CURRICULUM BLUEPRINT

	INTENT (Planning)	IMPLEMENTATION (Teaching and Learning)	IMPACT (Outcomes)
Curriculum	**The Sandringham Federation is a knowledge and skills based curriculum that uses the Chris Quigley Essentials Curriculum to underpin skills progression. It is important that the skills and knowledge covered in each unit of learning are referenced in the planning.** **Planning** ● Medium Term Planning must be uploaded to the curriculum folder on the G-Drive for all subjects at the beginning of each half term. Details of vocabulary, threshold concepts and reference to the milestones must be included. **Threshold Concepts** ● The threshold concepts are key threads described in simple terms/single words, that all aspects of learning in that subject can be linked to. ● Threshold concepts to be displayed in the classroom where there are subject specific displays. It is important to make reference to these during lessons to ensure that the children become familiar with these concepts and create connections between the learning that links to them. **Vocabulary** ● Sandringham Federation Core Vocabulary booklet used to inform tier 2 subject-specific words that should be embedded in KS1 and KS2. These words are the minimum expectation. ● Tier 3 vocabulary, specific to the unit of work, should be outlined as part of medium term planning, should appear on knowledge organisers and working walls and consideration should be given to how we check that the children have understood and remembered it. **Embedding knowledge and skills - Retrieval practice** ● Build in opportunities for children to revisit what they did last lesson, last week, last month, last term. ● Support the children to make connections between their learning in a subject, between subjects and between year groups. **Assessment** ● Any areas of weakness picked up through the PiXL QLA analysis should be addressed through 'class action plan' and linked to pupil progress meetings. ● Children should complete a task at the end of a unit that supports teachers to make an assessment of how well the knowledge and skills from the unit have been learnt and understood.		
English	Phonics - Little Wandle Staff to use the planning and resources from Little Wandle	Frieze/poster to be displayed in class. Daily phonics lesson in EYFS and KS1. The Friday review sentence is written in books.	Children are assessed at the end of each term (using the online Assessment Tracker from Sept 2022). Keep up groups identified and re-assessed after 3 weeks.

	https://www.littlewandlelettersandsounds.org.uk/ Reading - Little Wandle (EYFS and KS1) Planning templates are provided on the website and in the front of the reading books. Reading journals Writing - Text-based Curriculum.	Children are heard to read 3x a week in a group. Focussing on a different skill each time (fluency, prosody and comprehension). Children take the books home to share after the 3rd read. Children also take a 'sharing book' home to support language development. SPAG starter each day	Children's books are matched to their secure phonic knowledge using the assessments. Children at the end of year 1 complete a fluency check, before moving off the program and onto banded books (turquoise).
Maths	White Rose Maths Hub https://whiterosemaths.com/resources/primary Tackling Tables as part of our weekly practice. Sumdog for tables check practice and homework. ● Weekly arithmetic tests (rising stars/pixl)	EYFS to use Tapestry to record learning and make use of floor books and working walls. KS1/2: To use a squared maths book with clear dates and LO's. -Times tables to be taught explicitly appropriate to age, then regularly practised through use of our red tables books. Number of the Day ALL: -Use of manipulatives readily available in lessons. -Use of the working wall to be relevant to the teaching of the unit at that time. -Floorbooks to record evidence of CPA and problem-solving and reasoning.	AFL to be done regularly to inform planning. With RAG rating happening on small steps documents either as you go along or after a unit to help gauge coverage of that unit and whether any further teaching is needed or intervention for specific children. Use of PiXL summative assessments and/or past SATs papers and using QLA data to watch for gaps and help plan forwards. Teacher Assessment recorded on Pupil Asset every term. End of year: MTC tables check for Year 4 in June. KS1 SATs every year (May) KS2 SATs every year (May)
Art	Staff to use Chris Quigley milestones to underpin planning of skills. Linking art to topic or text where possible	Sketchbooks for KS2 KS1 folders and Sketchbooks. LO and dates for each lesson,	Children should annotate their own work as part of assessment. Pupil voice is recorded in floorbooks.

	Core subject vocabulary to be embedded in subject teaching. Include threshold concepts as part of teaching dialogue.	Artists should be clearly referenced.	Data should be added to Pupil Asset at the end of each term. In reference to the Milestones
Computing	Staff to use the Teach Computing units for teaching computing lessons: https://teachcomputing.org/curriculum Core subject vocabulary to be embedded in subject teaching. Include threshold concepts as part of teaching dialogue; Code, Communicate, Collect, Connect Use retrieval practice opportunities that are incorporated within the Teach Computing slides for checking and embedding understanding.	Reception/KS1 to use a class Computing book or record evidence in floorbooks. (From September '22) Y3 upwards to have a computing book that follows them through KS2 - This should have the date and objective for each lesson and then could include photographs, paper-based tasks or a learning reflection. Any work on the Chromebooks should be shared to the class teacher through Google Classroom. Threshold concepts should become embedded through teaching and learning the subject Children should understand whether they are doing Digital Literacy, Information Technology or Computer Science SEND - Ensure that reasonable adjustments are planned to support pupils with SEND	Summative assessment tasks should be used at the end of each unit to assess the children's understanding and progress. Each Teach Computing unit has a summative task linked. Data should be added to Pupil Asset at the end of each term. Pupil voice is recorded in floorbooks. Staff to share examples of good outcomes, pupil voice with Computing subject lead termly.
Design Technology	Chris Quigley Milestones, DT can be linked to a topic or a stand alone activity. Test, Design, Make, Evaluate	Suggested booklets- worksheets in document holders of treasury tags.	Children should evaluate their own work as part of assessment. Pupil voice is recorded in floorbooks.

