused on the big question:

Was Stone Age life like we see in the Flintstones?

This has been divided into these weekly sessions:

WOW Watch 'The Flintstones' and discuss how Stone age

Week 1 When was the Stone Age?

Week 2 What parts of the world did Stone Age people live in?

Week 3 How did Stone Age people live and how do we know?

Week 4 How did Stone Age people communicate?

Week 5 What did Stone Age people make?

Week 6 Did Stone Age people get their food from a shop?

Week 7 What is Stonehenge and why was it built?

This term we have been busy learning about Stone Age life in Britain. We began by watching 'The Flintstones' and discussed whether we thought this was a true reflection of life in the Stone Age. We made a list of our ideas to refer back to during the topic. We worked to create a timeline to show the Stone Age and looked at the different periods. We then found out where in the world Stone Age people lived and how they came to settle in Britain. During week 3 we looked at how Stone Age people lived and found out about Stone Age settlements such as Skara Brae. We then created our own Stone Age houses on the school field and discussed if they were successful and had all the features they needed.

In week 4 we looked at cave art and compared this to the work of graffiti artist Banksy. We studied the work 'Peckham Rock' by Banksy and created our own cave art inspired by this. After this we learnt all about Stone Age tools. We found out how they were made and what they were used for. In design technology we used clay and sticks to create our own Neolithic tool. In week 6 we thought about where Stone Age people got their food. We talked about the phrase Hunter-Gatherer. We looked at the Stone Age diet and created our own menus. Finally we found out all about Stonehenge. We looked at how historians believe the stones were transported, and then created our own Stonehenge models using playdough.

In English we have used the book Stone Age boy to write speech and setting descriptions. We also used Ug to create our own comic strips.





Parent Topic Information Sheet





To ensure parents are informed of the children's learning we introduced parent information sheets. These are made available in the termly newsletter and are on the school's website once the topic is complete. They allow children, teachers and parents to celebrate the learning. They include a short description and photographs of what the children have been doing and learning.

Super Six Knowledge Quiz

The new Ofsted curriculum requirements state that learning should be imbedded in the long-term memory. We introduced Super Six knowledge quizzes which require pupils to answer questions on previous learning to ensure they use it and apply it. Three questions are based on past learning/ topics, two questions are based on previous learning in the current topic and one question is based on learning in the previous lesson.


The Learning Challenge CURRICULUM

Super Six: Key Knowledge

1 Past Learning What is Skara Brae and why is it important? 	3 Current Topic Learning Explain what a metamorphic rock is 	5 Current Topic Learning How is soil formed?
2 Past Learning Name three features of a Stone Age house 	4 Current Topic Learning Give one example of an igneous rock 	6 Last Lesson Learning: Can you think of 3 words to describe Henry Moore's artwork?

Activate Windows

Whittington Internal Review of the Curriculum
Monday 18th March 2019



The purpose of this review is to:

- Celebrate the good practice evident in the teaching of non-core subjects across school
- Evaluate how most able pupils are challenged across the non-core subjects

Format of the review

As part of this review, we would like to:

- Speak to a range of pupils about their learning and progress in the non-core subjects
- Look at a range of books from across the year group
- Carry out an evaluation of medium-term planning considering how this translates into books
- Assess the quality of pupil involvement in non-core lessons

Time	Focus	Format	Reviewer(s)
9.00-9.30am	Most able - challenge across the core subjects	Breakfast with me! (to children who are more able in one of the non-core subjects) Children to bring books	Nick and Nichola
9.30-10am	Year 1/2	Pupil Voice, focusing on: • Enjoyment of lessons • Progression evident in books • Level of challenge	
10.00am-10.30	Year 3/4	Pupil Voice, focusing on: • Enjoyment of lessons • Progression evident in books • Level of challenge	
10.30-11am	Year 5/6	Pupil Voice, focusing on: • Enjoyment of lessons • Progression evident in books • Level of challenge	
11am-11.30	Year 5/6	Pupil Voice, focusing on: • Enjoyment of lessons • Progression evident in books	

Reviews of the Curriculum

We plan and lead curriculum reviews. These involve speaking to pupils, looking at books and planning and observing lessons. These help to ensure that the intent for curriculum is actually being implemented in classroom and that children are receiving the education we intend for them to receive.

Our Curriculum is under continual review and is changed and adapted to remain relevant.

CURRICULUM

Successful Curriculum with Continual Review

We have worked together to create a curriculum that is right for our children, our teachers and our community. Our curriculum will be under constant review and will be adapted and developed if changes are needed to benefit teaching and learning.



Art
History
Geography
Physical Education
Languages
Science
Music
Design and Technology
Whittington Passport
Computing
Religious Education
Personal, Social and Emotional





SPRING MUSICAL EVENING



On Thursday 17th March, parents were entertained by over 80 talented pupils. This was an opportunity for pupils who have instrumental lessons and for members of our school choir to show what they have been learning so far.



We had soloists, duets, small groups, large groups and even our very own orchestra! The trickiest part of the evening was finding space for everyone to play!

It was clearly evident that the pupils enjoyed performing and for some of them it was their very first time playing in front of a live audience!



This evening was also a great practice run for the school choir as on the 19th May they will be performing with over 5000 other children as part of the Young Voices Choir.









Well done to everyone involved!





SPECIAL EDUCATIONAL NEEDS – Spotlight on Dyspraxia / Developmental Coordination Disorder (DCD)

It is a common, lifelong disorder affecting fine or gross motor co-ordination in children and adults. Children may present with difficulties in self-care, writing, riding a bike and other daily activities. They may appear to move clumsily. A diagnosis is made when there are significant motor difficulties that are not due to a visual impairment or neurological disorder. DCD frequently coexists with other conditions such as ADHD (attention deficit hyperactive disorder), dyslexia and some language disorders. The condition affects 5% of the population (the majority are boys) and this equates to at least one child in every classroom.

