



# Primary Curriculum Guide

Non Mihi, Non Tibi, Sed Nobis

Not For Me, Not For You, But For Us

不是为我, 不是为你, 而是为我们

Bukan Untuk Ku, Bukan Untukmu, Tetapi Untuk Kita



# 2019-2020

## Contents

Our School in Context

Our Mission Statement

Our Philosophy

Our Aims and Objectives

Primary School Organisation

Primary School Year Groups

Early Years

Key Stages 1 and 2

What do our children learn?

Co-Curricular Activities

Themed Weeks

How do Children Learn at SIS?

Educational Visits

Assessment and Reporting in the Primary School

Curriculum Overviews Years 1-6



## **The School in Context**

Straits International School, Rawang opened its doors in 2018, with the aim to follow and improve upon the success of our sister school in Penang.

The SIS name has developed into a highly regarded and well respected international school education provider with Straits International School, Penang consistently achieving excellent results in their IGCSE's.

Straits International School, Rawang began with 148 students on roll and has increased to over 200 within one year. This organic gradual increase focused on the smooth integration of students into their new learning environments. Currently SIS is a 1 form entry (24 students per class) and this will increase over the coming years to expand to a 3 form entry.

As the school grows we can see that the dynamic of the student population is also changing. Today in our primary school community we currently have approximately 80% local students, with the remaining 20 % from Asia, Europe, South American, North America and the UK.

Our students come from a multitude of cultural, religious and ethnic backgrounds. We therefore seek to provide a secular education that reflects and draws from this diversity by embracing the ideals of international understanding and being responsible international citizens.

The school motto: Non Mihi, Non Tibi, Sed Nobis

Not For Me, Not For You, But For Us

## **Mission Statement**

Straits International School, Rawang provides each student with a broad, balanced education in a safe and supportive environment. We promote an enjoyment of learning, creativity and excellence whilst working in close harmony with our diverse community.

We enable students to reach their full potential and develop skills to become independent, respectful and caring adults who will be successful and contribute to global society.

Our school motto: "*Non Mihi, Non Tibi, Sed Nobis, Not For Me, Not For You, But For Us*".



## Philosophy

At Straits International School:

- We believe that all our pupils and staff are unique human beings, capable of spiritual, moral, intellectual and physical growth and development.
- We value truth, freedom, justice, human rights, the law and collective effort for the common good.
- We believe that pupils need to be taught to learn and build on new skills and develop socially.
- We value families as sources of love and support for all their members, and as the basis of a society in which people care for others. We believe we should respect the people, places and environment around us.
- We also wholly believe that pupils learn to value and treat others with respect, not only for what they have but also for what we can do for them.
- We recognise and celebrate achievement.
- We believe relationships are fundamental to the development and fulfilment of ourselves and others, and for the good of both the local and wider international community.

## Aims and Objectives

- We aim to develop a love of learning, which will remain with the individual long after the process of formal education has finished.
- We will provide a balanced and broad curriculum, inclusive all pupils of different abilities and needs, from our Early Years Foundation Stage to Secondary.
- We offer a range of extracurricular activities and trips to broaden the experience of school for our pupils and to enrich their learning of academic and social skills.
- We will encourage cross-curricular learning, supported by advancements in technology wherever possible to enhance the learning of our students.
- We will provide our students with a stimulating and caring environment to learn within, where the development of the whole child is a priority. We also encourage our pupils to develop as independent learners who can make positive choices for their own learning and development.
- We fully encourage parents to take an active role in their child's education and development.
- We aim to reward achievement of all members of our school community for their successes.



## Primary School Organisation

The aim of this curriculum guide is to inform parents about the primary curriculum we follow at SIS. This document will examine the subjects your children will learn at SIS, the teaching and learning strategies we use to deliver lessons, and the methods of assessment we use to measure their progress. The details of the topics and learning objectives taught in each year group can be found in the final section.

The Early Years Foundation Stage Framework, the English National Curriculum and The Cambridge International Curriculum provide the framework for the skills and content we teach at SIS, Rawang. Their content is adapted to ensure SIS is culturally inclusive and serves to meet the needs of all our children while being mindful of the international environment in which we live. The school is divided into 6 developmental stages. Primary school includes children in our Early Years Foundation Stage (EYFS) as well as Key Stages 1 and 2.

## Primary School Year Groups

The English National Curriculum is carefully devised to match the level of cognitive, personal, social and emotional development of children. For this purpose, children are placed in the class that matches their chronological age unless there are exceptional circumstances.