			Data should be added to Pupil Asset at the end of each term. In reference to the Milestones
French	Twinkl	Basic vocabulary on display Regular recall sessions to ensure retrieval.	
Geography	Staff should use the schemes of work from Oddizzi as a basis for their planning. Topic to be led by an enquiry question. Core subject vocabulary to be embedded in subject teaching and displayed in class.	Each unit of work to have a cover page and/or the knowledge organiser from Oddizzi Each unit of work to begin by looking at the world map and recap previous learning.	Assessment quiz/task to link to the enquiry question and to assess knowledge. Data should be added to Pupil Asset at the end of each unit.
History	Staff to use the Chris Quigley resources to inform their planning. Topic to be led by an enquiry question. Core subject vocabulary to be embedded in subject teaching and displayed in class. Include threshold concepts as part of teaching dialogue.	Timeline to be up on display. (Different for EYFS, KS1 and KS2). Each unit of work to have a cover page. Children to have a timeline in their topic books that they can add new learning too. The first lesson of each new unit of work looks at where it fits within the overall narrative of history (place on timeline, what else is going on at that time, relate to previous learning). Children should be taught to 'think like a historian' and reference made to the skills they are using.	Assessment task to link to the enquiry question and Chris Quigley Milestones. Data should be added to Pupil Asset at the end of each unit.

Music	All lessons available on Charanga: https://charanga.com/site/		
PSHE/RSE	PATHs (Folders in classroom) RSE Educator Solutions (Folders in each school) Twinkl to supplement (G-Drive) From the perspective of our PSHE/RSE Curriculum overview, the threshold that we seek to embed with our children are: Chris Quigley Concepts(Personal Development Goals) in planning and used on displays Core Vocabulary The body of knowledge and vocabulary used relate back to the concepts/milestones (on G - Drive) SEND https://www.twinkl.co.uk/resources/inclusion-teaching-resources/send-inclusion-teaching-resources/send-resources-by-topic-s https://www.twinkl.co.uk/resources/inclusion-	Threshold Concepts-Personal Development Goals These will be referred through in the teaching of discrete subjects/Foundation subjects so that the children are building schema relating to each one. 8 Personal Development Goals. *Try new things, work hard, push oneself, imagine, improve, understand others, not give up, concentrate, for example:* These have previously been shared with staff to display as useful prompt for staff.	When sending evidence please ensure the following has been added: Date, term, which model you have used, eg, RSE Solutions, Twinkl(Twinkl is now linked to PSHE Association) (for mixed year groups, which year group plan did you use?) Lesson? EYFS to use Tapestry to record learning and make use of floorbooks/class book. Please inform Lead which ones you will be using and refer to above. KS1/KS2 Evidence should be added to the PSHE Curriculum overview for relevant school on shared (G-Drive) KS1/KS2 Evidence/pupil voice in PSHE/RSE class book or floorbook (please notify Lead which you will use).

	teaching-resources/send-inclusion-teaching-resources/specialeducationalneeds-sen-parents-curr		
PE	Power of PE?		
RE	DNEAT RE Agreed Syllabus planning: https://www.dioceseofnorwich.org/schools/siams-re-collective-worship/religious-education/curriculum-planning/ Understanding Christianity resources and training for main Chritianity topics.	Core vocab to be introduced at start of topic then evidenced through work/photographs. Use of retrieval practice to embed and support retention of key ideas and knowledge. Ensure artefacts are treated respectfully when exploring different religions. Ensure discussions are recorded - this can be done as a whole class eg TA/Teacher scribing. Use multimedia and trips to places of worship to enhance learning eg Truetube, Norwich Cathedral, Local church, Synagogue, Mosque.	Data added to Pupil Asset termly, using DNEAT Age related expectation statements. Pupil voice in floorbooks In classes quizzes, retrieval practice for end of unit, term to support assessment statements.
Science	Chris Quigley concepts in planning and used on displays Use of PLAN Science exemplar units as on the Google Drive, along with knowledge matrices. Core vocab on overview sheets for every new unit/topic covered. National curriculum statements relative to year group to be evidenced in all planning and	Core vocab to be introduced at start of topic then evidenced through work/photographs EYFS - photographs and pupil voice - evidence in floorbooks and on the Drive KS1/2 - Use of Science books - to contain writing and photographs of experiments and enquiries. Unit cover sheet at the start of each new topic with core vocab. Pupil voice and photos in floorbooks and on displays	ASSESSMENT: Taps experiment (Bath Spa) to assess working scientifically at the end of each unit of work Data added to Pupil Asset, pupil voice in floorbooks Pupils should be able to self-evaluate their understanding of the topics taught and evidence this in their books or in working scientifically. Staff to share exemplary outcomes.

	learning objectives .		
	Twinkl or Ogden Trust to support planning, where necessary.	SEND: use of STRATA progression in working scientifically. Use of thinking frames to support 'working scientifically'. On Drive Relevant resources to support appropriate to the topic taught at the time.	