Difficulties	Strategies to support
Poor co-ordination, poor posture. Appears much more restless than their peers, will often squirm and not sit properly on their chair	Ensure your child is seated so they can place their feet flat on the floor. Try raised or sloped desks or a wobble cushion on their seat, and a foot rest if necessary. 
Lateral confusion (writes with left hand, kicks a football with right foot) Handwriting and drawing (has difficulty writing fluently – unable to hold a pen or pencil properly, letter reversals, confused starting points, irregular size) Struggles using tools and equipment e.g. scissors, rulers	Engage your child in different activities to develop fine motor skills: One-handed tasks such as jigsaws, picking up pegs, finger painting Two-handed tasks such as using scissors, craft, threading. Try pens and crayons with thicker barrels, different pencil grips, raised rulers or modified scissors.  Learn to touch type (BBC Dance Mat or Purple Mash) Handwriting practice – needs to be little and often
Physical play, PE, and school sports, especially in playing team games, including ball skills. 	Help the child to position themselves properly before starting an activity by placing their feet and hands correctly. Give clear instructions one at a time, allowing the child time to organise their body into the right position before the next instruction is given. Use a variety of equipment to help the child throw and catch such as balloons, bean bags and large balls, before moving onto tennis ball size. Use larger bats and get the child to bat a balloon first or use their hand. Allow a child to continue to focus on skill development, rather than team games.
Self-care e.g. dressing, tying shoe laces, putting clothes on the right way around. Eating and drinking is messy	Lay out the child's clothing in order it is to be put on. Have Velcro instead of laces or buttons on their clothing. Wear elasticated waists and avoid tight fitting clothes. Use easy grip cutlery and drink through a flexible straw. When eating, ensure they are sitting with feet flat (foot stool) at a table. 
Poor planning, organisation and sequencing skills 	Use personal visual timetables and checklists. Break down tasks into smaller chunks. Ensure that your child knows what they are working towards and what the end goal looks like e.g. the different components in learning to bat in a game of rounders.
Memory - cannot hold instructions Fatigue 	Reduce the written demands, use of verbal or visual cues. 'Little and often' is best for learning e.g. five minutes handwriting practice every day rather than one long session per week Allow extra time to process instructions and requests. Do not underestimate how exhausting having dyspraxia is.
Social difficulties e.g. difficulty in groups, especially maintaining friendships. Emotional difficulties e.g. low self-esteem.	Explicitly teach and praise play skills, turn taking, and negotiating. Encourage socially appropriate opportunities for movement. Ensure the child gets to experience activities they enjoy and excel in and ensure they have time to rest and relax.

You can find more information for parents at <https://dyspraxiafoundation.org.uk>

Support handwriting <https://nha-handwriting.org.uk>

If you have concerns about your child's coordination, speak with the class teacher, or you can make an appointment with Ann Boucke, our Special Educational Needs Co-ordinator.

K2M Music Lessons for Year 3

The Year 3s enjoy taking part in their weekly K2M (The Key to Music) lesson. Following on from a very successful first term of learning, the children are really getting to grips with their instruments- violins, violas and cellos.



The first term was spent learning how to look after and care for the instruments, learning about the different sounds they can make, both plucking and bowing. They learnt to play simple songs and accompaniments and recorded a short performance which they shared with other classes.



This term they have been continuing to develop their bowing skills, focusing on the different note lengths and looking at how music is written down in notation. In addition, the children have started using their left-hand fingers to make more new notes. They have also been exploring some different sound effects on their instruments and learning the Italian words which go with them. They have enjoyed listening to music from around the world which uses these sound effects to help paint a musical picture for example, 'Sort



Ride in a Fast Machine' by John Adams. On the last week of this term, the children will get to perform in front of an audience as their parents have been invited to come and watch them perform along with the year 4s.

Mrs Hemmings

Nursery - What have we learnt?

Last term, our big question was 'Why is it so Cold?' During the topic we looked at the

seasons with a focus on what happens during winter. The children looked at seasons

around the world and how other countries have summer when we have winter. We explored the equator and

identified the countries next to it that are warmer. We read the book Brave and the Fox and considered key equipment to survive in cold regions. We

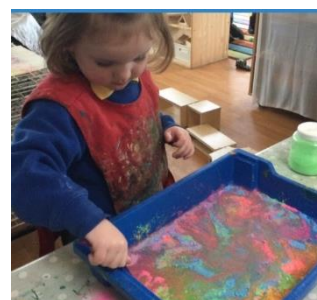
thoroughly enjoyed learning all about different types of penguins, where they live, how they keep warm

through huddling together and how the Emperor Penguin chicks hatch and survive in the Antarctic.

We discovered different animals that live in the cold and their habitats. We found out that Arctic Foxes have the warmest fur, and through the story Poles Apart, we learnt that polar bears and penguins do not live together. We were fortunate

enough to receive first hand photos, videos and updates from a resident scientist in Antarctica. We also learnt about

we can help our planet through making greener choices. Finally, we ended our topic exploring and participating in different events of the Beijing winter Olympics.





<https://toogoodtogo.co.uk/en-gb>

Too Good To Go – Magic Bags

An app that gives information about local shops and restaurants with unsold food on sale at **£4 per Magic Bag** (normally retail at £12 min)

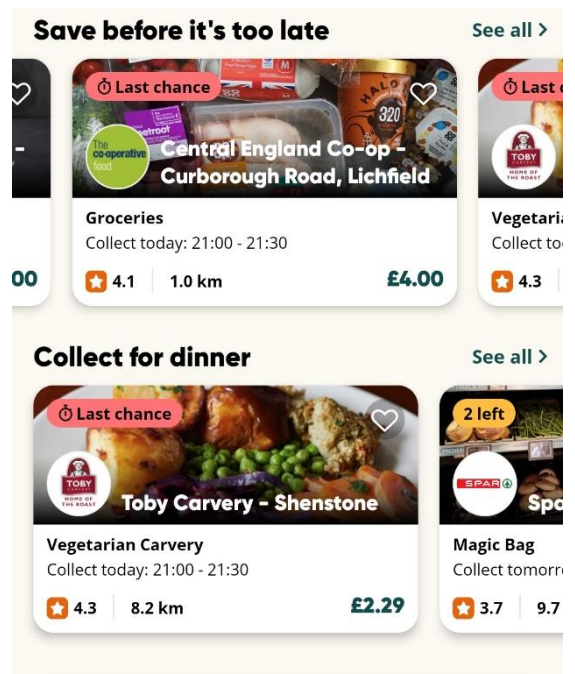
Directions

Download the
Too Good To app

Enter the code that is emailed

Enter details and location

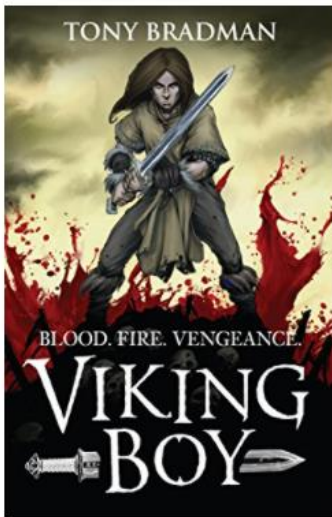
This will show participating
businesses.