Exceptional circumstances may include:

- Children moving from another education system in which formal schooling begins after the child turns five.
- If a child has special/additional educational needs that may require them to be placed in a different year group.

Key Stage	Year Group	Age
EYFS	Nursery	<b>3-4</b> The child must be 3 starting Nursery (on or before the 31 <sup>st</sup> of August).
	Reception	<b>4-5</b> The child must be 4 starting Reception (on or before the 31 <sup>st</sup> of August).
Key Stage 1	Year 1	<b>5-6</b> The child must be 5 starting Year 1 (on or before the 31 <sup>st</sup> of August).
	Year 2	<b>6-7</b> The child must be 6 starting Year 2 (on or before the 31 <sup>st</sup> of August).
Key Stage 2	Year 3	<b>7-8</b> The child must be 7 starting Year 3 (on or before the 31 <sup>st</sup> of August).
	Year 4	<b>8-9</b> The child must be 8 starting Year 4 (on or before the 31 <sup>st</sup> of August).
	Year 5	<b>9-10</b> The child must be 9 starting Year 5 (on or before the 31 <sup>st</sup> of August).
	Year 6	<b>10-11</b> The child must be 10 starting Year 6 (on or before the 31 <sup>st</sup> of August).



## The Early Years Foundation Stage

The Foundation Stage establishes patterns and attitudes for the whole of your child's school life. It is vital that your child has a positive and fulfilling experience to prepare them for their future learning and successes. At SIS it is important to us that each child's early years' experience should be positive, active and secure in order to properly support their personal growth and learning needs.

The EYFS framework sets out welfare and developmental goals for children from birth to five years old. It is a comprehensive programme which includes:

- The requirements recommended to keep your child safe and promote their welfare.
- The 7 areas of learning and development which guide professionals' engagement with your child's play and activities as they learn new skills and knowledge.
- Assessments that will tell you about your child's progress through the EYFS.
- Expected levels that your child should reach at age 5; these expectations are called the 'Early Learning Goals (ELGs).'

## Learning and Development

The Early Years Foundation Stage is a framework for children up to the age of five, outlining 7 key areas of learning around which activities should be based.

Children primarily focus on **3 key aspects** of learning including:

- Communication and language;
- Physical development;
- Personal, social and emotional development.



As children continue to grow, these key aspects will further enable them to develop their skills in the following areas:

- Literacy;
- Mathematics;
- Understanding the world;
- Expressive arts and design.

Together, these 7 areas are incorporated into the planning of your child's learning and activities. The professionals teaching and supporting your child ensure that the activities are meeting the requirements of the curriculum, but are also suited to your child's unique needs. Teachers are committed to providing a holistic and balanced education for your child that can be adapted to meet his/her own abilities and interests. Children in the EYFS learn primarily by playing and exploring, being active, and questioning the world around them.

### **How can I help my child at home?**

All the fun activities that you do with your child at home are important in supporting their learning and development, and have a really long lasting effect on your child's learning as they progress through school.

Even when your child is very young and is not yet able to talk, talking to them helps them to learn and understand new words and ideas. If you make the time every day to do some of the following things with your child it will make a difference to them as a learner. It is also important to talk to them in their native language. Communicating in the native tongue will support learning in English.

- Read stories and talk about the pictures.
- Talk about the things around them - the weather, in the park, at the shop.
- Talk about how they feel - happy, sad, excited, angry, help them to express themselves.

### **Key Stage 1 and 2**

Key Stage 1 incorporates Years 1 and 2 while Key Stage 2 includes Years 3, 4, 5 and 6.

During this phase of education children make the transition from learning through play to a more formal style of teaching and learning.



### **What subjects do the children learn?**

Teachers plan the curriculum based upon the English National Curriculum and the Cambridge International Primary Curriculum.

The English National Curriculum is comprised of twelve subjects and these are classified as core subjects and foundation subjects. Each subject has a programme of study which sets out the content, skills and processes to be taught to all pupils. Integral to all learning in the Primary School is the development of critical and creative thinking.

### **Core Subjects:**

SIS teaches the core subjects using the English National Curriculum and Cambridge International Curriculum. The Cambridge Curriculum Programmes of Study provide a second language option for second language children. They also provide an opportunity for children to complete a standardised assessment at the end of each year. For more information on assessment please refer to the 'Assessment in Primary' section. The curriculum is dynamic and teachers adapt the topics each year to address the needs and interests of the class they are teaching. The curriculum is taught through an enquiry based approach. The programmes of study provide a comprehensive set of objectives; the objectives are progressive and describe in detail what the learner should know or be able to do by the end of each year of their primary education.

