



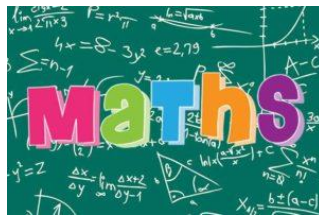
In each year group the children will have experience of using a variety of fiction and nonfiction texts across a range of genres. This includes that which they read for themselves, and those which are read to them.

The school uses Talk for Writing, Literacy Shed and a variety of professional development strategies to support the teaching of narrative and non-narrative structure, character and plot development while also making the rich vocabulary of literature accessible to all. Spelling is timetabled and taught as a discreet subject, we use spelling shed to help engage the children in learning their weekly spellings.

In September 2020, we implemented Accelerated Reader to help support our guided reading. Our children read daily and complete quizzes.

Punctuation and Grammar is taught through our texts that we study in English, so that skills are put into context. Children demonstrate their knowledge and skills independently in longer structured pieces of writing. Pen licenses are earned and presented in assembly for continuously high standards of handwriting across all subject areas.

Reading at home is to be completed in every year group, with an expectation of it being achieved five times per week. Home reading progress can be seen through Accelerated Reader. The classes will regularly visit the local library and participation in the annual Summer Reading Challenge is promoted and rewarded.



Each year group follows a small-steps, mastery approach to learning maths. The children are encouraged to work with a range of concrete manipulatives (counters, blocks, lollysticks, Numicom), before moving to pictorial representations (bar model, part-part-whole), and then finally to abstract representations (column addition, subtraction etc.) in each of the mathematical concepts covered.

Our teaching is planned using the White Rose Maths Hub summary which prescribes the teaching of mathematical concepts in a particular order. Each unit of work provides the children with opportunities to be fluent in a concept before attempting problem solving and reasoning activity to apply and deepen their understanding.

Times tables are taught across the school and this is supported by each child in Year 1 -6 having access to the TimesTable Rockstars website. This platform allows the children the opportunity to practise each table in a fun way and regular use will ensure rapid and accurate recall of times table facts.

We also use Maths Whizz, a programme to help embed concepts that have been taught. The children take a assessment so that the programme can identify working level and gaps. For a breakdown of the specific teaching expectations for your child's year group, please click on the



Science is taught at Lenham Primary School with high expectations for the children and differentiated appropriately per year group. Science is growing in profile at Lenham Primary and regular staff and student surveys show that both enjoy science lessons throughout the year.



We follow the Greenfields scheme of work for the teaching of PE. Please see our sports page to show the spending of Sports Premium and further information regarding PE.



We follow the Kent Agreed Syllabus for Religious Education 2017-2022. The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

RE Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	1.7 What does it mean to belong to a faith community?	1.6 How and why do we celebrate special and sacred times?	1.1 Who is a Christian and what do they believe		1.5 What makes some places sacred?	
Year 2	1.8 How should we care for others and the world, and why does it matter?	1.2 Who is a Muslim and what do they believe?	1.3 Who is Jewish and what do they believe		1.4 How can we learn from sacred books?	
Year 3	1.2.7 What does it mean to be a Christian in Britain today?		1.2.1 What do different people believe about God? Christian focus with Hindus and Muslims		1.2.4 Why do people pray?	1.2.2 Why is the Bible so important for Christians today?
Year 4	1.2.8 What does it mean to be a Hindu in Britain today?		1.2.9 What can we learn from religions about deciding what is right and wrong.	1.2.5 Why are festivals important to religious communities: focus Easter.	1.2.3 Why is Jesus inspiring to some people?	1.2.6 Why do some people think that life is like a journey and what significant experiences mark this?
Year 5	U2.1 Why do some people think God exists?	U2.4 If God is everywhere, worship?	U2.2 What would Jesus do?		U2.6 What does it mean to be a Muslim in Britain today?	
Year 6	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?	U2.8 What difference does it make to believe in shalom, grace and/or Ummah?	U2.7 What matters most to Christians and Humanists?		U2.3 What do religious say to us when life gets hard?	



We follow the Jigsaw scheme of work for PSHE. The scheme is made up of 6 puzzle pieces.

**Being Me In My World:** A sense of belonging; Welcoming others; Building the positive and nurturing ethos of the class/school; Being part of a school community, a wider community, a global community; Rights (UNCRC) and responsibilities; Working and socialising with others; School Council and pupil voice; The Learning Charter: rights, responsibilities, rewards and consequences.

**Celebrating Difference:** Similarities and differences – diversity; Appearance, disability, racism, power, friendships, conflict; Accepting everyone's right to 'difference', regardless of their circumstances or choices; What is 'normal'?; Bullying – what it is and what it isn't, including cyber and homophobic bullying.

**Dreams and Goals:** Hopes and dreams; Goals to success; Learning and personal strengths; Challenges – team work skills and tasks; Overcoming obstacles; Enterprise and fundraising; Experiencing and managing feelings of pride, ambition, disappointment, success; Aspirations – jobs and careers; Dreams and goals of others in different cultures/countries; Dreams for the world . Resilience and growth mindset.

**Healthy Me:** Emotional health (Relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (Eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid).

**Relationships:** Families; Friendships; Love and Loss; Memories; Grief cycle; Pets and animals; Safeguarding and keeping safe; Attraction; Assertiveness; Conflict; Own strengths and self-esteem; Cyber safety and social networking; Roles and responsibilities in families; Stereotypes; Communities; Wider communities

**Changing Me:** Life cycles; How babies are made; My changing body; Puberty; How babies grow; Growing from young to old; Becoming a teenager; Assertiveness; Self-respect; Safeguarding; Family stereotypes; Self and body image; Attraction; Change; Accepting change; Looking ahead; Moving/transition to the next year of school.