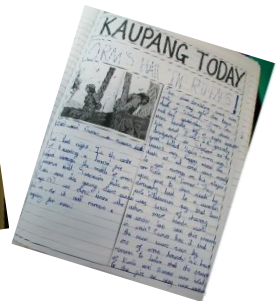
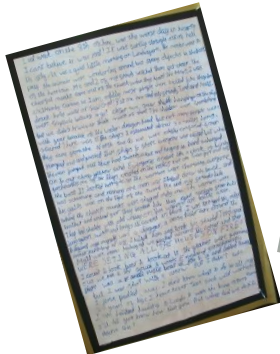
March 2022

Reading in Year 5/6

Books to support our curriculum

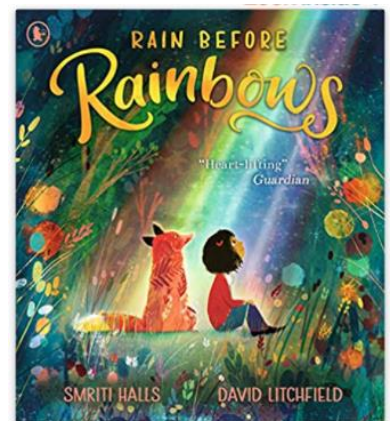


This term in Year 5/6 we have immersed ourselves in the book *Viking Boy* by Tony Bradman. It has supported our topic on the Vikings brilliantly. Each week we read several chapters, always leaving disappointed children who were desperate to find out more about the adventure of Gunnar and his master, Rurik. Each week we developed the children's comprehension skills by turning them into reading detectives to find answers to questions. The children also used the book to inspire their writing and wrote some brilliant newspaper reports, wanted posters and diary entries.



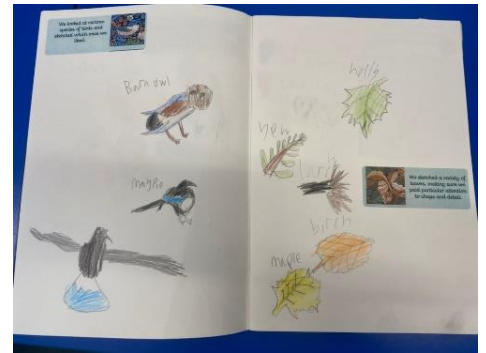
During the last 3 weeks of term we used the beautiful picture book, 'Rain before Rainbows' to inspire our English and Art work. We used the heart-warming text to write descriptively and persuasively.

The book's illustrator, David Litchfield, was also used as our focus artist and the children did some wonderful pastel artwork recreating one of the pages.



Art at Whittington

This year we have a focus on ensuring our Art Curriculum is the best it can be to ensure our children learn about a range of artists, artist styles and techniques whilst improving their own skills year on year.



Following an Inset day in February we have implemented a new "Five Steps" programme to teach Art to our children. These steps ensure the children can immerse themselves in a particular style of art and have the opportunity to learn, explore and plan a finished piece of their own art. All these steps are key to developing key artistic skills, critical thinking, building resilience and self-confidence.

Our training consisted of teachers experiencing the Five step approach themselves and the importance of using sketchbooks to gather their ideas and plan their work- just like the children will. Armed with their own sketchbooks staff worked through an Art topic that Years 3&4 will be learning about this summer- Art Deco. Our design brief was to create a wallpaper or fabric with at least 4 printed motifs and two colours. The staff enjoyed completing their tasks and as a bonus had a relaxing and calm start to the Half term break!



We are using this five-step approach with all our children. Reception & Nursery have also been taught in this way and have produced some wonderful work on Monet's Waterlilies. We have even entered the Royal



Academy's Summer show with our large class Waterlily painting.

We look forward to sharing all the wonderful art work we produce with you.

Karen Richardson



Red Nose Day 2022

Well done to everyone at Whittington Primary School who came dressed in red or donated to Comic Relief.

This year, more than ever, it was important to have fun and raise money to support people in need. Through school we were able to raise a fabulous £344. The money will go toward helping people live free from poverty, violence and discrimination. This includes funding organisations that are supporting people right now in Ukraine, and those attempting to cross the border.

Classes took part in lots of quizzes and games throughout the day, having lots of fun whilst doing it for a good cause.



Meet our Sports Coaches...



Name: Mr B

What is your favourite football team? Aston Villa

What are your favourite sports? Karate and American Football

What inspired you to be a Sports Coach? My passion for sports and wanting to help children

Why do you like Whittington? The children are great and the open spaces are great for teaching PE

Name: Mr Taylor

What is your favourite football team? Birmingham City

What are your favourite sports? Football

What inspired you to be a Sports Coach? My love for sports

Why do you like Whittington? Definitely the children!





Early Years Easter Performance

Reception and Nursery are busying themselves learning all about spring, ready for their Easter show. The Easter show is very special to us in Early Years as it is often the first time the children have had a chance to perform on stage in front of others and demonstrate their excellent acting skills.

In preparation we have been learning spring theme songs to the familiar tune of nursery rhymes, practicing our lines and working on our choreography. In our play we have a variety of exciting characters within the show including hopping bunnies, wibbly wobbly lambs, fluffy chicks, dancing plants, a sunshine and hot cross buns ready to be bought fresh from the shop.