### **English:**

Children in Key Stages 1 and 2 have one-hour session of English per day. In Key Stage 1 children also have a 20 minute phonics lesson per day and a 20-minute guided reading session per day. In Key Stage 2 children have a 30-minute guided reading session per day; phonics is incorporated into guided reading activities. In keeping with official Cambridge standards "*The English Framework is divided into three main areas called strands which run through every stage: Reading, Writing and Speaking and Listening. This framework allows for continuity and progression both within and between the stages*". Throughout each of these strands we also look specifically at phonics, spelling, vocabulary, grammar and punctuation.

Follow these links to find out more:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study>

<http://www.talk4writing.co.uk/>



### **Mathematics:**

Children in Key Stages 1 and 2 have one-hour session of Mathematics per day. Learning is divided into 5 strands: Number, Geometry, Measure, Handling Data, and Problem Solving. The first four content strands are underpinned by problem solving, providing opportunities for children to apply the skills they are learning to real problems. Mental strategies (calculation) are also a key part of the number strand. Teachers use a variety of hands-on manipulatives, formal textbooks and appropriate technologies within the classroom in order to further support the teaching and learning process.

Follow this link to find out more:

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>

### **Science:**

The Primary Science Curriculum is divided into 4 main areas called strands which run through every stage: Scientific Enquiry, Physics, Biology and Chemistry or Physics. We can see clear progression across these units as children move up through the stages in school. Each stage has its own individual targets for every strand, providing a clear structure for teaching and standards against which your child's progress can be checked. 'Scientific Enquiry' is integrated throughout all strands, with children expected to share predictions, plan investigative work, obtain and present evidence and analyse their results.

Follow the link to find out more:

[https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-stud](https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study)

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**Foundation Subjects:** Art and Design, Computing, Geography, History, Foreign Languages, Music and Physical Education.

SIS follow the English National Curriculum objectives for the foundation subjects. We also follow Chris Quigley's 'Progression in Skills' to supplement our planning and ensure that subjects are taught with a skills focus. The skills are sequential and become increasingly complex as children progress through the school.) Foundation subjects are usually taught topic by topic which will last for 5-7 weeks. Topics are cross curricular and taught using an enquiry based approach. Children will also experience Problem Based learning as they learn to research areas of interest and organise and present their findings in a logical way.



## **Art and Design**

Art lessons in the primary school are taught in a way that encourages integration and connects with other curricular objectives and themes. The teacher provides opportunities for the children to experiment with a variety of media: pencil, watercolour, charcoal, clay, textiles and collage. Children learn how to use tools correctly and develop their skills through a variety of contexts and applications. Art lessons aim to provide opportunities for children *'to produce creative work, exploring their ideas and recording their experiences. To become proficient in drawing, painting, sculpture and other design techniques. To analyse and evaluate creative works using the appropriate language. To know about great artists, craft makers and designers and understand the historical and cultural development or their art forms.'*

For further information, follow this Link:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239018/PRIMARY\\_national\\_curriculum\\_-\\_Art\\_and\\_design.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239018/PRIMARY_national_curriculum_-_Art_and_design.pdf)

## **Geography**

Geography topics may be taught as a main focus for the term or as a supplementary subject in a Science or History based topic. Our goal is to instil a sense of curiosity and fascination about the world around us in all our students. We aim to achieve this by developing knowledge of their immediate surroundings, e.g. Rawang, but also to compare and contrast this with the wider community and other globally significant places on the planet. We look for ways to build on children's prior knowledge and connect with their own native cultures and countries. We aim to foster respect for the environment and encourage a sense of responsibility in safeguarding the planet for future generations. We strive to develop an understanding of the processes that give rise to key physical and human geographical features of the world and how these are interdependent and change over time. We will also give children the opportunity to develop the geographical skills needed to collect, analyse and communicate a range of data gathered through fieldwork. Children will be taught the skills to interpret a range of sources of geographical information including maps, globes and photographs.

For further information follow this link:

<https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study>



## History

At SIS, History topics may be taught as a main focus for the term or as a supplementary subject in a Science or Geography based topic. Our goal is to inspire children's curiosity to know more about the past and understand the complexity of people's lives and the processes of change. We aim to equip children with the skills necessary to evaluate sources of evidence, think critically, and develop a sense of perspective and awareness of bias. Although we use the history curriculum as an overall framework, we adapt its content to ensure that it is relevant to the context in which we live.

For Further information follow this link:

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

## Computing/IT

Primary students have two 45-minute sessions of computing per week. They are taught in the computer lab or in class using their individual Chromebooks. The teacher looks to include cross curricular links with other topics where possible. Children learn the skills of word processing, build databases and design presentations using PowerPoint. Children in KS2 are also taught how to stay safe on the Internet. Computing lessons ensure pupils will be able *'to understand and apply the fundamental principles of computer science, including algorithms, abstraction, logic and data representation. They will be expected to analyse problems in computational terms and have repeated practical experience of writing computer programmes to solve such problems. We aim for the children to be responsible, competent, confident and creative users of information communication technology'*.

For further information follow this link:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239033/PRIMARY\\_national\\_curriculum\\_-\\_Computing.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239033/PRIMARY_national_curriculum_-_Computing.pdf)

## Music

Music is taught by specialists at SIS. Children from Early Years up to Year 6 each have two sessions of music per week. Children have the opportunity to sing, compose music and appreciate music from different cultures around the world. Children may also benefit from additional music tuition. Instrumentalists visit the school every week to offer private tuition for the piano, guitar, drums, voice and violin. Throughout the year activities are planned to meet the following National Curriculum aims; *'to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Children will learn to sing and use their voices and to create and compose music independently and in groups. They will also have the opportunity to learn a music instrument; to use technology appropriately and have the opportunity to progress to the next level of*



excellence. Children will understand and explore how music is created, produced and communicated through pitch, dynamics, tempo, timbre, texture, structure and appropriate musical notations.'

For further information follow this link:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239037/PRIMARY\\_national\\_curriculum\\_-\\_Music.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239037/PRIMARY_national_curriculum_-_Music.pdf)

### **Physical Education**

Children from Early Years through to Year 6 have two sessions of PE per week. These lessons are taken with specialist PE teachers. The lessons aim 'to develop competence to excel in a broad range of physical activities, provide the opportunity for children to be physically active for sustained periods of time, enable engagement in competitive sports and activities, to encourage children to live healthy, active lives'. Teachers plan to fulfil these aims, planning a different focus for each term: games, dance, gymnastics, swimming, athletics and outdoor adventurous activities.' All KS2 children follow a swimming programme for 10 weeks during the year. Children are transported to the pool and taught by professional swimming instructors. The level of coaching is differentiated. All costs are covered within the school fees.

For further information follow this link:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239040/PRIMARY\\_national\\_curriculum\\_-\\_Physical\\_education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY_national_curriculum_-_Physical_education.pdf)

### **Moral/PSHE ( personal, social and health education**

The personal and social wellbeing of our children is paramount in all our actions at SIS. We also follow the English National Curriculum programme of study for PSHE. Children are taught PSHE for one session a week. These lessons provide opportunities for children to discuss issues that concern them in a safe and secure environment. Each term has a different theme. This theme is introduced as a whole school assembly; teachers plan activities in the classroom which may involve a circle time. The PSHE curriculum is available to discuss in more detail with your child's teacher. In Year 6 there will be an opportunity for parents to view materials and discuss the Personal Wellbeing scheme of work with the teacher; if there is any content you would prefer your child not participate in due to cultural sensitivity we do operate an opt out clause for pupils during these sessions.



1. **Term 1:** New Beginnings
2. **Term 2:** Dealing with Difficult Situations
3. **Term 3** Friendship and Bullying
4. **Term 4:** Becoming an active member of society
5. **Term 5** Personal Wellbeing

### **Co-curricular (Enrichment activities)**

We recognise the importance of co-curricular activities at SIS. They are an integral part of our students' holistic education. Through regular participation in co-curricular activities, students discover their interests and talents while developing values and skills that will prepare them for a rapidly changing world. Co-curricular activities also promote friendships with children outside their normal peer group, and with children who have similar interests and aptitudes. Participation in such activities fosters social integration and deepens students' sense of belonging, commitment and sense of responsibility to school and community. Co-curricular activities take place three times a week from 2:30-3:30pm. These activities include a mixture of creative, athletic and academic classes that the children can choose from. Cross-curricular activities change once per term to allow each child to develop a wide variety of skills and interests.