We also have ladies with their beautiful Easter bonnets and summer dresses parading in the warm spring sunshine. Of course, we have Easter Bunnies too!

We have our dress rehearsal in front of the school on Thursday 7th and we are very excited to see all the wonderful costumes that parents have been busy creating. We can't wait for everyone to see it and we are very proud of all the children's hard work!

Mrs Loundes

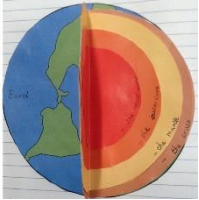


In Spring 1 our learning curriculum in Year 3 and 4 has focused on the big question:

How extreme can our Earth be?



What would you find underground? We began our topic by making model volcanoes. They erupted, to the children's delight, due to a chemical reaction between the vinegar, washing up liquid and bicarbonate of soda. We then looked below the Earth's crust and found out what our amazing planet was made of. **How are volcanoes formed?** We learned about tectonic plates and how volcanoes were formed over thousands of years. The children were able to explain how and why a volcano erupts.



Could you live on a volcano? Next, we developed our mapping skills by identifying the countries that had active volcanoes and were surprised to find out that there are extinct volcanoes in the UK. We thought it might be too dangerous to live on a volcano because of the poisonous ash clouds and deadly lava flows, but we discovered that there were many benefits such as fertile land, hot springs, geothermal energy and increased tourism.



What makes the earth move? We learned why earthquakes occur and found out about the 'Ring of Fire'. We began to appreciate how lucky we were not to live on land prone to earthquakes and the devastation they cause. **Where do earthquakes happen?** The dreadful news about the tsunami in Tonga led us to finding out more about tsunamis and we discovered they are caused by earthquakes under the ocean. We made a model tsunami to help us understand the enormity of the waves. In **art**, we looked at the work of pop artist,



Andy Warhol, and emulated his silk printing design of an erupting volcano. We scored a volcano into a polystyrene tile, and used poster paints to make a print. The grand finale of this fascinating topic was using mechanisms of levers and linkages to demonstrate how planet Earth moves in extreme ways. The children designed and built working mechanisms that showed tectonic plates, earthquakes, erupting volcanoes, and tsunamis.

In English, we have read, '**Escape from Pompeii**' which re-tells the story of the eruption of Mount Vesuvius in AD79, through the experience of a young Roman boy called Tranio. Through this book we have developed our inference skills by focusing on the characters' feelings, and how these change throughout



the story. We have also improved our vocabulary through descriptive writing, choosing the most effective adjectives and the most powerful verbs. Our BWCA writing was a newspaper report on the eruption and devastation of Pompeii and the children were very proud of their final pieces. In the final two weeks we have written poetry in many different forms, including shape poems about volcanoes and kennings about ourselves.



'Tea with Me'

Within school, it is really important that we find the time to listen to the children and 'Tea with Me' enables me to create a supportive and welcoming space where pupils are championed and empowered to speak their mind and voice their opinions about their education.

'Tea with Me' takes place on a Friday afternoon. Each week a group of children are chosen to come and share a cup of tea (or a hot chocolate) and a biscuit with me. We discuss a range of school issues including behaviour, teaching and learning, after school clubs, uniform and subject specific discussions. The children are

very open and honest and share their thoughts and opinions freely. This gives me a greater understanding of school life from their perspective which then feeds into discussions at our Senior Leadership meetings on school improvement.



Mrs Leeson

What have we been learning in Early Years?

Our small question this term was 'What is Growing?' To start off our topic we went on a walk to look for signs of spring; we saw daffodils, crocuses, snowdrops, rhubarb and blossom. Whilst at the pond, each class discovered a mysterious blue creature lurking by the rocks! The children in Early Years decided that the blue creatures looked lonely,



so decided to take them back to their

classrooms, where they created homes for them. The children fed them sweets and cake, but after reading more of the story we discovered that the blue



dragon like creature was a Bog Baby. He did not belong inside and he certainly did not eat cakes or sweets.

One morning, reception and nursery realised that the creatures had gone missing! Overnight all the Bog Babies got together before returning back where they belonged, in the pond. Mrs Richardson popped up to the pond later that week to discover that the Bog Babies had found a lot more friends. They then all disappeared. Just like in the story, we learnt that sometimes we have to let things go even if we love them.

During our visits to the pond, we did some pond dipping, where we were lucky enough to discover lots of frogspawn. The children thoroughly enjoyed investigating the frogspawn and looking at the other insects that lived in the pond. Over the weeks we kept an eye on the frogspawn looking out for any changes. The frogspawn has just started to change into tadpoles, which has excited the children. This helped the children learn about the life cycle of frogs.



We have also learnt all about the Artist Claude Monet, and explored his Japanese Bridge and water lily paintings. We carefully analysed his work and considered the colours that he used. Ducklings thought about the shape of the bridge and created their own bridge using masking tape.

After they experimented with colour mixing to create secondary colours and different shades of green, they used sponges and paint brushes to apply the paint to the paper. We



created our own gallery, just like Monet, to showcase our magnificent and unique recreations of Monet's Japanese bridge. Reception have started their brand-new sketch books where they have produced close up drawings of waterlilies. They also worked outdoors to create their very own Monet inspired masterpieces. We have enjoyed doing observational drawings and paintings of flowers.

Reception found a HUGE egg in the garden, which made them think 'What could be inside?' We have learnt about mammals, oviparous animals and baby animals' names. Our recent question was 'Do plants have babies?' We have explored different seeds, which has allowed us to think about plant reproduction.

To celebrate Shrove Tuesday, we discussed why it was a tradition, read the story Mr Wolf's pancakes, made our own pancakes and had pancake races in the hall, which was great fun! The children will also be learning about what Easter is and why we celebrate it. We are finishing off the term with our spectacular Easter egg-stravaganza performance!



Meet the School Council....



KEY STAGE 1 REPRESENTATIVES

Recently the School Council has been working with the school cook to revamp the school lunch menu – everyone had lots of ideas!

The School Council also works hard to raise money for a variety of different charities including Comic Relief, Children in Need, Marie Curie, Macmillan and St Giles Hospice.