### **Themed Days**

Throughout the year, our primary school incorporates themed days to add an extra dimension to learning. For example, children participate in assemblies, art activities, fundraising events and projects that revolve around popular celebrations such as: Book Week, STEM week, Halloween and many more. One of our biggest events in the school year is International week. We celebrate our internationalism, recognising the different nationalities and cultures of the children at SIS. This culminates in international day and other festivals celebrated as part of the culture of our community.

### **How do children learn at SIS?**

Our Primary pupils at SIS learn through an enquiry-based, thematic approach. Cross curricular links are made across the subject areas. Topics are planned to incorporate all the subjects across the year. Some topics have a strong science focus or history focus while others may be geography focused. Children will not have all subjects every week. All subjects are balanced throughout the year to ensure all the objectives and skills are covered for each year group. Teachers plan each lesson focusing on the skills specific to that subject. Our integrated learning themes provide children with multiple perspectives on the subject. Research has taught us this not only broadens children's understanding but helps children learn in greater depth. Topics may also provide the context to apply skills children are learning in English.



**PBL** ( *Project Based Learning*) is integral to all of the topics the children learn. Children choose an area of interest to research and present with the support of the teacher. Children work towards their presentations over a number of weeks. In the Spring term parents are invited to school to share the children's learning. Projects are presented by the children. Pupils demonstrate their creativity, interest and passion for learning at this event. Teachers plan lessons to include opportunities for enquiry, questioning and problem solving. We encourage children to be 'independent learners', developing the skills required for further study in secondary school.

### **Educational Visits**

Primary students participate in educational visits in all year groups. Educational visits are integral to their learning in school and they are compulsory. Educational visits provide the real life context for the programmes of study we are teaching in the classroom. Children have the opportunity to participate in a visit to a local area of interest at least once per half term. Overnight visits also form a valuable part of the school curriculum. Children from Years 3-6 are offered the opportunity to participate in overnight visits, during our annual Challenge Week. We strongly encourage ALL students to participate in these trips. For many children, this is their first experience away from home without parents. This is a valuable opportunity to increase independence and develop their social skills. Of course, our student's safety is our number one priority and risk assessments are completed before the visit and all preparations are monitored carefully by the Deputy Head. Heads of Year organise parent meetings to discuss the visits and allay any concerns you may have.

### **Assessment in the Primary School**

#### **Early Years Foundation Stage**

In the Early Years Foundation Stage teachers use ongoing formative assessment; children are assessed continuously throughout the school year according to their age in months. The curriculum is split into 6 age bands, these age bands overlap as children's development is individual and each child develops at their own rate. Assessment takes place through observations made during both teacher-led, and independent activities. This information is then used to inform the planning for each class to ensure all the needs of the children are met. As children progress through Early Years teachers will be assessing if they are meeting the criteria in each of the 7 areas of the curriculum and if children are working in the appropriate age band. At the end of Early Years each child in Reception will be assessed as to whether they are 'Emerging, Expected or Exceeding' the expectations for their age. During each year children spend in Early Years, class teachers will be keeping an 'individual learning journey' that will contain photographic observations as evidence of learning.



## **Key Stage 1**

At SIS our focus is primarily on Assessment for Learning (AfL), rather than Assessment of Learning. Particularly in Key Stage 1, we aim to continuously monitor and assess the learning of our children on a weekly basis. While there are small summative assessments at the end of each term, these merely help to confirm levels that have already been established. We believe that there is little or no effect of placing undue pressure and stress on a child, especially at this young age. In accordance with the Cambridge Assessment Framework and English National Curriculum, teachers continuously assess the learning of the students on a lesson by lesson basis in a number of different ways. Tasks may feature a written component, oral presentation or a simple question and answer session. At SIS, our teachers strive employ a range of formative assessment techniques in order to identify areas of improvement and motivate each child reach their full potential. We believe that formative assessment helps to create a positive learning environment in the classroom. It enables teachers to set appropriate work at the level necessary each individual child's continuing progress.

## **Key Stage 2**

In Key Stage 2 the teacher also assesses your children during every lesson. Teachers ask challenging questions, they discuss ideas and the concepts they are learning about to check the depth and breadth of understanding. Teachers mark books and give feedback that indicates the next steps to learning. Teachers use assessment information and adjust their planning taking into account the children's learning; additional work may be given to support learning or challenge learners as necessary. Self-assessment is a valuable part of learning and teachers often incorporate this into their plenary sessions. Self-assessment encourages children to identify what they need to improve and set realistic targets for themselves.