The school has an active School Council which has representatives from Years 1-6. They meet regularly to discuss issues that concern the children such as playtimes, healthy eating, learning and the curriculum.

Each class has its own class council which feeds its views to the representatives who in turn feed back to the council.



KEY STAGE 2 REPRESENTATIVES

Coming soon..

⇒ As a school we want to show our support for the families in Ukraine. Therefore we are going to be sending home Smarties tubes for pupils to enjoy and then to fill up with either 20p's or £1's. This will then be collected and counted with help from the PTA.



⇒ Pupils are going to be asked to create a design for a Jubilee Commentative Mug. The School Council will then be the judges and choose one KS1 design and one KS2 design for all the children in school to receive.





Babies and children can choke on small items. .keep small items out of reach

There have been recent child deaths in Staffordshire where children have choked and died on small items commonly found around the home

Choking



Top Tips

- Never prop feed your baby, they won't be able to push the bottle away.
- Keep small items out of reach.
- Cut food to make it safer, slice things like grapes into long thin strips.
- Encourage your child to sit still and concentrate when eating.
- Toys for children under 3 years old are designed without small parts, keep older children's toys away from your toddler.

Choking risk by age

Babies can easily choke when drinking or on small objects. They often put things in their mouth to explore.

Young children (3-7) have usually grown out of putting things in their mouths, however food can still be a risk.

Toddlers are still learning to chew, swallow and breathe, they can easily choke when distracted. Sweets, mini eggs, grapes, sausage can easily block the airway. They still put things in their mouth or even their ears or nose.

Good mealtime habits like sitting at the table help to keep children of all ages safe

ANYTHING CAN BLOCK YOUR CHILD'S AIRWAY!

Rounded foods, and anything difficult to chew or swallow.

'BABIES CAN EVEN CHOKE ON MILK.'

WHAT CAN WE DO?

- Give your children foods in small amounts
- Cut grapes and cherries etc. into quarters
- Grate fruit and vegetables
- Cook until soft rather than raw pieces
- Do not prop or leave babies alone with a bottle
- Teach older children not to give small toys to younger children



Choking

What to do if a child is choking

1. **Cough it out**
 - Encourage the child to keep coughing
2. **Slap it out**
 - Give 5 sharp back blows between the shoulder blades
 - Check their mouth each time
3. **Squeeze it out**
 - Give 5 abdominal thrusts
 - Check their mouth each time
4. **Call 999/112 for emergency help**
 - Repeat steps 2 and 3 until help arrives.



What to do if a baby is choking

1. **Slap it out**
 - Lay the baby face down along your thigh and support their head
 - Give 5 back blows between their shoulder blades
 - Turn them over and check their mouth each time
2. **Squeeze it out**
 - Using two fingers, give 5 sharp chest thrusts
 - Check the mouth each time
3. **Call 999/112 for emergency help**
 - Take the baby with you to call
 - Repeat the steps 1 and 2 until help arrives

Courtesy of



5/6 Visitors

This term Years 5/6 have had the pleasure of some great visitors ...

Viking Day!

Back in January, Year 5/6 had a great start to their Viking topic when a 'Mystery Historic Visitor' joined us!



All of the children took part in a number of workshops which allowed them to be immersed into Viking history. They were taught how to defend against an attack, using their shields to create a defensive shield wall and even reenacted a Viking battle!



As well as this, the children were challenged with the task of creating some Viking jewellery. Although this activity took patience and perseverance, the children did a great job! It was a super way of starting our topic, engaging the children and giving them knowledge they could build on as we continued through the term!



Buddhist Monks

We also welcomed two local Buddhist monks into school, who talked to the children about their religion. They explained the mantras of Buddhism, captivated the children with their stories and gifted them friendship bracelets which they tied on a friend whilst reciting a beautiful chant. To finish the session, they led the children in a peaceful meditation.



MKC Heroes

(Military Kids Club)



The children from the military families got together at the end of March to catch up and complete an Easter planting activity. They were all given a pot to decorate; there were some wonderful designs ranging from flowers, rainbows and even some elaborate Easter bunnies! Once decorated, the children filled the pots with compost- many were amazed to see the compact compost discs expand when watered. The children made a hole in their soil ready for their pansy to go in. Each pot was then completed with a colourful egg decoration. All the children seemed to like the activity and enjoyed getting together with other service pupils. It was lovely seeing the older children helping out with the children in nursery and reception.

I hope they bloom all through Spring.

Happy Easter!

Mrs. Metcalfe

What are sparks and waves and why do we need them?



A musical bonanza! We began our topic with a musical bonanza. Children explored different musical instruments and watched Mrs Jakeman perform a live concert! **Why is Sophie's night so silent? (How sounds are made)** Then they found out how sounds are made. This involved identifying sound sources and making associations with vibration. **How do sound waves reach the BFG's big ears?** We discovered that vibrations from sound travel through a medium to the ear, by exploring how high and low sounds are created. We also looked at the different parts of an ear. **How do the sounds the BFG can hear differ?** We then found the patterns between the pitch of a sound and features of the object that produced it, by exploring and creating musical instruments, and explaining how they change. **Do the giants sound different if they are further away?**



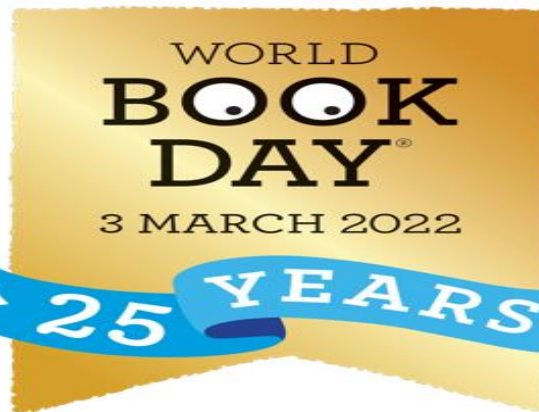
The children recognised that sounds got fainter as the distance from the sound source increases. They made string telephones. **How did Sophie's bedclothes smother the sound?** The children investigated the best material for absorbing sound. **Does the BFG use electricity in his home?** The children started to learn about electricity. They identified common appliances that run on electricity, identified the different types of electricity and learned how to stay safe when using electricity. **How could you light up the BFG's cave?** The children constructed a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. They also identified whether or not a lamp would light in a simple series circuit. **How can we keep the BFG safe from sparks?** The children recognised some common conductors and insulators. **What does the BFG need to know about switches?** The children recognised that a switch opens and closes a circuit and associated this with whether or not a lamp lights in a simple series circuit by creating circuits which contained a switch. **How can we use sparks and waves to scare the giants and save the children?** The children designed a contraption that would scare a giant and then made a working model of it (containing an electrical circuit that creates a sound using buzzers).



In English, we have read, '**The BFG**' by Roald Dahl. Through this book we have developed our inference skills by focusing on the characters' feelings, and how these change throughout the story. We have also improved our vocabulary through descriptive writing, choosing the most effective adjectives in expanded noun phrases, adverbial phrases, similes and powerful verbs. In

BWCA writing was a fantasy adventure and the children created some incredible stories and dream sequences.





We had a fantastic day on World Book Day at Whittington! Many of our children joined in the fun and came into school dressed as their favourite book character- they all looked amazing!

During the morning the teachers swapped classes and read a story to a different class, the children loved seeing a new or familiar face arriving in their classrooms.

There were a range of World Book Day activities that took place during the day such as, book illustrator webinars, virtual meet the author sessions, quizzes and designing of new book covers- plus many more...

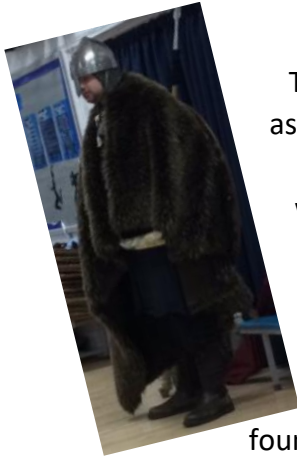
World Book Day vouchers were handed out to the children, I know that lots of you saved them for our Scholastic Book Fair. A big thank you to those of you who came to our book fair, thanks to your support we now have nearly £700 to spend on wonderful books for our classrooms.



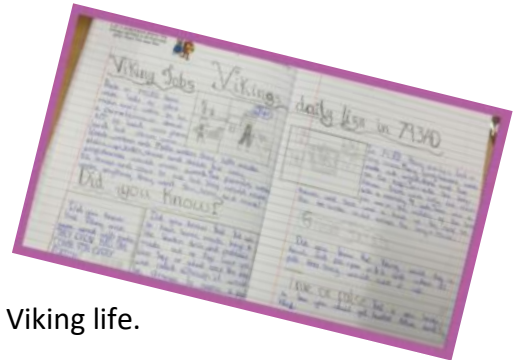
Keep a look out for new books arriving in your classroom!

Year 5/6

Who were the Vikings?



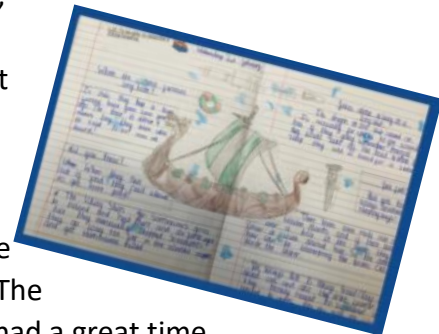
This term the learning in Year 5/6 started by asking the children to draw and write what they imagined a Viking to be like— we were met with 90 fierce looking men wearing helmets with horns. Over the following weeks the children have learnt that this stereotypical image was not actually a true reflection of Viking life.



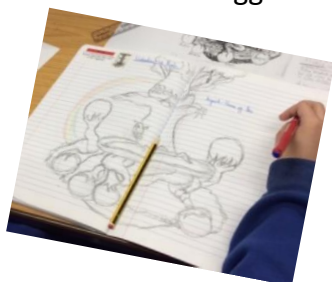
In the first week we learnt about where the Vikings came from and found out why they moved from their Scandinavian home. It was fascinating to learn that the inheritance laws at the time meant that only the first-born son could stay on the family land. We then looked at the Viking raids—focussing on the one on the Holy Isle of Lindisfarne, which is just off the north coast of England. The children wrote some fantastic diary entries from the perspective of the monks on the island, who had initially gone to welcome the raiders. After that we looked at



Viking longboats, which were extremely simple in design but highly effective at sea travel. We learnt many facts about how they were used including how the sail doubled up as a tent at night. Did you know that the Norse sailors used sleeping bags? However, theirs were slightly different to the ones we have now as theirs were made from seal skin! The



following week we focussed on Design Technology and the children had a great time investigating and then making a working mechanism using CAMs. The children completed their mechanisms with a Viking longboat design. After the half term break the children learnt all about the beliefs of the Vikings. They studied the Yggdrasil tree and looked at the 9 worlds that surrounded it. They were fascinated to find out about Asgard and about only the most respected and honoured Vikings would get to go to Valhalla and dine with the Gods. During this week we saw some fabulous artwork as the children drew their own



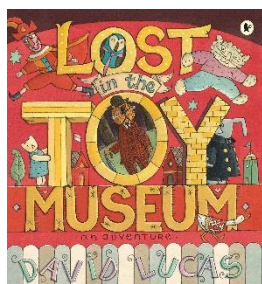
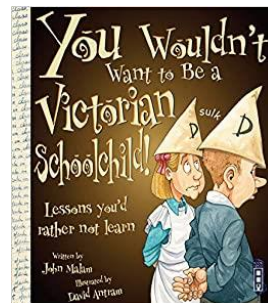
Yggdrasil tree and the worlds surrounding it. In the final week the children completed their own research about the many Norse Gods and wrote some fabulous non-chronological reports. Throughout our Viking topic the children have also worked hard in their Dance PE unit— using the 4 Ps (plan, practise, polish and perform) to choreograph some fabulous movements based on Viking raids— they especially loved the fighting elements!



Year 1 and 2 books to support our curriculum

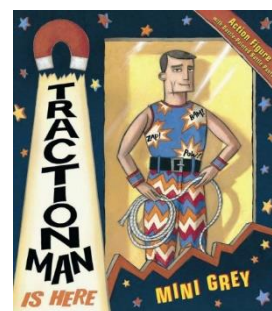
Over the last term we have read a selection of fantastic books to support our topics 'How have times changed?' and 'Where in the world?'.