### **Assessment of Learning (Summative)**

Assessment of Learning takes place when children have completed a unit or units of work and the teachers wish to see how much progress has been made. Each unit of work may last 3-4 weeks. Teachers in Key Stage 2 will assess all children in reading, writing, maths and science at regular intervals throughout the year. Parents are welcome to discuss progress with teachers at any point in the school year. If a teacher has any concerns about a child with regard to academic, social or emotional development parents will be contacted.

We communicate with parents in different ways. Sentral and Class Dojo are used to relay information regarding your child's behaviour, important events and updates about new learning taking place in each class. If you are not receiving messages or progress reports it is important to contact the teacher or inform the school office to confirm contact details.



## Cambridge Progression Tests

Cambridge Progression Tests will take place in Years 3, 4, 5 and 6 at the end of the Spring Term or the beginning of the Summer Term depending on when the school holidays are set. The dates will be confirmed on the school calendar during the Autumn term. These tests will cover units of work the children have completed during the year. Children will take Progression tests in English, Maths and Science. The tests are marked by the teachers in school. The marking schemes are rigorously applied and papers are moderated; the results are then uploaded onto the Cambridge website for analysis. Children are placed into three bands; **Bronze**: working below expected level; **Silver**: working at the expected level for age group and **Gold**: working above the expected level. The children take these tests as an indicator of the attainment they have reached in one academic year. The results of the tests help teachers to understand strengths and weaknesses and help them plan to improve children's performance. **The results will not be used to decide the classes children will be placed in.**

The results of the tests will be shared with parents in the end of year reports; there will be an opportunity for you to discuss the results with the teachers. These tests are standardised and give us the opportunity to compare how our students are performing with schools in the UK and Internationally. There will be a parents' meeting in the Spring Term to provide more information about the Cambridge Progression tests.

## Records of Assessment in the Primary School

At SIS we maintain records of children's assessments to be able to provide evidence of the progress the children have made. We also maintain records of assessment to enable us to pass on accurate information to other teachers and schools when children move on from SIS, and to be able to provide evidence of your child's achievement during parent consultation evenings. Records can be kept in a variety of ways.

- Parents are regularly updated with regards to the progress of their child through Sentral, and Class Dojo, parent teacher consultations, open days, parent breakfasts and parent workshops take place regularly throughout the year. These meetings provide a forum for sharing information.
- Teachers use a tracking system to record progress and to identify next steps for learning in reading, writing and Maths.
- Annotated plans and planning notes made by class teachers and other adults involved with each child record other important information about the progress of children in the class.
- The SSS Register (*Student Support Services*) ensure that children identified with special educational needs are supported appropriately and their needs assessed regularly. Children identified may be those who are not making the expected progress or are attaining higher than expected.

- Pupil Progress Profiles and the tracking information for reading, writing and maths are kept by each class teacher, which is passed on to the receiving teacher at the end of each academic year.

**Year 2 Long Term Overview**

Term	English	Maths	Science	Geography	History	P.E	Art	ICT
1	Stories with familiar settings  Instructions  Poems with familiar settings	Numbers and Problem Solving  Geometry and Problem Solving  Measure and Problem Solving	Going Outside  Looking at rocks	The Wider World	Toys and Games over Time	Basketball Skills  Gymnastics	Habitats <i>Areas of Focus: Materials</i>  Under the Sea <i>Areas of Focus: Painting</i>  Superheroes <i>Areas of Focus: Artists</i>	Starting with text  Introduction to Education City
2	Traditional Tales from Different Cultures  Dictionaries and Explanations  Poems by Significant Poets	Number and Problem Solving  Handling Data and Problem Solving  Measure and Problem Solving	Light and Dark  The Earth and the Sun	An Island Home  Going to the Seaside	Air Space Travel	Dance  OAA  Football	Outer Space <i>Areas of Focus: Sculpting</i>  Fairytales <i>Areas of Focus: Drawing</i>  The Jungle <i>Areas of Focus: Painting</i>	Starting Images  Starting Graphs  Introduction to Code.org
3	Stories by significant children's' authors  Non-chronological reports  Poems with Language Play	Number and Problem Solving  Geometry and Problem Solving  Measure and Problem Solving	Changing Materials  Electricity	How we Learn about the World  Passport to the World	Three English Queens	Wacky Races  Striking Skills  Recap	Pirates <i>Area of Focus: Materials</i>  Dr. Seuss <i>Area of Focus: Artists</i> Kings and Queens <i>Areas of Focus: Drawing</i>	Starting Searches  Introduction to Adobe Spark