Firstly, we looked at the non-fiction book, 'You wouldn't want to be a Victorian schoolchild'. The children wrote a diary as if they were a school child during the Victorian times.



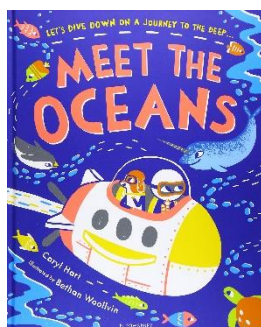
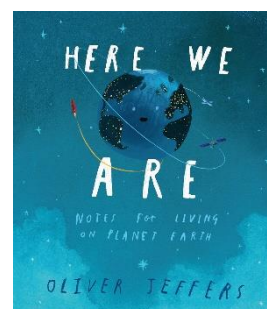
Next, we discovered how toys have changed and visited a Toy Museum. The children then read 'Lost in the Toy Museum' and created lost toy posters. Then they wrote their own version of the story.

Finally, we read 'Traction Man'. The children then wrote their own recount describing the adventures he had in our school.



To kickstart our 'Where in the world?' topic we read The Queen's Hat where her hat is blown away and travels all over London. The children wrote their own version of the story.

Next, we read the non-fiction book 'Here We Are'. It is a wonderful book which explains everything there is on Earth. The children wrote a letter to Earth.



Finally, we explored the world's various seas and oceans in 'Meet the Oceans'. The children wrote their own fact file about an underwater creature and then wrote a sea adventure.



Computing this term at Whittington

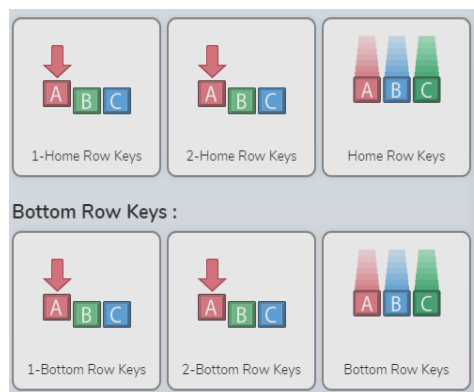
purple
mash

This term in computing at Whittington has been exciting! Throughout the school, classes have been learning new skills, researching information and creating their own masterpieces. Here are a few to examples to showcase our superb work this term!

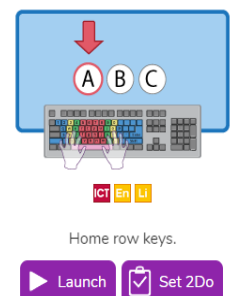


In KS1, we have been creating animated stories. We have written our own story, drawn pictures, added animations and sounds! We presented these to our classmates and really enjoyed reading each other's stories.

In KS2, years 3/4 have been learning how to touchtype using the software '2Type'. They have been timing themselves, learning the correct position of their hands and playing games with one another to improve their speed and accuracy.



1-Home Row Keys



Home row keys.



Years 5/6 have been creating their own databases using the software '2Investigate'. The children have been answering questions to collect data and then presenting this data in pie and bar chart. Finally, they analysed their charts to see if any of their results showed a pattern.

Key Stage 1- Reading at Home



Along with reading and sharing the library book and reading book sent home each week, we've found some great resources you might wish to access at home to help your child on their reading journey.

Love Reading 4 Kids- this is a great website showcasing some brilliant books to buy. If you put in our school name we receive money towards books to buy at school: www.lovereadings4kids.co.uk

Read Write Inc. We currently use the Read Write Inc resources at school during our phonics sessions.



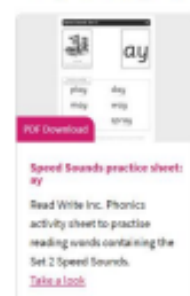
There's lots of information on this website if you scan the QR code on the left with your mobile phone. There are videos to support parents with phonics at home (because it is a bit of a minefield!) plus there's some great print out sheets to practise reading and writing the set 2 and set 3 sounds we learn in school.



Oxford Owl Reading At Home- This website is free to join, and allows you to read books online as well as on ipads/tablets.

Visit www.oxfordowl.co.uk and click 'join us' in the top corner. Fill in your email and set up a password, and you'll have access to over 250 free ebooks, similar to those we have in school.

Set 2 Speed Sounds practice:



Just click the 'find a book' tab at the top of the page, and search by the age of your child. You'll be able to read all the books with an orange 'e' in the corner of them. The website is also packed with tips for parents.

Teach your Monster to Read



This is a great resource for children learning sounds right up to reading sentences. The computer version is free, but you can get the paid version on your tablet and ipad as well. The game takes children on a magical journey, meeting colourful characters along the way and collecting rewards. As they progress, they rehearse a range of essential reading skills; matching letters to sounds, blending, segmenting, tricky words and reading full sentences. The website is www.teachyourmonstertoread.com

Reading Eggs



This is a paid for website but a few parents have enjoyed using this website to support reading at home. You can do a 30 day free trial and see how you get on! <https://readingeggs.co.uk/>

Eco Schools

During the Spring term the Eco team have completed an Environmental review to see which Eco Projects are of importance to us. There are ten Eco Schools topics in total. These are Biodiversity, Energy, Global Citizenship, Healthy Living, Litter, Marine, School Grounds, Transport, Waste & Water. We have chosen three to work towards our Green Eco School award.

The children were keen to clear **litter** around the school grounds so we have signed up to the Great British Spring Clean. You can also help as individuals and do your bit to "clean up" by signing up at

<https://www.keepbritaintidy.org/get-involved/support-our-campaigns/great-british-spring-clean>



Through the topics of **School grounds and Biodiversity** the KS1 Eco team planted spring flowers in the sensory garden as part of our "Rainbow Garden". This colourful flower bed will attract lots of bees and butterflies and gives a focal point for our senses of sight, smell and touch. The KS2 team planted more sapling trees to help clean our air and add to our biodiversity. Early Years children have been helping to use cropped willow whips to weave fences to make the sensory garden

into a special, mindful space for anyone to go and explore or just sit quietly and enjoy the nature around us. The Eco Team are looking forward to making some too!

Early Years children have been looking at **Global Perspective** by learning about climate change through our Polar topic -Why are the ice caps melting? They have made posters to tell people to not drop litter, save water and energy and to keep the oceans clean.

The Eco team also found out that the school uses some "Green Energy" from our solar panels and Biomass boiler which has saved 20 tonnes of CO2 gases from going into our ozone. That's the same as 20 hot air balloons!



Don't forget we can all do our bit to look after our planet- what can you do at home? Send in some photographs of your Eco "good deeds" and we will add them to our school Eco Board.

Karen Richardson & the Eco Team

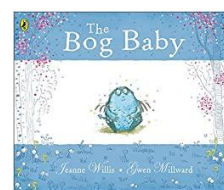
Key Texts in Early Years

In Early Years at Whittington Primary School high quality texts are at the heart of our curriculum. We instil a love of literature through embedding key texts throughout our planning and provision. Each week we focus on a main book, which often feeds our activities and continuous provision. Some examples of focus books we have used so far



this year include: Bog Baby, Owl Babies, Brave and the Fox, We're Going on a Bear Hunt and Mixed. Using key texts develops the children's ability to understand words, encourages them to develop their imagination and creativity, enhances speech and vocabulary, improves concentration and introduces children to new concepts and the world around them.

When we read the story Bog Baby, the children were completely entranced when the two small sisters went fishing to the magic pond and found something much better than a frog or a newt; they found a Bog Baby. Small and blue with wings like a dragon, the girls decided to make him their secret. The children in Early Years were amazed, as this Bog Baby was just like a creature we found in our pond. We had so many questions: What is it? Where has it come from? How can we take care of it? This magical story encouraged the children to become critical thinkers, carers, investigators, nurturers, detectives, readers, story tellers, writers and scientists. This story also allowed the children to understand the world, as they learnt about other creatures that live in the pond. We took great care of our Bog Baby, but he got sick and one day he went missing. The children wrote descriptions of Bog Baby, designed their own and wrote him letters asking him where he had gone. We thought he may have gone back to the pond. When we went to check, we were delighted to see that he had been reunited with his family. Although we loved our Bog Baby, the children realised that the classroom was not his natural habitat. We went back inside and finished off the book. Just like in the story, we learnt that sometimes we have to let things go even if we love them.



The children have also immersed themselves into traditional tales, such as: The Gingerbread Man, The Three Little Pigs, Goldilocks and the Three Bears, Little Red Riding Hood, The Little Red Hen, The Ugly Duckling and The Three Billy Goats Gruff. Reception and nursery thoroughly enjoy acting out these stories within their play and adapting events to create their own unique stories. As a result of using key texts we have observed the children becoming passionate storytellers and creative writers. High-quality texts enrich our curriculum with endless opportunities for children to develop holistically.





Retelling Little Red Riding Hood



Bear Hunt Bear Foot Walk



We're Going on a Bear Hunt



The Gingerbread Man



Story telling



Our very Own Little Red Riding Hood



Tuesday 26 April	8pm PTA Meeting
Monday 2nd May	BANK HOLIDAY
Tuesday 3rd May	End of Key Stage 1 SATs begin
Wednesday 4th May	Y4 residential to Whitemoor Lakes
Monday 9th May	End of Key Stage 2 SATs week Y6 Grammar and Punctuation test Y6 Spelling test
Tuesday 10th May	Y6 Reading test
Wednesday 11th May	Y6 Mathematics - Arithmetic test (Paper 1) Y6 Mathematics – Reasoning test (Paper 2)
Thursday 12th May	Y6 Mathematics – Reasoning test (Paper 3) 2pm Parent Council Meeting
Thursday 19th May	Young Voices event for choir children
Friday 20th May	Y5 Bikeability
Monday 23rd May	Celebrating the Queen’s Platinum Jubilee week
Thursday 26th May	3.15/3.25pm to 4.30pm Work sharing drop-in
Friday 27th May	BREAK UP FOR HALF TERM
Monday 6th June	INSET day
Tuesday 7th June	Children return to school
Monday 13th June	Y6 residential to Culmington Manor
Wednesday 22nd June	Y5 Bushcraft residential
Sunday 26th June	Summer fayre
Tuesday 28th June	Y6 secondary school induction Day 1
Wednesday 29th June	Y6 secondary school induction Day 2
Thursday 30th June	Whole School Languages Day 2pm Parent Council Meeting 6.15pm Information evening for new Nursery parents (Sept 2022) 7.30pm Information evening for new Reception parents (Sept 2022)
Monday 4th July	Sports and Well-Being Week
Wednesday 6th July	Sports Day
Tuesday 12th July	Reports sent home to parents
Wednesday 13th July	Meet your new teacher morning 2pm Y6 Leavers Assembly for parents 6.30pm Y6 Leavers assembly and awards ceremony for parents
Thursday 14th July	Meet your new teacher morning Summer disco
Monday 18th July	Y6 Bikeability
Tuesday 19th July	Y6 formal leavers lunch
Wednesday 20th July	BREAK UP FOR THE SUMMER

Term Dates 2021/2022

Autumn Term 2021

Inset day:

Wednesday 1 September

Term Starts:

Thursday 2 September

Inset day:

Friday 22 October

Half Term:

Monday 25 October – Friday 29 October

Term ends:

Friday 17 December

Holiday:

Monday 20 December – Monday 3 January

Spring Term 2022

Inset day:

Tuesday 4 January

Term Starts:

Wednesday 5 January

Inset day:

Friday 18 February

Half Term:

Monday 21 February – Friday 25 February

Term ends:

Friday 8 April

Holiday:

Monday 11 April – Friday 22 April

Easter Sunday:

Sunday 17 April

Summer Term 2022

Term starts:

Monday 25 April

May Day Bank Holiday:

Monday 2 May

Half Term:

Monday 30 May – Friday 3 June

Inset day:

Monday 6 June

Term ends:

Thursday 21 July

Holiday:

Friday 22 July – Friday 2 September

A snap shot...



